



Behaviour, Standards and Culture policy

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This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Suspension and Permanent Exclusion Policy
- Anti-Bullying Policy
- Searching and Screening Policy
- Physical Restraint Policy
- Mobile Phone Policy
- Attendance Policy
- SEND Policy

1. THE ELIZABETHAN APPROACH TO BEHAVIOUR – OUR CULTURE

At The Elizabethan Academy we believe that excellent behaviour is the foundation of excellent learning.

We are committed to creating a calm, safe and disruption free learning environment where every student can succeed.

We have a **‘Warm-strict and calm’** approach which is built on high expectations, consistency and strong relationships so that all members of our community feel respected, supported and challenged to achieve their best.

At The Elizabethan we:

- Recognise that everyone is responsible for creating a positive behaviour culture
- We have a zero-tolerance approach to bullying, sexual harassment, child-on-child abuse, discrimination (including racism, sexism, homophobia and other forms of prejudice), and any behaviour that undermines the safety, dignity or wellbeing of others. These behaviours are never dismissed as ‘banter’ and will be reported and addressed in line with the academy’s behaviour and safeguarding systems.
- Prioritise positive relationships between staff, students and parents, built on mutual respect and professionalism
- Expect students to be self-motivated and ready to learn in every lesson, every day
- Recognise and celebrate good behaviour consistently
- Set clear, non-negotiable expectations so that every student knows what is required at all times
- Respond to poor behaviour calmly, consistently and fairly, so that students learn from mistakes and improve
- Support students to take responsibility for their actions and develop self-discipline

2. CORE EXPECTATIONS

At The Elizabethan Academy our core expectations are based on the 4 R’s

All students are expected to:

Be Ready – arrive on time in correct uniform, fully equipped, prepared and focused

Be Respectful – treat others and the environment with respect

Be Responsible – take ownership of their actions and learning

Be Resilient – work hard and respond positively to challenge

These are not optional – they define how we learn, how we interact, and how we represent our school

We believe that:

- Every student has the right to learn without disruption
- Every teacher has the right to teach without interruption
- Every member of our community deserves to feel safe and respected

Good behaviour is not left to chance. It is taught, modelled and expected every day – in lessons, around school and in the wider community.

3. STARTING THE DAY RIGHT

Every day begins with a clear focus on readiness to learn. As students enter the school, they are checked by staff.

Students are expected to:

- Arrive on time, fully equipped and in the correct uniform
- Enter the school calmly and respectfully
- Be ready to learn from the very first moment of the day

Staff will:

- Be visible and present at key points around the school
- Welcome students positively
- Ensure standards are met before learning begins

By starting the day right, we ensure that every student has the best opportunity to succeed.

4. CLASS CHARTER

At The Elizabethan Academy, our Class Charter defines the **non-negotiable standards** expected in every lesson, every day. These expectations ensure that all students can learn in a calm, safe and purposeful environment. They are consistently applied by all staff and followed by all students.

Students will:

- ✓ Arrive on time to every lesson and enter quietly calmly when asked
To make every minute count towards learning
- ✓ Be fully equipped for learning with equipment on desks
To be ready for every activity and task
- ✓ Wear full uniform correctly and with pride at all times
To look smart and avoid disruption to learning
- ✓ Sit in your allocated seat, facing forwards, and give full attention
To maximise focus and eliminate distractions
- ✓ Listen carefully and follow staff instructions first time
To support a calm and purposeful learning environment
- ✓ Begin work straight away
To maximise learning time
- ✓ Work hard and stay on task throughout the lesson
To achieve their full potential
- ✓ Treat everyone with kindness, respect and politeness
To maintain our safe and positive school community

- ✓ Do not talk over staff or other students
To ensure that learning is not disrupted and everyone can be heard
- ✓ Keep the school environment focused on learning: no mobile phones, no unapproved items out, no chewing gum
To avoid distraction and maintain high standards
- ✓ Take responsibility for learning time: We only have access passes for those that need them
To ensure learning time is protected

At the end of the lesson students will:

- ✓ Pack equipment away and leave the area clean and tidy
- ✓ Stand behind their chair
- ✓ Check their uniform meets expectations
- ✓ Exit the classroom quietly, calmly and in an orderly fashion once dismissed by the teacher

These expectations are non-negotiable and apply in every lesson, every day

THE ELIZABETHAN CLASS CHARTER

At The Elizabethan Academy, our Class Charter defines the non-negotiable standards expected in every lesson, every day.

These expectations ensure that all students can learn in a calm, safe and purposeful environment. They are consistently applied by all staff and followed by all students.

STUDENTS WILL:

- Arrive on time to every lesson and enter quietly and calmly when asked**
To make every minute count towards learning
- Be fully equipped for learning with equipment on desks**
To be ready for every activity and task
- Wear the correct uniform with pride at all times**
To look smart and avoid disruption to learning
- Sit in their allocated seat, facing forwards, and give full attention**
To maximise focus and eliminate distractions
- Listen carefully and follow staff instructions first time**
To support a calm and purposeful learning environment
- Begin work straight away**
To maximise learning time
- Work hard and stay on task throughout the lesson**
To achieve their full potential

- Treat everyone with kindness, respect and politeness**
To maintain our safe and positive school community
- Do not talk over staff or other students**
To ensure that learning is not disrupted and everyone can be heard
- Keep the school environment focused on learning: no mobile phones, no unapproved items out, no chewing gum**
To avoid distraction and maintain high standards
- Take responsibility for learning time: We do not issue time-out or toilet passes, we only have medical passes for those that need them**
To ensure learning time is protected

AT THE END OF THE LESSON STUDENTS WILL:

- Pack equipment away and leave the area clean and tidy
- Stand behind their chair
- Check their uniform meets expectations
- Exit the classroom quietly, calmly and in an orderly fashion once dismissed by the teacher

THESE EXPECTATIONS ARE NON-NEGOTIABLE AND APPLY IN EVERY LESSON, EVERY DAY

5. RESPONDING TO POSITIVE BEHAVIOUR

At The Elizabethan Academy, positive behaviour is recognised and celebrated consistently.

Students are awarded positive points for demonstrating our core values of Readiness, Respect, Responsibility and Resilience and for showing strong attitudes to learning. Recognition is immediate, visible and linked directly to effort and behaviour for learning.

Positive 1 (P1) – Good effort, focus and/or attitude to learning (+1)

- *Students demonstrate 100% attention, strong effort and resilience, high-quality work, and a positive contribution to learning. A Positive point (+1) is recorded, and the student is recognised by the teacher or staff member.*

Positive 2 (P2) - 'Best in lesson' or sustained effort or significant contribution (+2)

- *Awarded for consistent effort, or a significantly positive contribution across a lesson or series of lessons.*
- *Teachers will always award a minimum of three 'best in lesson' recognitions in every lesson, each being worth +2.*
- *Positive points (+2) are recorded, and the student is recognised by the teacher or staff member.*
- *Students demonstrate sustained focus over time and/or significantly positive engagement in learning.*

Positive 3 (P3) - Consistently excellent or major contribution (+5)

- *Awarded for consistently high standards of behaviour and attitudes to learning over time*
- *Positive points (+5) are recorded, and the student is recognised at Tutor or Year group level*
- *Students demonstrate high levels of effort and focus across multiple lessons, consistent adherence to the academy's expectations, and are a positive influence on others.*

Positive 4 (P4) - Exceptional contribution (+10) - Subject, Year, Faculty or Principal's award

- *Awarded for exceptional conduct, effort or contribution to the whole school community.*
- *Positive points (+10) are recorded. A subject, year, faculty or Principal's award is issued.*
- *Formal recognition e.g. phone call home, assembly recognition.*
- *Students demonstrate exceptional effort or achievement, leadership and positive role modelling and contribution beyond expectations, within or beyond the classroom.*
- *P4 recognises students who go above and beyond and represent the very best of The Elizabethan Academy.*

6. RESPONDING TO NEGATIVE BEHAVIOUR

At The Elizabethan Academy pre-emptive strategies are used to avoid poor behaviour. Students are explicitly taught and deliberately practice our routines such as silent lesson entrance and exit. Teachers insist on one voice in the classroom for instructions, questions, answers and explanations, and silence for reading, writing and independent tasks. Teachers form positive relationships with students and greet them individually at the start of every lesson. Each lesson begins with a 'clean slate'.

If poor behaviour does occur, we hold-firm and respond in a calm, consistent and predictable way.

Staff will always:

- Address behaviour calmly and professionally
- Use clear and consistent language
- Apply the behaviour system fairly

As soon as any expectations are not met, a clear stepped approach* is used:

Silent, non-verbal

- *Examples include: a hand signal, eye-contact, facial expression, a sharp pause, a quiet tap on desk*
- *This avoids interrupting the flow of the lesson and allows learning to quickly continue*

Reminder

- *A clear and calm reminder of the expected behaviour is given. The student is given an opportunity to correct their behaviour*

Level 1 (L1) - Negative incident - Formal response (-1)

- *If behaviour does not improve, an L1 is issued.*
- *This indicates repeated disruption or failure to meet expectations.*
- *A negative point (-1) is recorded, and a 15-minute central break detention is set.*
- *The student is expected to correct their behaviour immediately*

Level 2 (L2) - Negative incident - Removal to Colleague support room (-2)

- *If behaviour still does not improve, the student is removed to a colleague support room by on-call staff.*
- *Negative points (-2) are recorded, and a 30-minute central lunch detention is set.*
- *This protects the learning environment from being further disrupted*

Level 3 (L3) - Negative incident - Removal to Reflection room (-5)

- *If poor behaviour continues in the colleague support room, the student is moved to the Reflection room.*
- *Negative points (-5) are recorded, and a 60-minute afterschool detention is set.*
- *This provides a structured environment for reflection and reset.*

Level 4 (L4) - Negative incident - Serious behaviour (-10)

- *Serious incidents or significant breaches of expectations results in a Level 4 response whereby the student is taken directly to the Reflection room.*
- *Negative points (-10) are recorded.*
- *Further sanctions and follow-up actions are applied as appropriate*

*At the discretion of the teacher or staff member, significantly poor behaviour can lead straight to any of the levels

Failure to improve behaviour at any stage will result in immediate escalation to the next level.

7. EXAMPLES OF POSITIVE BEHAVIOUR IN OR BEYOND THE CLASSROOM

The following examples support staff in applying positives consistently. These are *not exhaustive* but provide guidance on typical behaviours.

Positive 1 – Examples may include:

- Demonstrating polite and respectful manners to staff and peers
- Being fully prepared for learning (equipment out, planner ready, completing starter promptly)
- Demonstrating 100% attention during teacher instruction (tracking the speaker, not distracting others)
- Completing classwork to a good standard with clear effort
- Attempting challenging work and showing resilience even when unsure
- Following instructions first time without reminders
- Contributing appropriately to class discussion (hands up, respectful responses)
- Staying on task during independent work
- Reading silently with focus and engagement
- Supporting a partner appropriately in paired work without distraction

Positive 2 – Examples may include:

- Achieving best in lesson
- Maintaining strong focus and productivity for the entire lesson
- Producing a high standard of work across a full lesson or sequence of tasks
- Actively contributing multiple thoughtful responses that deepen learning
- Showing clear improvement in effort or attitude over a lesson or series of lessons
- Completing all work set and extending beyond minimum expectations
- Supporting peers' learning in a meaningful way (explaining concepts, encouraging others)
- Demonstrating sustained resilience on a challenging task without giving up
- Taking pride in presentation and accuracy across extended work
- Consistently meeting all expectations over several lessons without reminders
- Engaging positively in group work and helping keep others on task

Positive 3 – Examples may include:

- Demonstrating excellent effort and behaviour consistently across multiple lessons
- Producing high-quality work over time, showing pride, accuracy and depth
- Being a consistently positive role model for behaviour and learning habits
- Showing leadership within the classroom (e.g. guiding group work effectively, setting standards)
- Demonstrating sustained resilience and independence across subjects
- Consistently exceeding expectations in classwork and/or homework
- Supporting classroom routines and contributing to a calm, focused environment
- Showing a marked and sustained improvement in attitude or engagement over time
- Being recognised by multiple staff for excellent attitudes to learning
- Influencing peers positively to improve focus and behaviour

Positive 4 – Examples may include:

- Upholding the academy's values at the highest level both inside and beyond the classroom
- Demonstrating exceptional effort or achievement significantly beyond expectations
- Showing outstanding leadership within the school (e.g. mentoring younger students, leading groups)
- Making a significant positive contribution to the wider school community (events, initiatives, representation)
- Consistently modelling exemplary behaviour across all settings (lessons, social time, trips)
- Producing exceptional work relative to starting points
- Overcoming significant challenges with resilience and determination
- Representing the academy with distinction (competitions, public events, external activities)
- Taking initiative to improve the school environment or support others without being asked

- Being recognised by multiple staff and leaders as an outstanding role model

8. EXAMPLES OF NEGATIVE BEHAVIOUR IN OR BEYOND THE CLASSROOM

The following examples support staff in applying behaviour levels consistently. These are *not exhaustive* but provide guidance on typical behaviours.

Level 1 (15-minute break detention) – Examples may include:

- Lateness to school or to lesson
- Lack of equipment
- Incorrect uniform
- Calling out after reminder
- Talking / off-task behaviour after reminder
- Not following instructions after reminder
- Minor disruption to learning after reminder
- Not conforming to non-negotiable after reminder

Level 2: (30-minute lunch detention and removal) - Examples may include:

- Repeated poor behaviour following L1
- Continued failure to follow instructions
- Refusal to engage in work
- Persistent talking or disruption to learning
- Persistent non-completion of homework
- Disrespectful behaviour towards staff
- Leaving a lesson without permission

Level 3: (60-minute detention and Reflection Room) - Examples may include:

- Repeated poor behaviour following L2
- Any use or visibility of mobile phone that contravenes the mobile phone policy
- Failure to attend a break or lunch detention
- Values card infringement (3 signatures for negative behaviour beyond the classroom)
- Continued disruption in the Colleague support room
- Refusal to follow instructions
- Persistent defiance
- Truanting part or all a lesson

Level 4: (Serious behaviour) - Examples may include:

- Repeated poor behaviour following L3
- Failure to attend an afterschool detention
- Serious acts of defiance
- Verbal abuse and/or swearing towards staff or students
- Bringing an illegal or banned item into school
- Physical aggression or fighting or play-fighting
- Any type of bullying, harassment or sexual harassment, or discrimination
- Discriminatory or offensive language
- Serious breach of school expectations
- Dangerous behaviour
- Vaping

- Theft
- Extensive truancy

9. BEHAVIOUR BEYOND THE CLASSROOM

High expectations apply at all times, including:

- On buses
- Social times (break and lunch)
- Before and after school
- Movement between lessons
- School trips, activities and events

Students are expected to:

- Move calmly, quietly and safely around the building and the school site, adhering to the signage e.g. walking on the left of staircases and corridors
- Follow instructions first time from all staff (teachers and associate staff)
- Maintain high standards of behaviour and respect
- Remove outdoor clothing (coats, hoodies etc) and place them in their bag, as soon as they enter the building

The same behaviour system applies consistently across all areas of the academy.

10. LATENESS AND TRUANCY

Lateness to school or to a lesson will incur a Level 1 negative leading to a 15-minute break detention.

Truancy is a serious breach of this policy and will normally be recorded as a Level 3 or Level 4 negative, depending on the length of time that the students has been missing. Students who truant will be make up *at least* the amount of lesson time missed in detentions. Other appropriate sanctions will also be considered.

11. MOBILE PHONES

The Academy has a separate **Mobile Phone Policy** which should be read alongside this Behaviour Policy.

The Academy operates a mobile-phone-free environment during the school day. Pupils are only permitted to bring a mobile phone under the following conditions:

- Phones must be switched off before entering the school gates
- Phones must be placed at the bottom of the school bag and must not be removed, seen or heard at any point during the school day
- Phones may only be switched back on after leaving the school site
- Mobile phones are not permitted for teaching and learning purposes

Any phone that is seen, heard or used will be confiscated, with sanctions applied in line with the Behaviour Policy. Repeated breaches may require collection by a parent/carer.

The Academy accepts no liability for loss, theft or damage.

Exceptions may be granted in exceptional circumstances in line with the Mobile Phone Policy. Sixth form pupils may use phones only in designated areas and out of sight of younger pupils, and misuse will result in sanctions.

12. RECORDING BEHAVIOUR

Staff will record all positive and negative incidents using the school Management Information System (Arbor). Negative incidents will include a short, factual narrative of what happened. Parents are able to view this via their Arbor login.

13. ADDITIONAL SANCTIONS

In addition to the behaviour levels outlined above, a range of further sanctions and interventions may be used in response to poor behaviour, where appropriate. These may include:

- The setting of written tasks to support reflection on behaviour
- Loss of privileges
- School-based community service (e.g. tidying classrooms or supporting the school environment)
- A phone call or letter home to parents or carers
- The use of a learning contract to set clear expectations and targets
- Monitoring report
- Placement on a report (e.g. tutor report, subject report or senior leader report)
- Weekend detentions

These sanctions are used to reinforce expectations, support behaviour improvement and ensure that consequences are proportionate to the behaviour displayed.

Where appropriate, these interventions will be used alongside the wider behaviour system to support students in meeting the academy's expectations.

14. RESTORATIVE CONVERSATIONS AND FOLLOW-UP

Sanctions are used to address behaviour; however, they do not replace the responsibility of staff to follow through with students. Where behaviour falls below expectations, staff must ensure that a restorative conversation takes place. This expectation applies in all cases, including where a centralised detention or other sanction has been issued.

All staff will:

- Follow through on all behaviour incidents they address
- Ensure a restorative conversation takes place at the earliest appropriate opportunity
- Not rely solely on centralised systems or sanctions to address behaviour
- Communicate clearly, calmly and consistently
- Reaffirm Academy expectations and standards in every interaction

Restorative conversations ensure that students:

- Understand why their behaviour was not acceptable

- Recognise the impact on learning, staff and peers
- Are clear on what is expected in future
- Are supported to return to learning quickly and successfully

Restorative conversations should be brief, deliberate and purposeful. Staff will:

1. Establish **what** happened
2. Explain **why** the behaviour does not meet Academy expectations
3. Reinforce the expected behaviour
4. Clarify **what** the student will do differently next time
5. End the interaction positively and refocus on learning

Key Principle: Every sanction must be followed by a conversation

Consistent follow-through is essential in securing high standards of behaviour across the Academy.

15. SERIOUS SANCTIONS

DETENTIONS

Detentions are used to reinforce expectations and ensure accountability on behalf of the student. They are applied consistently to ensure that they act as an effective deterrent and support positive behaviour. They provide an opportunity for students to reflect on the impact of their behaviour.

Detentions are centralised to ensure consistency.

Detentions may be held at break time, lunch time or afterschool.

- L1 results in a 15-minute break detention
- L2 results in a 30-minute lunch detention
- Afterschool detentions last are 60 minutes in length

Most detentions will be set for the following day, however, the school reserves the right to set same-day detentions where appropriate.

Parental consent is not required for students to attend afterschool detentions; however, reasonable notice will be given and individual circumstances, including safe travel arrangements, will be taken into account.

Students are expected to regularly check their Arbor account to determine whether they have been issued with a detention. It is the student's responsibility to know if and when they have a detention.

Tutors will tell students during registration if they have a detention.

Teachers will also remind students at the end of period 2 (Period 1 on a Wednesday) if they have a break detention.

Teachers will escort students who have been issued a detention to the detention room at the end of period 3 (for lunch detentions), and the end of period 5 (for afterschool detentions).

Students in detention are expected to:

- Arrive on time
 - Line up quietly and, once invited, enter the room silently and in an orderly manner
 - Follow all staff instructions
 - Complete any work or reflection tasks that are set
 - Remain silent unless directed otherwise
 - Avoid any form of verbal or non-verbal communication with other students
 - Demonstrate respectful behaviour at all times
- Failure to meet expectations, or failure to attend a *break or lunch* detention, will result in immediate escalation to Level 3 (-5) and a 60-minute afterschool detention will be set.
- Failure to meet expectations, or failure to attend an *afterschool detention*, will result in immediate escalation to Level 4 (-10). The student will spend additional time in the Reflection room the following day followed by a repeated after-school detention
- If a student accrues three or more Level 1 or Level 2 sanctions within a week, this will trigger an additional after-school detention, alongside any existing sanctions or detentions.

REMOVAL FROM CLASSROOMS

On occasion, at the discretion of the teacher, students may be told to stand outside for a couple of minutes to re-focus and to allow teaching to continue uninterrupted. The teacher will then speak with the student, and the student will return to class.

In response to serious or persistent breaches of this policy, a student may be removed from the classroom for a longer but limited period time. Students who have been removed will continue to receive meaningful education under the supervision of a staff member, but it may differ from the mainstream curriculum.

Removal is a serious sanction. Staff will only remove students from the classroom following repeated or serious poor behaviour and once other behaviour support strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to restore order, maintain the safety of students, allow the disruptive student to continue their learning in a managed environment, and to allow the disruptive student to regain calm in a safe space.

Students that are removed from the classroom are supervised in a Colleague support room or the Reflection room.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal, Vice Principal or Head of Year.

Students should be reintegrated into the classroom as soon as it is appropriate to do so. The school will consider what support is needed to help a student to successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with behaviour mentors
- Report cards
- Long term behaviour plans
- Multi-agency assessment

REMOVAL FROM LESSON AND ON-CALL PROCEDURES

If a student needs to be removed from a lesson, the teacher will alert on-call staff to facilitate this.

Every subject has identified Colleague support rooms for each period of the week.

The student who is removed from lesson will be relocated to that room to where they will continue to complete work. The student must report back to their teacher at the end of the lesson.

INTERNAL ISOLATION

In serious cases it may be necessary to use internal isolation to prevent internal suspension, suspension or permanent exclusion. The school may use a Colleague support room (sometimes a classroom, the Reflection room, or other appropriate rooms). During periods of internal isolation, students will always be supervised by a member of staff and provided with meaningful work.

Before entering the Reflection room, students will be reminded of the expectations.

Once in the Reflection room, students must:

- Always work silently
- Have no verbal or non-verbal communication with other students under any circumstances
- Raise a hand if they wish to speak to a member of staff
- Follow all staff instructions immediately
- Work hard and remain focused throughout each session
- Use IT equipment as directed, and only if directed

Students will be assessed in each period they are in the Reflection Room, including break and lunchtime.

- Effort will be scored out of 5

- Behaviour will be scored out of 5

A central log is maintained by staff supervising the room, and all scores are recorded for each session.

At the end of each day, the student's report will be reviewed by a Vice Principal to determine readiness for reintegration into lessons.

Students may be required to repeat time in the Reflection Room if behaviour and effort are not deemed to be of a sufficient standard.

Lunch will be taken in the dome, at a different time to the rest of the school, and will be supervised by a member of staff.

Failure to meet expectations in the Reflection Room will result in further escalation of sanctions.

SUSPENSION

At The Elizabethan Academy, we aim to avoid the use of suspensions wherever possible. Our focus is on early intervention, consistent routines and clear expectations to prevent behaviour from escalating.

However, suspensions may be used in the most serious cases, or where behaviour has not improved despite repeated support and intervention.

Suspensions are used to:

- Maintain the safety of students and staff
- Protect the learning environment
- Reinforce high expectations of behaviour

In most circumstances, students are required to serve their suspension at home.

In some cases, students who are suspended will complete their education at the academy's alternative provision away from the main school site.

Students are unlikely to serve suspensions at the academy's alternative provision where:

- The student poses a risk to the safety or wellbeing of others
- There has been serious or violent behaviour
- The student's presence would significantly disrupt learning

The decision to suspend a student is made by the Principal and will always be reasonable, proportionate and in line with national statutory guidance.

This policy is informed by the Department for Education's guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (July 2026), which makes clear that suspension is an important behaviour management tool that should be used where necessary to maintain safe and orderly school environments.

Suspensions are used as part of a wider behaviour strategy, where other approaches have been unsuccessful, and always as a proportionate response to serious incidents or persistent breaches of expectations.

Parents and carers will be informed without delay when a suspension is issued, in line with statutory guidance.

Following a suspension, and prior to the student being reintegrated into school, a readmission meeting will be held. A senior member of staff, the student, and their parent or carer must attend the meeting. The meeting will include:

- A reflection on the behaviour that led to the suspension
- The development of a reintegration plan, including a behaviour support contract, to support the student in meeting expectations moving forward
- Where appropriate, additional support and monitoring will be put in place following reintegration
- An opportunity to review wider aspects of student performance

Students are expected to engage positively and constructively in the meeting. Failure to do so may result in further sanctions or support being considered before reintegration. A readmission meeting must take place with the student and their parent or carer prior to return to mainstream lessons.

OFF-SITE DIRECTION

Off-site direction is used where a student attends another setting for a temporary period to improve their behaviour.

Off-site direction will only be used where:

- In-school strategies have been unsuccessful or are not appropriate
- It is in the best interests of the student
- It is intended to improve future behaviour
- It allows the student to reflect on their behaviour and the changes required

Where off-site direction is used:

- The placement will be time-limited with clear objectives
- Parents or carers will be informed and involved
- Progress will be regularly reviewed
- A plan for reintegration will be established

The Academy retains responsibility for the student at all times.

Further detail is set out in the Suspension and Permanent Exclusion Policy.

MANAGED MOVES

A managed move is a permanent transfer to another mainstream school.

Managed moves are used to prevent permanent exclusion and will only take place where:

- It is in the best interests of the student
- All parties agree, including parents or carers and the receiving school

Where a managed move is agreed:

- Appropriate support and intervention will have been provided prior to the move
- Full information will be shared between schools
- The move will be permanent

The following will not be permitted:

- Trial or informal managed moves
- Pressure on parents or carers to agree

Where a temporary placement is required, off-site direction will be used instead.

Further detail is set out in the Suspension and Permanent Exclusion Policy.

PERMANENT EXCLUSION

Permanent exclusion is the most serious sanction and will only be used as a last resort.

A decision to permanently exclude will only be taken:

- In response to a serious or persistent breach of the behaviour policy
- Where allowing the student to remain would seriously harm the education or welfare of others

Only the Principal can permanently exclude a student. All decisions will be lawful, reasonable, fair and proportionate.

Before making a decision, the Academy will consider:

- The student's views
- Any SEND or safeguarding factors
- Whether alternative strategies have been appropriate

Permanent exclusion will not be used for non-disciplinary reasons.

Further detail is set out in the Suspension and Permanent Exclusion Policy.

16. SUPPORTING STUDENTS TO MEET EXPECTATIONS

At The Elizabethan Academy, we recognise that some students may require additional support to meet behaviour expectations. We understand that behaviour may, at times, be influenced by a student's special educational needs or disability (SEND). While this will be considered carefully, not all behaviour will be linked to SEND, and each situation will be reviewed on a case-by-case basis.

Students with SEND are expected to meet the same high standards of behaviour as all students. Where behaviour does not meet expectations, sanctions will still be applied. However, staff will take into account the individual needs of the student and make reasonable adjustments where appropriate to ensure that expectations and responses are fair, proportionate and support improvement.

ADAPTING RESPONSES AND SANCTIONS

When responding to behaviour involving students with SEND, we will balance high expectations with our legal duties and commitment to inclusion. These duties include:

- Taking reasonable steps to avoid placing a disabled student at a substantial disadvantage (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- Securing the provision outlined in any Education, Health and Care (EHC) plan and working in partnership with the local authority and external agencies

As part of this approach, we will:

- Proactively identify and anticipate potential triggers for misbehaviour
- Put in place appropriate support to reduce the likelihood of incidents occurring
- Adapt strategies and interventions to meet individual needs where appropriate

When considering a sanction for a student with SEND, staff will consider:

- Whether the student understood the rule or instruction
- Whether the student was able to respond appropriately at the time
- Whether the behaviour may have been influenced by their SEND

Where appropriate, reasonable adjustments may be made to ensure that sanctions are fair, proportionate and supportive of improvement.

IDENTIFYING ADDITIONAL NEEDS

Where a student presents with ongoing or challenging behaviour, the school may consider whether there are underlying or unmet needs. This may include:

- Assessment by the SENCO
- Referral to external specialists (e.g. educational psychologist, specialist teachers, medical professionals)
- Collaboration with parents or carers to develop appropriate support plans

Support will be regularly reviewed to ensure it is effective.

STUDENTS WITH AN EHC PLAN

Where a student has an Education, Health and Care (EHC) plan:

- The provision outlined in the plan will be implemented
- The school will work closely with the local authority and external agencies

Where behaviour is a concern, the school may request a review of the EHC plan to ensure the student's needs are being met appropriately.

SUPPORTING STUDENTS FOLLOWING A SANCTION

Following a sanction, the school will take appropriate steps to support students in improving their behaviour and meeting expectations. This may include:

- Reintegration meetings
- Behaviour or pastoral support plans
- Placement on report (e.g. tutor, Head of Year or senior leader report)
- Targeted mentoring or intervention
- Regular monitoring and review meetings
- Communication and partnership with parents or carers
- Referral to external agencies where appropriate

Our aim is to support all students to develop self-discipline, take responsibility for their behaviour and succeed within the academy.

BEHAVIOUR PANELS

Students who demonstrate serious behaviour incidents or consistently fail to meet the academy's expectations may be referred to a Behaviour Panel.

A Behaviour Panel is a formal process designed to:

- Review patterns of behaviour
- Ensure that appropriate support and intervention have been considered
- Set clear expectations for improvement
- Determine appropriate next steps

The panel will typically include:

- A member of the governing body
- Members of the senior leadership team
- Members of the pastoral team

The student and their parents/carers will be invited to attend the panel. The purpose of the meeting is to:

- Review the student's behaviour, including any patterns or underlying factors
- Consider the support already provided and any additional support required
- Ensure that expectations are clearly understood by all parties
- Agree a clear plan for improvement, including consequences if behaviour does not improve

Following the panel, actions may include:

- Placement on a behaviour report or support plan
- Additional pastoral or external support
- Adjustment to provision (including internal suspension or alternative provision where appropriate)
- Consideration of further sanctions, including suspension or alternative placement where necessary

The academy will ensure that behaviour panels are conducted fairly and proportionately, taking into account the individual circumstances of the student, including any safeguarding concerns or additional needs.

17. LEGAL POWERS

At The Elizabethan Academy, staff use their legal powers to maintain a safe, calm and orderly environment. These powers are exercised where necessary, proportionate and in line with statutory guidance and the academy's safeguarding principles.

SEARCHING, SCREENING AND CONFISCATION

Staff may search students and confiscate items where there is a reasonable belief that a student is in possession of a prohibited or harmful item.

This may include items which:

- Are illegal
- Pose a risk to safety or wellbeing
- Disrupt learning or the orderly running of the academy

Searches will be conducted lawfully and with respect for the dignity and privacy of the student. Prohibited items may be confiscated and, where appropriate, passed to external agencies such as the police.

CONFISCATION AND PROHIBITED ITEMS

The academy may confiscate any item which is:

- Not permitted under academy rules
- Unsafe or harmful
- Disruptive to learning

Where appropriate, items may be retained, disposed of, or passed to external agencies.

USE OF REASONABLE FORCE

All members of staff have the legal power to use reasonable force where necessary to:

- Prevent injury to students or staff
- Prevent serious damage to property
- Prevent serious disruption to learning
- Maintain the safety and order of the academy
- Any use of force will be reasonable, proportionate and used only as a last resort. Incidents will be recorded and shared with parents/carers. The use of physical intervention will always align with the academy's safeguarding responsibilities and national guidance.

BEHAVIOUR BEYOND THE SCHOOL SITE

The academy has the legal power to apply the behaviour policy for behaviour that occurs:

- Outside of the school site
- While travelling to and from school
- Online or via electronic communication
- In the wider community

This also applies where behaviour has a negative impact on the safety or wellbeing of others, or damages the reputation of the academy.

Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the academy will make an initial assessment of whether the incident should be reported to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

Where a decision is made to report the matter to the police, a member of the designated safeguarding team or a member of the senior leadership team will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own internal investigation procedures and apply sanctions, provided this does not conflict with police proceedings.

Where a report is made to the police, the Designated Safeguarding Lead (DSL) will consider whether a referral to children's social care is also required.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The academy will ensure that all incidents of sexual harassment and sexual violence are responded to appropriately and are never ignored.

Students are encouraged to report anything that makes them feel uncomfortable, regardless of how 'small' they feel the issue may be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has clear procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing. These include processes for:

- Responding promptly to a report
- Carrying out risk assessments, where appropriate, to determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Further information is set out in the academy's Child Protection and Safeguarding Policy.

MALICIOUS ALLEGATIONS

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to take disciplinary action against the student in line with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to take disciplinary action in line with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the Local Authority Designated Officer (LADO), where appropriate) will

consider whether the student who made the allegation is in need of support, or whether the allegation may have been a cry for help. A referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of both students and staff who are involved in allegations.

Further information is set out in the academy's Child Protection and Safeguarding Policy.

APPENDIX 1: ROLES AND RESPONSIBILITIES

At The Elizabethan Academy, we are all responsible for ensuring positive behaviour. High standards are achieved through consistency, clarity and collective responsibility across the whole school community.

Students will:

- Follow the academy's expectations: Be Ready, Be Respectful, Be Responsible, Be Resilient
- Meet the expectations of the Class Charter in every lesson
- Work hard, remain focused and take pride in their learning
- Follow staff instructions promptly
- Take responsibility for their behaviour and learn from mistakes

Parents and carers will:

- Support the academy's behaviour policy and expectations
- Reinforce the importance of positive behaviour, effort and respect
- Ensure their child attends school on time, in full uniform and fully equipped
- Work in partnership with the academy to celebrate success and address concerns
- Support sanctions issued by the academy

All staff are responsible for maintaining high standards of behaviour across the academy. Staff will:

- Consistently apply the behaviour policy and uphold Academy expectations
- Address behaviour promptly and calmly
- Follow through on all behaviour incidents they address
- Ensure that a restorative conversation takes place following any behaviour incident
- Model the standards of behaviour expected from students
- Use the agreed systems and procedures (including centralised detentions) consistently
- Support colleagues in maintaining high expectations across the Academy
- Build positive, professional relationships with students

Teachers are responsible for maintaining high standards of behaviour from *all* students in their classrooms *and* around the school.

Teachers will:

- Establish and maintain clear routines and expectations
- Consistently apply the Class Charter and behaviour systems
- Address behaviour calmly, promptly and professionally
- Use the behaviour system with confidence and consistency
- Build positive relationships with students and parents

Teachers are accountable for behaviour within their classrooms. This is in line with the Teachers' Standards, which require all teachers to manage behaviour effectively to ensure a good and safe learning environment.

The centralisation of systems such as detentions and pastoral support does not remove this responsibility.

Form tutors will:

- Reinforce expectations and academy values daily
- Build strong relationships with students in their tutor group
- Monitor behaviour, attendance and rewards data
- Support and have regular communication between home and school for all students in their form
- Act as a first point of contact for pastoral concerns

Heads of Subject and Heads of Faculty are responsible for behaviour within their subject areas.

They will:

- Ensure behaviour expectations are applied consistently across their teams
- Support staff in managing behaviour effectively within lessons
- Have clear systems for dealing with high level behaviour if on-call is unavailable
- Monitor behaviour trends within their department
- Provide guidance, training and support for staff where needed
- Work with pastoral leaders to address ongoing behaviour concerns

Heads of Year are responsible for the behaviour, welfare and progress of students within their year group.

They will:

- Monitor behaviour across the year group
- Lead on intervention strategies for students requiring additional support
- Work closely with families to address concerns
- Support staff in managing behaviour where needed
- Ensure consistency in the application of the behaviour policy

Pastoral Managers, under the direction of Heads of Year, are also responsible for the behaviour, welfare and progress of students within their year group

They will:

- Provide day-to-day pastoral support for students
- Support behaviour interventions and monitoring
- Work with students to improve behaviour and attitudes
- Communicate regularly with parents and carers
- Support reintegration following sanctions

The Vice Principal with responsibility for behaviour will:

- Lead the strategic development and implementation of the behaviour policy
- Monitor behaviour data and trends across the academy
- Ensure consistency in the application of systems and expectations
- Support staff and leaders in maintaining high standards
- Oversee behaviour systems, including reflection and reintegration processes

The Principal is responsible for the overall standards of behaviour within the academy.

The Principal will:

- Ensure a clear and effective behaviour policy is in place
- Make decisions regarding suspensions and serious behaviour incidents
- Support leaders in maintaining high standards
- Promote a culture of high expectations and consistency

The governing body will:

- Set the strategic direction for behaviour and discipline
- Ensure the academy has a clear and effective behaviour policy
- Monitor the implementation and impact of the policy
- Hold leaders to account for standards of behaviour

APPENDIX 2: HOME-SCHOOL AGREEMENT

At The Elizabethan Academy, we believe that excellent behaviour is the foundation of excellent learning. A strong partnership between students, parents/carers and the academy is essential in creating a calm, safe and ambitious environment where all students can succeed.

Students will:

- Follow the academy's expectations: Be Ready, Be Respectful, Be Responsible, Be Resilient
- Meet the expectations of the Class Charter in every lesson
- Work hard, remain focused and take pride in their learning
- Treat others with kindness, respect and politeness
- Follow staff instructions promptly
- Take responsibility for their behaviour and learn from mistakes

Parents/Carers Will:

- Support the academy's behaviour policy and expectations
- Ensure their child attends school on time, in full uniform and fully equipped
- Reinforce the importance of good behaviour, effort and respect
- Work in partnership with the academy to celebrate positive behaviour and address concerns
- Engage positively with the academy when behaviour issues arise
- Support sanctions where expectations are not met

The Academy Will:

- Provide a calm, safe and disruption-free learning environment
- Set clear expectations and apply them consistently
- Recognise and celebrate positive behaviour
- Respond to poor behaviour calmly and fairly
- Communicate clearly with parents/carers
- Provide support and intervention where needed

Working Together:

We work in partnership to celebrate success, address concerns quickly and support all students to succeed.

Agreement:

Student Name: _____

Student Signature: _____

Parent/Carer Name: _____

Parent/Carer Signature: _____

Date: _____

APPENDIX 3: THE ELIZABETHAN VALUES AND CONDUCT CARD

 This area is to monitor if you are not meeting our expectations or upholding our values.

If you receive 3 signatures, you will receive a 60 minute after school detention and -5 behaviour points

	DATE	SIGNATURE	REASON
			
			
			

If you achieve a full set of positive behaviour signatures, you will be issued another card and receive +10 behaviour points from your Form Tutor

If you lose your values and conduct card, you will be issued another card, but will serve a 60 mins after school detention, in line with the Academy policy.



VALUES AND CONDUCT CARD

NAME: _____ TUTOR GROUP: _____

Our 4 Rs Values and Expectations

 **BE READY**

 **BE RESPECTFUL**

 **BE RESPONSIBLE**

 **BE RESILIENT**

We arrive on time wearing correct uniform with pride, we are fully equipped, we are prepared and focused.

We treat ourselves, each other and our environment with respect. We are polite and kind. We support and encourage our peers to enjoy their learning and achieve well.

We take ownership of our actions and our learning. We are respectful of other students' beliefs and opinions and are never judgemental about their responses.

We work hard and respond positively to challenge. We will continue to try and find a solution to any difficulties we face, seeking support if required.

The Values Card is used specifically for behaviour outside of lessons, including:

- Movement around the academy
- Behaviour in corridors and social spaces
- Conduct towards staff and peers
- Uniform standards

The Values Card is also used to recognise and promote positive behaviour. Staff may award positive signatures for behaviours that demonstrate the 4 R's, including but not limited to:

- Excellent manners
- Acts of kindness
- Supporting others
- Positive contributions to the school environment
- Taking part in a charity event
- Representing the academy or beyond in an event

Negative signatures may be issued where a student fails to meet school expectations, including but not limited to:

- Incorrect uniform
- Disrespectful behaviour towards staff
- Antisocial behaviour on school premises
- Eating or drinking in corridors
- Littering on school premises or in the wider community.



Collect 6 signatures to recognise your achievements and positive contributions in upholding our values.

	DATE	SIGNATURE	REASON
			
			
			
			
			
			

The Values Card reinforces expectations for behaviour beyond the classroom. It provides a simple, visible and consistent system for recognising positive behaviour and addressing behaviour that does not meet expectations.

All students are issued with a Values Card and are required to carry it at all times during the school day.

The Values Card operates alongside the academy's behaviour system and does not replace in-lesson positives or negatives.

Expectations

The Values Card is used specifically for behaviour outside of lessons, including:

- Movement around the academy
- Behaviour in corridors and social spaces
- Conduct towards staff and peers
- Uniform standards

Students are expected to demonstrate that they are:

- Ready
- Respectful
- Responsible
- Resilient

at all times.

Negative Signatures

Where a student does not meet expectations, any member of staff may issue a negative signature where expectations are not met

If a student receives three negative signatures:

- The member of staff issuing the third signature will confiscate the Values Card
- The member of staff must record a Level 3 negative (-5) with a narrative stating "Values Card Infringement"
- A one-hour after-school detention will be automatically set
- The student will be issued with a new Values Card by the member of staff

Failure to meet expectations on the Values Card is treated seriously, as it reflects behaviour in unstructured times across the academy.

Positive Signatures

The Values Card is also used to recognise and promote positive behaviour beyond the classroom.

Staff may award positive signatures for behaviours that reflect the 4 R's such as:

- Excellent manners
- Acts of kindness
- Supporting others
- Positive contributions to the school environment

When a student completes their Values Card with 6 positive signatures:

- The card must be verified by the form tutor who logs a Level 4 Positive (+10) with a narrative stating 'Values Card Positive Completion'
- A new Values card will be issued

Monitoring and Consistency

All staff are responsible for reinforcing expectations and using the Values Card system consistently across the academy.

The Values Card supports the academy's core expectation:

High standards of behaviour are expected at all times, in all areas, by all students.

APPENDIX 4: UNIFORM AND EQUIPMENT EXPECTATIONS

The Academy recognises that some families may experience financial pressures from time to time. Families are encouraged to contact the Academy if access to uniform or essential equipment presents a difficulty. The Academy will consider what support may be available on a case-by-case basis and subject to available resources.

Non-Negotiables

- Full uniform must be worn every day
- Uniform must be worn correctly at all times
- If an item does not meet the rules below, it is not allowed

You must wear all of the following:

- Grey blazer with academy badge

You must choose one:

- Plain grey trousers
- Plain grey tailored shorts (formal style, graphite grey, no logos, no denim, no stretch fashion styles)
- Grey tartan skirt (academy version only, unrolled at the waist)

You must choose one:

- Plain white shirt (standard collar, long or short sleeve) and grey tartan school tie
- Plain white revere collared blouse/shirt

You must choose one:

- Black tights
- Plain black ankle socks (no logos)

Optional:

- Plain grey V-neck knitted jumper (worn under the blazer only, no logos unless school-branded)

Shoes (No Exceptions)

Allowed:

- Plain black leather or faux-leather school shoes
- Plain black leather or faux-leather trainers

Shoes and trainers must:

- Be completely black (upper, sole, laces, stitching)
- Have no coloured parts

Not allowed:

- Any coloured branding or logos
- White or coloured soles
- Sports or running trainers
- Thick, curved, or air-cushioned soles
- Canvas or fabric shoes
- Sandals or open-toe shoes
- Boots (including ankle boots)

PE Kit

You must wear:

- The grey/teal academy PE t-shirt
- The grey/teal academy PE shorts or plain black loose-fitting shorts or black leggings/cycling shorts minimum length 9 inch in-seam (minimal branding)
- Trainers
- Sports socks

Optional in cold weather:

- Plain black tracksuit bottoms or leggings (minimal branding)
- Plain black base layer (minimal branding, no hood)
- The grey/teal academy PE sweatshirt or plain black quarter zip or plain black round-neck sweatshirt (minimal branding, no hoods)
- The grey/teal academy socks

Jewellery

Allowed:

- One watch (not a smartwatch)
- One small stud earring in each ear (maximum one per ear)
- One small, clear nose stud

Not allowed:

- Smartwatches
- Hoop or large earrings
- Other piercings and multiple piercings
- Any other jewellery (including bracelets, rings and necklaces)

Hair

Must:

- Be a natural colour only

Not allowed:

- Bright or unnatural colours (including blue, green, purple, pink)
- Dyed colours that are visibly artificial
- Patterns, lines, or shapes shaved into hair

Make-up

Allowed:

- Minimal make-up that is not clearly visible

Not allowed:

- Heavy or obvious make-up
- False eyelashes

If make-up is clearly noticeable, it will be removed.

Nails

Must:

- Be short (no visible length beyond the fingertip)

Not allowed:

- Acrylic nails

- Gel nails
- False nails
- BIAB nails
- Long nails of any type
- Nail polish in an unnatural colour

Bags and Equipment

All students must bring:

- The Elizabethan Values card
- A school bag large enough to carry a4 books, all required equipment, PE kit on days required. A separate PE bag may be brought to school.
- A transparent pencil case containing at least:
 - 2 pens (black)
 - 1 black dry-wipe whiteboard pen
 - 1 pen (purple)
 - 1 highlighter
 - 1 pencil
 - 1 ruler
 - 1 rubber
- Scientific calculator (Recommended: Casio fx-83GT CW)
- Mathematical equipment: Protractor

Also required:

- Books for the day
- PE kit (on PE days)

Uniform at All Times

Uniform must be worn:

- In school
- Travelling to and from school
- On school trips (unless told otherwise)

Final Rule

If an item does not clearly meet these rules, it is not allowed.

Students will be expected to correct incorrect uniform immediately.

APPENDIX 5: REWARDS FOR POSITIVE BEHAVIOURS

Positive reinforcements and rewards will be applied clearly and fairly to reinforce our routines, expectations and norms of the academy's behaviour culture.

Positive behaviours will be rewarded with (and are not limited to):

- Regular verbal praise in and between lessons; always beginning and concluding a lesson on a positive note
- Recognising and rewarding good behaviour in every lesson verbally and with positive behaviour points
- Recognising 3 students for 'best in lesson' contributions every lesson
- Communicating praise to parents via a phone call or written correspondence
- Displays of students' work and achievements
- Sharing and celebrating success in the Student Briefing, celebration assemblies and award ceremonies
- Breakfast with the Principal every Monday for students who top the Positive Points table. Every half term these students are entered into a prize draw for vouchers
- There are 9 Reward Star badges available for students to collect across the year ... 100 points Bronze, 200 points Silver, 300 points Gold, 400 points Emerald, 500 points Platinum, 600 points Amethyst, 700 points Ruby, 800 points Sapphire and 1000 points Diamond. Students reaching Platinum level and beyond receive vouchers at the end of the year
- Individual, tutor group and House lunch voucher and non-uniform rewards weeks relating to excellent attendance and positive points every half term
- Prize draws for students every half term relating to 100% attendance and positive points.
- Throughout the year there are prize draws related to specific focuses
- Students with 100% attendance for the year receive a voucher at the end of the year.
- All positive points are included in the annual House Cup competition

APPENDIX 6: STATEMENT OF BEHAVIOUR PRINCIPLES

At The Elizabethan Academy, we are committed to providing a high-quality, inclusive education in a caring environment. We provide personalised support to students to help them to learn effectively and to overcome any barriers to learning. We actively encourage students to have a sense of responsibility, self-discipline and respect for others. We expect students to be safe within the academy community and to ensure that others are also safe. We develop positive attitudes towards individuals, the family, local community and society.

We strive, at all times, to be positive in our treatment of students and to use positive reinforcement to promote and encourage good behaviour. Our priority is to develop positive attitudes to learning and to encourage positive attitudes between students, teachers and other adults. This is the on-going responsibility of us all.

Our Behaviour Policy applies to students within the academy grounds, when participating in any academy-organised or academy-related activity, travelling to and from school and when wearing school uniform. Poor behaviour on the school bus or within the community that poses a threat to another student or member of the public and/or could adversely affect the reputation of the academy will be dealt with following the procedures outlined in the Behaviour Policy.

Our values have been streamlined around three core attitudes which we expect to be applied to every aspect of life: being Respectful, Responsible and Resilient — this is the Elizabethan Way.

Overarching Principles

Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.

All students, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to students at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy. The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff.

The Behaviour Policy is understood by students and staff.

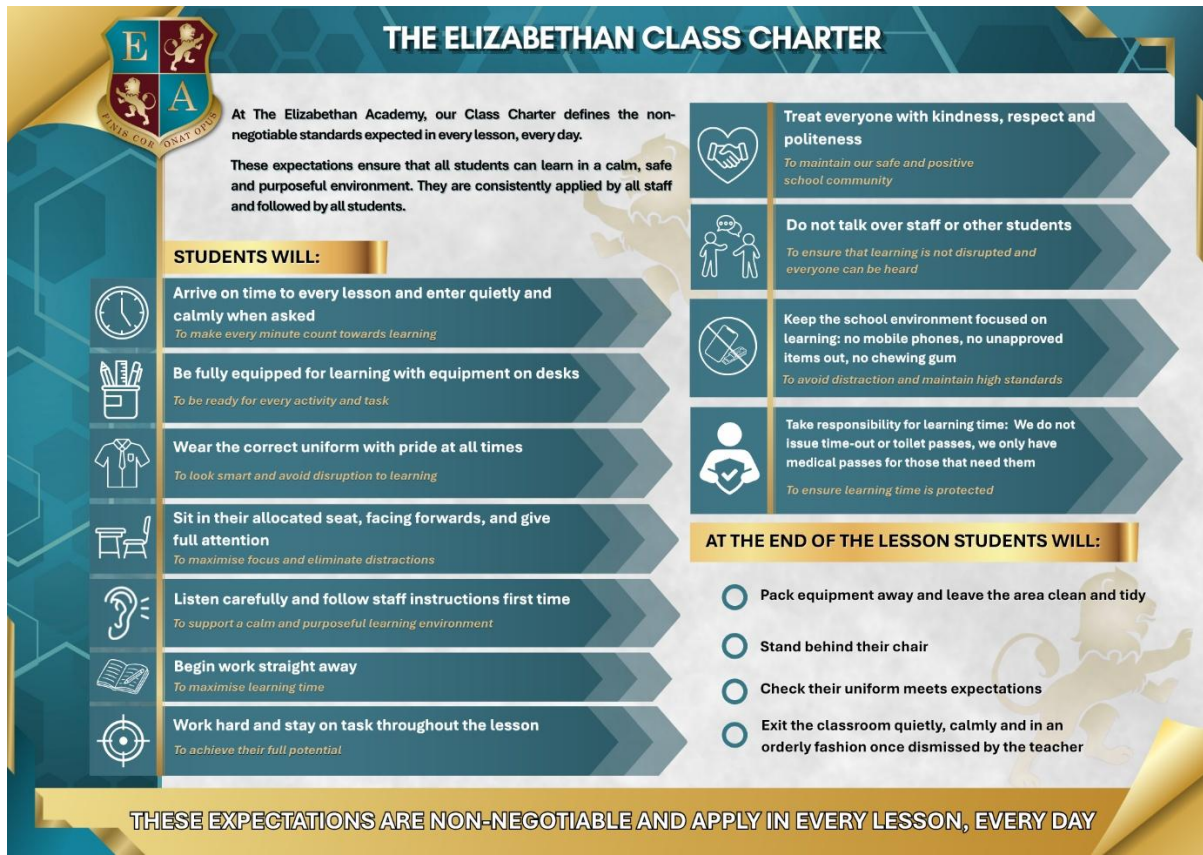
The Behaviour Policy makes clear that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved.

Students are supported to take responsibility for their actions.

Families are involved in behaviour processes to foster strong relationships between the academy and students' home lives.

The governing body emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX 7: THE ELIZABETHAN CLASS CHARTER



THE ELIZABETHAN CLASS CHARTER

At The Elizabethan Academy, our Class Charter defines the non-negotiable standards expected in every lesson, every day.

These expectations ensure that all students can learn in a calm, safe and purposeful environment. They are consistently applied by all staff and followed by all students.

STUDENTS WILL:

- Arrive on time to every lesson and enter quietly and calmly when asked**
To make every minute count towards learning
- Be fully equipped for learning with equipment on desks**
To be ready for every activity and task
- Wear the correct uniform with pride at all times**
To look smart and avoid disruption to learning
- Sit in their allocated seat, facing forwards, and give full attention**
To maximise focus and eliminate distractions
- Listen carefully and follow staff instructions first time**
To support a calm and purposeful learning environment
- Begin work straight away**
To maximise learning time
- Work hard and stay on task throughout the lesson**
To achieve their full potential

AT THE END OF THE LESSON STUDENTS WILL:

- Pack equipment away and leave the area clean and tidy
- Stand behind their chair
- Check their uniform meets expectations
- Exit the classroom quietly, calmly and in an orderly fashion once dismissed by the teacher

THESE EXPECTATIONS ARE NON-NEGOTIABLE AND APPLY IN EVERY LESSON, EVERY DAY