



**Ark Elvin
Academy**

Behaviour and Ethos Policy

Updated August 2022

Introduction

This policy has been created to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable pupils to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and equally valued.

The policy is underpinned by the Pupil Code of Conduct as this sets out our expectations of pupils. The Code of Conduct is not an aspiration but a consistent expectation of every pupil. We believe in our pupils and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at the academy and into adulthood. The Code of Conduct will enable pupils to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

Teachers will support pupils in working within the Code of Conduct by setting high academic expectations, structuring and delivering high quality lessons, creating a strong classroom and academy culture, setting and maintaining high behavioural expectations, leading by example and by building character and trust. The principles and techniques by which we will create a strong classroom culture are set out throughout the policy.

We believe that very clear and well-explained daily and weekly routines will enable pupils and staff to concentrate on the core business of teaching and learning in a well-structured and consistent environment. Staff and pupils are expected to abide by these routines at all times to ensure the highest levels of consistency.

We want the academy to be not only an exceptionally successful academic environment but also one in which pupils receive regular praise for making the right choices and conducting themselves well. Exceptional work, conduct, effort and demonstration of good character will be formally acknowledged and rewarded, and this is set out in the Rewards section.

We are keenly aware that our pupils will make mistakes and this is part of the learning process and growing up. Where pupils act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned. Sanctions are not there to punish but to help pupils understand the consequences of their actions. Sanctions will always be carefully explained, and pupils will be given an opportunity to reflect on the matter with some adult guidance. The Sanctions section specifies sanctions that the academy will use to support pupils. Pupils who need help in addressing behavioural, emotional and social difficulties will have access to a range of support as set out below.

1 Principles of behaviour management

1.1 At Ark Elvin Academy, it is our mission to ensure that every pupil leaves confident, articulate, and culturally aware; able to pursue careers they are passionate about, contribute to society and live happy, healthy and fulfilled lives. We are aiming to create a place where pupils work hard, conduct themselves well, develop self-discipline and belief, model strong character and support their classmates; a calm and purposeful environment.

1.2 Teachers and other staff will achieve this by embedding four key principles in our classrooms:

- a. Discipline
- b. Management
- c. Influence
- d. Engagement

- a. Discipline

- i) We will teach pupils the right way to do something rather than assume they know how.

- ii) Our teachers aim to educate pupils to conduct themselves in an exemplary manner at all times.
- iii) We will teach the pupils step-by-step what is expected in terms of conduct, attitude and work.

b. Management

- i) Management is the process of reinforcing behaviour by consequences and rewards. It enables staff to save their sanctions until they need them most. Management is very limited without the other three elements but is often used as an end in itself.
- ii) Teachers who are good managers replace vague and judgemental instructions with specific and useful ones; they understand the power of language and relationships. They ask respectfully, firmly and confidently but also with civility. They express their faith in pupils.
- iii) At Elvin we will teach pupils how to do things right, not just establish consequences for doing things wrong. To truly succeed we must be able to get pupils to do things regardless of consequence, and to inspire and engage them in positive work.

c. Influence

- i) Influencing means inspiring pupils to believe in themselves to succeed and to want to work for it for intrinsic reasons.
- ii) Management gets them to do things you suggest; influence gets them to want to internalise the things you suggest.
- iii) Getting pupils to believe in themselves, to want to behave positively, is the biggest driver of achievement and success and is a powerful and lasting motivator.

d. Engagement

- i) Our pupils will be consistently, positively engaged with the ethos of our academy.
- ii) Our lessons will be planned and delivered to ensure high levels of positive engagement.
- iii) Parents and the community will be regularly communicated with to ensure high levels of engagement, including parental correspondence, relationships with local communities and parent meetings.

2 Pupil code of conduct

I will strive to achieve my academic potential by displaying all Ark Elvin values:

Integrity	Community	Courage	Mastery
<p>Doing the right thing – even when no one is watching.</p> <p>Being committed – following the academy’s routines and working hard.</p> <p>Being punctual – arriving fully equipped and prepared to the academy and to lessons on time.</p> <p>Reflective - Set weekly targets to improve my</p>	<p>Contributing – making contributions to class discussions that can be heard by everyone else.</p> <p>Respecting – being supportive and considerate towards other pupils and adults at all times.</p> <p>Being calm – moving around the school in a calm and purposeful manner.</p>	<p>Engaging – attempting all tasks and activities set by my teachers to the best of my ability.</p> <p>Persevering – showing tenacity by trying my hardest, even when I find things difficult.</p> <p>Enrichment – Participate in the full range of enrichment activities offered by the academy</p>	<p>Being independent – completing my work on time and to the best of my ability.</p> <p>Learning from failure – I will not be afraid to try new things even if it results in failure because I know that is how I learn.</p> <p>Mastering Routines – Mastering and observing all school and classroom routines with fidelity.</p>

personal and academic performance.			Being organised – bringing the correct books and equipment every day to ensure no learning time is lost
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3 Daily routines

Rationale

The Elvin Routines have been developed to create a calm and purposeful environment that enables pupils and staff to maximise learning time and feel safe and secure at school.

Summary of Routines

Time/Period	Expectations
Before School	We line up calmly in pairs by the fence on the left-hand side of the school gate, speaking in normal conversation voice.
07:45 – 08:20	Breakfast Club – Pupils transition to the dining hall through student services. After 8am, pupils must transition through the car park to the courtyard. We line up in a single file speaking in normal conversation voice in our designated lunch queues. We always use a tray for all food including packed lunches. We wait patiently until served and thank staff. We sit where directed and remain seated until we finish eating. We clear our table and place our cutlery neatly in the wash area and exit the dining calmly through the middle doors.
08:00 – 08:30	We speak in normal conversation voice. No running on the courtyard but table tennis can be played. Ball games are permitted in the MUGA until 08:20.
Morning line up	When our HOY is on the bench, we go straight to our line. When the whistle is blown at 8.27 , we raise our hand in silence and track our HOY. When our HOY's hand goes down, we remain in our line in silence in perfect uniform and wait until our teacher leads our line to our classroom.
Form time to Period 1 Transition	We walk on the left, directly to our next lesson in no more than twos, speaking in normal conversation voice. We do not eat, loiter, lean on or touch the walls. We arrive at our next lesson within three minutes. We do not use the toilets or the water fountain. We do not transition through the courtyard.
Period 1 & 2 Transition	We walk on the left, directly to our next lesson in no more than twos, speaking in normal conversation voice. We do not eat, loiter, lean on or touch the walls. We arrive at our next lesson within three minutes. We do not use the toilets or the water fountain. We do not transition through the courtyard.

Time/Period	Expectations
Breaktime	We use the courtyard and MUGA. We speak in normal conversation voice. We play in the MUGA but there are no ball games at breaktime. There is no running in the courtyard, and we are in groups no bigger than six.
Breaktime Line up	When our HOY is on the bench, we go straight to our line. When the whistle is blown at 11:03 , we raise our hand in silence and track our HOY. When our HOY's hand goes down, we remain in our line in silence in perfect uniform and wait until our teacher leads our line to our classroom.
Period 3 & 4 Transition	We walk on the left, directly to our next lesson in no more than twos, speaking in normal conversation voice. We do not eat, loiter, lean on or touch the walls. We arrive at our next lesson within three minutes. We do not use the toilets or the water fountain. We do not transition through the courtyard.
Lunchtime	We line up in a single file speaking in normal conversation voice in our designated lunch queues. We always use a tray for all food including packed lunches. We wait patiently until served and thank staff. We sit where directed and remain seated until we finish eating. We clear our table and place our cutlery neatly in the wash area and exit the dining calmly through the middle doors. We can eat packed lunches, baguettes and sandwiches on the courtyard. We put all our rubbish in the bin.
Lunchtime Line up	When our HOY is on the bench, we go straight to our line. When the whistle is blown at 13:47 , we raise our hand in silence and track our HOY. When our HOY's hand goes down, we remain in our line in silence in perfect uniform and wait until our teacher leads our line to our classroom.
Period 5 & 6 Transition	We walk on the left, directly to our next lesson in no more than twos, speaking in normal conversation voice. We do not eat, loiter, lean on or touch the walls. We arrive at our next lesson within three minutes. We do not use the toilets or the water fountain. We do not transition through the courtyard.
End of school day	We exit the building using the quickest route through the courtyard and the car park , transitioning in pairs using normal conversation. We only use the bus stops directly outside and opposite our school.
Study Club	You will be informed at the start of the week if you have compulsory study club. You can also attend Study Club voluntarily. In Study club, we collect a laptop if we need one and complete our homework or independent study in silence for 30 minutes.
Corrections	<p>At the end of period 6, our teacher will tell us if we have a correction. If we do, we wait behind during the 123 dismissal. Our teacher will lead us to the corrections queue. We walk in a single file in complete silence to the Dining Hall (Year 7-10) and room 217 (Year 11).</p> <p>At corrections, we queue up in silence with our planners out ready to be scanned. We sit at our allocated seat in silence and complete our reflection sheet. We turn our planner to the red page if we have a question and leave in silence when dismissed.</p>

Time/Period	Expectations
	Pupils who have had an on call during the school day will be collected by their head of year or deputy head of year and will sit their correction in a separate room.
Enrichment	We meet at the designated location. We ensure we are dressed appropriately and have the required equipment. We follow all instructions first time and leave calmly when dismissed, speaking in normal conversation voice.

Before School

Purpose: To allow a calm and purposeful start to our school day ensuring expectations and standards are high.

- We wait in front of the school gate in pairs until the gate opens at 8 am. We queue up by the fence on the left-hand side of the school. Pupils attending breakfast club or enrichment can press the buzzer from 7.45am to be let in
- On entry to school, we are in full school uniform, equipped for the day and ensure our personal devices are switched off and out of sight
- We are calm and do not run
- We speak in normal conversation voice
- We greet the member of staff on duty
- No running on the courtyard
- Ball games are permitted in the MUGA until 08:20.

Corridor & Stairwell Expectations

Purpose: To ensure that our corridors and stairwells are clean, calm, safe and pleasant for all pupils and staff.

- We speak in normal conversation voice
- We walk on the left alone or in pairs
- We transition with purpose using the most direct route
- We do not lean on or touch the walls
- We do not eat
- We do not use the toilet or the water fountains between lessons
- We wear full school uniform when transitioning through the building

MUGA Expectations

Purpose: To ensure that our MUGA is used safely and kept in perfect condition for all pupils, staff and the wider community

- We do not eat on the MUGA
- We stop all ball games when the teacher takes the ball bag to the middle of the MUGA. We have 10 seconds to collect or return the equipment
- Any year group that falls short of our school rules and expectations will lose the privilege to play the following day
- You must show your planner for entry

Astro Rules

Purpose: To ensure that our Astro is used safely and kept in perfect condition for all pupils, staff and wider community

- We only use the Astro at lunchtime
- We must have on sports shoes before entering the Astro
- We do not eat on the Astro
- We stop all ball games when the teacher takes the ball bag to the middle of the Astro. We have 10 seconds to collect or return the equipment
- You must show your planner for entry

Balls and Equipment Expectations

Purpose: To ensure pupils are able to able to participate in sport on the MUGA

- Pupils are allowed to bring their own sports equipment.
- Footballs can only be used on the Astro during lunchtime.
- Basketballs, netballs, and cricket equipment can be used on the MUGA before school and lunchtime.
- Table tennis equipment can be used in the table tennis area before school and at lunchtime.
- Equipment can be borrowed for lunchtime also.
- We stop all ball games when the teacher takes the ball bag to the middle of the Astro. We have 10 seconds to collect or return the equipment.
- Pupils must carry all sports equipment in their Ark Elvin PE bag or in their school rucksack.
- If a pupil brings out their sporting equipment anywhere else around the building, other than those already mentioned, the equipment is confiscated for a month and a 30 minute correction is issued.

Line up

Purpose: To maximise learning time and to ensure a calm and purposeful start to our learning.

- When our head of year is on the bench, we make our way to our line up positions.
- When the whistle is blown, in silence, we raise our hand straight up with our elbow above our ear and track our HOY.

- When our HOY's hand goes down, we put down our hand. We are standing in line in STAR, tracking the front. Our bag is on both shoulders if we have a rucksack or neatly on one shoulder if we have a shoulder bag.
- We are wearing full school uniform, including our blazer. Our top button must be done up and our tie must show 5 black stripes. Our coats can remain on until we are in the classroom but we do not wear our hoods or hats.
- We remain in silence from the whistle to the end of our Do Now Activity. There is no speaking during transition.

Line Up Areas



Courtyards Expectations

Purpose: To ensure that our courtyard is a clean, safe and pleasant place for all pupils and staff at all times

- We do not run on the courtyard
- We do not gather in groups larger than six
- We speak in normal conversation voice
- We keep our hands to ourselves.

Dining Hall Expectations

Purpose: To ensure that the dining hall is a clean and pleasant place for all pupils and staff to eat. Lunch is a formal and communal meal shared between staff and pupils.

- We line up at the designated area.
- We speak in a normal conversation voice at all times.
- We always use a tray for all food including packed lunch.
- We wait patiently until served and thank the catering staff.
- We remove our outdoor clothing.
- We remain seated until we finish eating.
- We clear our table and place our plates and cutlery neatly in the wash area.
- We exit calmly.

Outdoor Dining Expectations

Purpose: To ensure that our courtyard is a clean and pleasant place for all pupils and staff to eat.

- We line up at the designated area.
- We speak in a normal conversation voice at all times.
- We wait patiently until served and thank the catering staff.
- We put all our rubbish in the bins.

Lunchtime Expectations

Purpose: To ensure that lunchtime is a calm, safe, purposeful and productive time in the school day, where pupils can access our school facilities and be prepared for our afternoon learning.

- We line up in a single file speaking in normal conversation voice in our designated lunch queues.
- We always use a tray for all food including packed lunches.
- We wait patiently until served and thank staff.
- We sit where directed and remain seated until we finish eating.
- We clear our table and place our cutlery neatly in the wash area and exit the dining calmly through the middle doors.
- We can eat packed lunches, baguettes and sandwiches on the courtyard. We put all our rubbish in the bin.

End of Day Expectations

Purpose: To ensure a calm, safe end to the school day.

- We exit the building through the quickest route through the courtyard and the car park
- On corridors, we walk on the left in pairs using normal conversation.
- When we have a correction, we are escorted by a member of staff to the correction room
- When we have enrichment after school, we meet at the designated location for that enrichment.



Waiting Area/Phone Zone

- We can use our phones at the end of the day in our Phone Zone, the area between the gate and the steps in front of Student Services. If our phone is seen or heard in any other area, it will be confiscated for one month.
- We can wait for siblings and friends on the right-hand side of the path in a straight line.
- We use normal conversation voice in this area



Bus Stop Expectations

Purpose: To ensure a calm, safe end to the school day. We are courteous and respectful of our local community.

- We only use the bus stops directly outside our school and the bus stops directly opposite our school.

How we wait for the bus

- We line up in pairs and wait for the bus. When our bus arrives, we calmly go to the door being mindful of other members of the public.
- We are polite, courteous and we allow people with young children, the elderly and those with a disability on to the bus first.



How we cross the road

- We wait for the lights to indicate it is safe to cross.
- We cross within the markings of the road and walk in a calm manner.



Transition Expectations

Purpose: To ensure that no learning time is lost during transition

- We walk on the left
- We walk directly to our next lesson in no more than twos
- We speak in normal conversation voice
- We do not eat, loiter, lean on or touch the walls.
- We arrive at our next lesson within three minutes
- We do not use the toilets or the water fountain. We do not transition through the courtyard.

In Class Routines

STAR Position

Purpose: Star position is important in setting you up for success in your learning. It is a sign that you are paying attention to the teacher



- S = sit up straight,
- T = track the speaker
- A = ask and answer questions
- R = respect others

Hand Up for Silence

Purpose: We maximise learning time as the teacher does not need to speak to request silence.



- Our teacher will put their hand up when they want our attention
- We immediately stop what we are doing, track the teacher, and put our hand up – no elbow bends!
- Our hand must be raised immediately

1, 2, 3 Dismissal

Purpose: We use 123 dismissal to maintain a calm and purposeful exit from lessons. This leads to a calmer transition.

1

- We silently stand up behind our chair.
- We stand in STAR.
- We track the teacher.
- There should be no more talking from this point.
- You teacher will have already organised book collection/homework/any other notices before this point so you can stand in silence.



2

- We tidy our desks
- Outdoor clothing can be worn.
- Everyone in the class must be ready to leave the class at this point.



3

Your teacher will do a quick check to see if there is a safe gap in the corridor to exit the building.

We exit the room when our teacher gives us a nod.



Wet Weather Expectations

Purpose: To ensure that our climate is calm and purposeful in adverse weather conditions.

Before School

- We go straight to our form room
- We complete home learning/revision/reading in silence
- We are calm, focused and ready to start our day of learning.

Break Time

- We remain in our Period 2 lesson
- We speak to each other using normal conversation voice
- We remain seated during break time
- We ask for permission to use the toilet. The teacher will allow pupils to use the toilet in pairs at a time.
- We transition quickly to our next lesson when dismissed

Lunch Time

- We transition quickly to our form room
- We play the games in our wet play kit, speaking in normal conversation voice
- We ask for permission to use the toilet. The teacher will allow pupils to use the toilet in pairs at a time.
- We can eat our packed lunch in the classroom. Our tables must be cleaned after and all rubbish must be put in the bin
- When directed, we transition to dining hall in a single file in silence
- In the dining hall, we follow normal dining hall expectations
- After eating, we exit calmly and return to our form room

Phones & Smart Watches

Purpose: We do not use our phones or smart watches in school to ensure that we are fully focused on our learning.

- Phones and smart watches must be switched off and kept in our bags or pockets
- Phones and smart watches must not be seen or heard
- Phones and smart watches seen or heard will be confiscated for a month
- Phones and watches can only be used in the Phone Zone. The area between the main gate and the top of the stairs in front of Student Services



Fire Evacuation

Purpose: To ensure that we safely and quickly exit the building in the event of a fire

- When you hear the fire alarm, you stop what you are doing. Your teacher will tell you to stand behind your chair in silence. You must leave all belongings
- In silence, you walk in a single file line led by your teacher to the quickest route out of the building, into the courtyard to your Fire Assembly Point
- Once in your area, proceed in silence to your year group area
- In silence, line up with your form group, stand in star, in silence, waiting for your tutor to arrive and take your register.
- Once all pupils are out of the building and the building has been deemed safe to return to, your teacher will escort you back to your classroom. This is to be completed in silence.

4 Home school agreement

	School – We Will:	Home – I will:	Pupil – I will:
<p>Teaching and Learning is at the heart of everything we do, the systems and structures are designed to ensure high quality lessons that have exemplary impact, maximising pupil progress.</p>	<ul style="list-style-type: none"> • Provide a well-planned, broad curriculum, that meets the needs of all pupils, taught by excellent teachers. • Provide regular and appropriate homework. • Use regular assessment to track pupil progress, inform future teaching and provide feedback to pupils. 	<ul style="list-style-type: none"> • Support my child with completing homework. • Check that homework is written in the planner and completed by the deadline. • Ensure my child reads regularly. 	<ul style="list-style-type: none"> • Take pride in my learning, producing work to a high standard, well presented and organised. • Work hard in all lessons and participate fully. • Act on feedback given by my teachers. • Write all homework into the planner and complete within the deadline and seek support if required.
<p>Attendance: Pupils have the right to education and parents/carers have a legal responsibility to make sure children attend regularly and on time. Our minimum attendance target of 97%, supports pupils reaching their maximum potential.</p>	<ul style="list-style-type: none"> • Contact parents/carers every day of unknown absence. • Support families with genuine barriers to attendance, working with the local authority where appropriate. 	<ul style="list-style-type: none"> • Only keep my child home for serious illnesses. • Inform the school as soon as possible about any absence and the reason for it, provide evidence if required. • Not take my child on holiday or out of school during term time. • Limit religious holidays to a maximum of one day a year. 	<ul style="list-style-type: none"> • Arrive to school by 8.23am everyday. • Be punctual to all my lessons. • Inform my tutor of any planned absence and ensure evidence is provided. • Ask my teachers for any work missed if I have been absent, and catch up in my own time.
<p>Behaviour and Attitudes: Pupils learn best in a calm and purposeful environment where everyone knows what is expected of them.</p>	<ul style="list-style-type: none"> • Ensure pupils are clear of the purpose and expectations of all routines. • Consistently implement the behaviour policy, ensuring calm, purposeful, safe and caring environment. 	<ul style="list-style-type: none"> • Support the academy’s behaviour systems and policies. • Promote and demonstrate self-discipline and good character. • Ensure the uniform is worn correctly and my child is organised every day. 	<ul style="list-style-type: none"> • Follow the school’s routines, rules and uphold our values. • Wear the correct uniform each day. • Reflect upon my behaviour and proactively engage in restorative conversations.
<p>Communication: Good communication between home and school is essential to make sure that pupils get the support they need and issues are dealt with quickly and consistently.</p>	<ul style="list-style-type: none"> • Communicate with you professionally and promptly. • Report your child's progress, behaviour and attendance regularly. • Keep an up-to-date and informative website. 	<ul style="list-style-type: none"> • Attend all parent review days and make alternative arrangements if I cannot attend. • Raise concerns promptly and directly with the academy. • Respond to all forms of communication promptly. 	<ul style="list-style-type: none"> • Take home letters, notes and reports from the academy and give them to my parents. • Ensure that I show my planner to my parents each week.

5 Rewards

Purpose

The purpose of rewards at Elvin is to ensure that all pupils are motivated to behave well and work hard and feel that their efforts are celebrated and recognised. Pupils will be consistently rewarded in class and around the academy for the display of the core values that underpin our ethos:

- **MASTERY:** We work hard to master the knowledge of each subject and build the habits of learning. We act on feedback because we can be better tomorrow than we were today.
- **INTEGRITY:** We do the right thing even when no one is watching. We are honest and take responsibility for our actions.
- **COURAGE:** We have big goals and push ourselves to succeed. We are brave enough to fail because we know that is how we learn.
- **COMMUNITY:** We value kindness; we cherish each other and the space we share. We know we will achieve more together than we can alone.

5.1 Overview of Rewards

REWARD	WHAT FOR?	WHEN?	BY WHO?	WHERE?
Verbal Praise	Given to Pupils to recognise a specific achievement, excellent contribution, or a behaviour they have displayed.	Daily	All staff	At any time in the academy
Merits	Given to Pupils for explicitly exhibiting a school value (<i>Mastery, Courage, Integrity and Community</i>).	Daily	All staff	Log the merit on MIS
Positive phone calls home	To notify parents of a specific pupil achievement, progress made or a contribution to school.	Daily / Weekly	All staff	Record on communications log
‘Star of the week’ postcard	Nominated, with reasons, by form tutor for explicitly demonstrating school values.	Weekly	Form tutor	Assembly. Postcard posted home
Form group attendance certificate	The form group with the best attendance in the previous week.	Weekly	HOY	Assembly
Form group merits certificate	The form group receiving the most merits during in previous week.	Weekly	HOY	Assembly

REWARD	WHAT FOR?	WHEN?	BY WHO?	WHERE?
Lockers	To recognise Year pupils who have achieved their first 70 merits.	Weekly	HOY	Assembly
Departmental 'Congratulations' and 'Good news' postcards	To recognise significant achievement, consistent effort, or exceptional contribution in a subject area.	Weekly	HOD/HOY	Subject departments complete and mail postcards
Merit Text Messages	To recognise Pupils who have been awarded merits during the week. The text message will be sent home to their parents. See thresholds below.	Weekly	Automatically by MIS	Text messages
Displaying student work on notice boards.	To recognise pupils who displayed mastery or made significant progress (i.e. essays, experimental write ups, carefully structured working out). Their work will be displayed in the classroom or on departmental notice boards.	Weekly/Half-Termly	HODs	Notice boards
Departmental or HOY personalised letters home	To recognise significant achievement or exceptional contribution to school life	Half-Termly	HOD/HOY	Letters posted home
Form group merits prize.	To celebrate the form group with the highest, total, number of merits that term.	Every full term	HOY	Assembly
100% attendance certificates and badges	To recognise pupils who have arrived in school every day, on time, since the start of that term.	Every full term	HOYs & SLT	End of Term Celebration Assembly
Form group attendance trophy	To celebrate the form group who have consistently had the highest attendance throughout the term.	Every full term	HOYs & SLT	End of Term Celebration Assembly
Merits certificates	To recognise and celebrate the top 20 merit earners in each year group	Every full term	HOYs & SLT	End of Term Celebration Assembly

REWARD	WHAT FOR?	WHEN?	BY WHO?	WHERE?
Subject attainment awards	To recognise and celebrate pupils who have achieved the highest grades, in each year group, in a specific subject. This is based on the most recent assessment point.	Every full term	HOYs & SLT	End of Term Celebration Assembly
Outstanding attainment awards	To recognise and celebrate pupils who have achieved the highest grades, in each year group, across all their subjects.	Every full term	HOYs & SLT	End of Term Celebration Assembly
Subject progress awards	To recognise and celebrate pupils who have made the most progress, in each year group, in a specific subject. This is based on the most recent assessment point.	Every full term	HOYs & SLT	End of Term Celebration Assembly
Outstanding progress awards	To recognise and celebrate pupils who have made the most progress, in each year group, across all their subjects.	Every full term	HOYs & SLT	End of Term Celebration Assembly
Charities trophy	To recognise pupils who have made exceptional contribution in their service to the school and local community by raising awareness around important issues and funds for charity.	Summer Term	HOYs & SLT	End of Year Celebration Assembly
Top reader award	To celebrate pupils who have read the most, challenging, books this year	Every full term	Librarian	End of Term Celebration Assembly
Enrichment award	To recognise pupils with the best attendance to enrichment activities.	Every full term	HOYs & SLT	End of Term Celebration Assembly
Sports achievement trophy	To celebrate sporting achievement.	Summer Term	HOD PE	End of Term Celebration Assembly
Jack Petchey awards	To recognise and celebrate outstanding achievements	Autumn and Summer Term	HOYs & SLT	End of Term Celebration Assembly

REWARD	WHAT FOR?	WHEN?	BY WHO?	WHERE?
	of pupils in any area of their lives.			
Magne Aude Awards	To celebrate the pupil who has consistently embodied our school values. Visibly demonstrating them through their actions and achievements.	Every full term	HOYs & SLT	End of Term Celebration Assembly
Termly Rewards Event	<p>These are surprise events held termly for top merit earners in the school. The autumn and spring events are usually held in the school and the summer event is a special trip.</p> <p>Top 40 merit earners in year group with less than 10 corrections, 0 exclusion and 0 seclusion</p>	Every full term	HOY	Decided termly

5.2 Merits

Pupils will receive a Merit from staff when they display any of our school values. The Merit will be recorded directly onto the academy MIS. Merits accumulate throughout each individual term. When enough merits are collected, Pupils will be rewarded with certificates and prizes.

Merit Thresholds and Rewards

Merits Achieved	Rewards	
	Weekly Assembly	At Termly Assembly
70 Merits	<ul style="list-style-type: none"> Locker letter (Year 7 only) 	
100 merits		<ul style="list-style-type: none"> Bronze Merits Certificate Recognition text message sent to parent/carer
200 merits		<ul style="list-style-type: none"> Silver Merits Certificate Recognition text message sent to parent/carer
300 Merits		<ul style="list-style-type: none"> Gold Merits Certificate Recognition text message sent to parent/carer
400 Merits		<ul style="list-style-type: none"> Diamond Merits Certificate Recognition text message sent to parent/carer
500 + Merits		<ul style="list-style-type: none"> Platinum Merits Certificate Recognition text message sent to parent/carer
Top 20 merit earners in year group		<ul style="list-style-type: none"> Recognition at assembly Merits Certificate

6 Sanctions

At Elvin, pupils are expected to follow our routines and behaviour expectations. If pupils are not meeting these expectations, a number of measures will be put into place to support pupils to do so. All sanctions will be an opportunity for pupils to understand, reflect upon and correct what went wrong.

These sanctions include:

- a) Checks
- b) Corrections
- c) Contact with parents
- d) Parent meetings
- e) Payback
- f) Governors' meetings
- g) Suspensions
- h) Permanent Exclusion

In deciding on a sanction, the academy will make a decision based on the evidence in relation to the balance of probability. Therefore, a pupil may be given a sanction for an action/involvement in an incident that they deny.

For serious incidents, the academy will always conduct an investigation, which can result in sanctions being decided upon several days after the incident. Previous behaviour may be taken into consideration.

Senior staff will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Pupils' age will be taken into account as well as the context of incidents that occur during lessons such as a sporting activity. In any physical altercation, self-defence will be taken into account; self-defence cannot, however, involve any physically aggressive actions such as punching and/or kicking.

6.1 Checks

Checks will be issued when our expectations are not met through a lack of self-discipline or a lack of effort. Checks and corrections increase in severity through the course of a day. For example, if a teacher in Period 1 issues a check, then another teacher in Period 2 issues a check to the same pupil, the sanction will be escalated as shown below.

- The first check carries no sanction
- After School 15 (15 minutes)
- After School 30 (30 minutes)
- After School 60 (60 minutes)
- After School 90 (90 minutes)

Where a case is referred to Head of Year, they will make a decision on the sanction required. Possible sanctions include parent meeting, loss of social time, 90-minute correction, suspension or permanent exclusion or other appropriate sanction.

6.2 Corrections

6.2.1 In addition to checks received in lessons, pupils will receive corrections for failing to meet the expectations set out in the behaviour policy.

When	Frequency	Issued by
After school (15 minutes)	Daily	Teacher

After school (30 minutes)	Daily	Teacher
After school (60 minutes)	Daily	Teacher, Head of Year
After school (90 minutes)	Daily	Head of Year / Senior Leadership Team

6.3 Corrections Process:

- a) Pupil will be informed by their teacher of all checks and corrections issued. All corrections will be logged on the academy's MIS, Bromcom. The Head of Year will have overview of this.
- b) Parents will be notified by text message if their child has a correction longer than 15 minutes. The text messages go out at 15:05 every school day.
- c) After School – pupils have a responsibility to attend after school corrections, following the procedure in line with our daily routines. If pupils fail to attend any after school correction their sanction will be escalated.
- d) During after-school corrections, pupils are expected to complete the reflection sheet supplied. This must be completed to a high standard. Once they have completed this sheet they may use the time to complete other homework or classwork. Pupils who fail to meet expectations during after school correction may be removed and the sanction escalated.
- e) Pupils will be dismissed from after school corrections in silence in line with usual academy routines.

6.4 Other behaviours that may result in a correction are listed below:

Immediate 90-minute sanctions

The following will lead to a 90-minute correction

- a) Truancy
- b) Bringing a prohibited item into school. This may result in a more serious sanction, but it depends on the item and why it was brought into school.
- c) Graffiti
- d) Repeated failure to attend corrections

Immediate one-hour sanctions

The following will lead to a one-hour correction

- a) Removal from a lesson because of poor behaviour
- b) Playfighting
- c) Arrival at school after 9am

Immediate 30-minute sanctions

The following will lead to a 30-minute correction

- a) Incomplete or insufficient homework
- b) Missing planner
- c) Use of a mobile phone or smart watch (this will also result in confiscation of the phone for one month)
- d) Lateness to school (see attendance policy)
- e) Lateness to lesson
- f) Not having full equipment (including PE Kit)
- g) Incomplete or inappropriate uniform
- h) Poor transition around our academy
- i) Wearing banned items including jewellery

6.5 Lesson Removal (On Call)

If a pupil's behaviour is disruptive to the learning of others, the pupil will be removed from the lesson to complete work in another classroom with a senior member of staff. In most cases a pupil will receive a warning, a check, a correction before being removed by a member of staff. There are some cases where a pupil will need to be escorted immediately (see below.)

A further sanction of a one-hour correction will be given. In addition, a restorative meeting between the pupil and member of staff will be held at the end of the day. Pupils will be returned to lessons in the next period where appropriate or will continue their learning in a different classroom. Repeated removal from lessons may lead to a suspension due to the impact on the learning of other pupils.

Behaviours that will result in immediate lesson removal include:

- a) Repeated disruptive behaviour or defiance in a lesson.
- b) Repeated refusal to complete classwork or follow staff instructions
- c) Dangerous behaviour that places themselves, other pupils or staff at risk

6.6 Prohibited Articles (which will be confiscated on sight)

The following items are banned from the academy site and will be immediately confiscated. This list is not exhaustive and any final decisions rest with the Principal. The academy has the right to request that banned items are picked up by a parent or guardian.

- Any offensive weapon, which may include:
 - Tool with a blade or shaft;
 - Stanley knife or craft knife;
 - Screwdriver of any size;
 - Blade of any size or description, including the blade from pencil sharpeners;
 - Multi tool (including pens with multiple functions);
 - Lasers of any description;
 - Any article fashioned into a weapon which has no function in academy and has the potential to cause injury or harm.
 - Fireworks
 - Smoking related articles (possession of these items may result in a seclusion or fixed term exclusion), which may include:
 - Cigarettes;
 - Other smoking-related items, including lighters, matches, 'shisha pens', 'E cigarettes' or similar articles.
 - Jewellery
 - Mobile phones
 - Music devices, seen or heard
 - Aerosols

Possession of an offensive weapon, drugs or drug related paraphernalia will result in permanent exclusion.

6.5 Bullying, Homophobic and Racist incidents

6.5.1 Bullying Incidents

Incidents of bullying will usually be dealt with as follows:

- All allegations are logged and investigated. If found or suspected to be bullying, on the first occasion an informal warning is given, and a record is kept of this conversation;
- Subsequent acts found to be bullying may result in a formal warning being given and a meeting with parents/guardians.
- Formal warnings are logged as 'bullying' on the pupil's academy record
- The above action is dependent on the severity; a further informal warning or a higher order sanction may be given outside the above protocol. Please refer to Ark Elvin Academy Anti-Bullying Policy for further details.

6.5.2 Racist Incidents

All incidents of a racist nature will be logged recorded on the pupil's file. The appropriate sanction will be decided by the pupil's head of year and parents/guardians notified of the incident. Parents/guardians will also be invited to school to sign an anti-racist declaration.

6.5.3 Homophobic, Biphobic and Transphobic Incidents

All incidents of a Homophobic, Biphobic or Transphobic nature will be logged recorded on the pupil's file. The appropriate sanction will be decided by the pupil's head of year and parents/guardians notified of the incident. Parents/guardians will also be invited to school to sign an anti-homophobic declaration.

6.7 Higher Order Sanctions

6.7.1 Permanent Exclusion

A decision to exclude a pupil permanently will be taken when there has been a serious breach of the academy's behaviour policy and/or a pupil remaining in the academy would be seriously detrimental to the welfare and/or education of the pupil or others in the academy.

a) The following will usually lead to permanent exclusion:

- Serious actual or threatened violence against, and/or injury to a pupil, a member of staff, or a member of the general public (this includes arranging for a group of pupils from another academy to congregate outside of the academy);
- sexual abuse or assault;
- possession or supply, directly or indirectly, of an illegal drug in academy and/or to Elvin pupils in or out of the academy;
- carrying an offensive weapon. This includes items fashioned into a weapon;
- a criminal conviction;
- persistent racist, sexist, homophobic, biphobic or transphobic behaviour (including religious-based discrimination);
- persistent disruption of lessons and/or persistent behaviour that is detrimental to the learning of others;
- persistent defiance towards members of staff and refusal to follow reasonable instructions.

b) The academy can make arrangements for a pupil to be educated through alternative provision if he/she has been involved, or suspected of involvement, in a criminal activity, both in or out of academy.

Permanent exclusion will be considered if a pupil:

- a) Is in persistent breach of the provisions of this policy and as a result of his/her actions, there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy; or

- b) Commits a breach of the behaviour policy by being involved in what may be termed an exceptional “one-off” incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

6.7.2 Fixed Term Exclusions

A fixed period exclusion is where your child is temporarily removed from school. The length of exclusion will be decided by the Principal and will reflect the seriousness of the incident. The length of time of the exclusion will increase with persistent misbehaviour.

The following will usually lead to a fixed-term exclusion:

- Acts of physical and/or verbal aggression or incitement to physical aggression (including assaults on other pupils);
- Indirect physical incidents with a member of staff by a pupil due to his/her irresponsible behaviour;
- Persistent and/or malicious refusal to follow staff instructions or to adhere to the expectations of the academy as stated above;
- Persistent and/or malicious refusal to follow the academy behaviour policy, other academy rules, discipline and uniform code;
- Possession and/or use/consumption of any of the following:
 - i) Illegal drugs
 - ii) Chemicals, solvents
 - iii) Alcohol
 - iv) Possession and/or use of any of the following:
 - Pornographic materials (including misuse or attempted misuse of ICT equipment);
 - Replica weapons;
 - Stolen items
 - Any articles deemed offensive or dangerous.
- Acts of abuse of any nature including incitement to abuse on religious, racial, age, sexuality or gender related grounds;
- Acts of persistent and/or malicious bullying (including cyber bullying);
- Malicious accusations against academy staff;
- Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the academy and/or academy property;
- Acts of contaminating food or drink which is likely to be consumed by staff or pupils;
- Acts of using any sharp object inappropriately;
- Acts of defiance to a member of staff. Repeated acts of defiance could lead to a permanent exclusion;
- Acts of swearing directly at a member of staff;
- Acts of vandalism or damage;
- Any act, either by word or deed which brings the academy into disrepute (could be internal depending on the incident); this includes any mention of Ark Elvin on social media;
- Inability to remain within the spirit and provision of the academy’s published discipline policy, Home School Agreement and any subsequent contracts;
- Theft from pupils, staff, visitors, academy property, the academy’s canteen and/or shoplifting;
- Burglary of the academy at any time;
- Recording anti-social behaviour, including fighting, bullying, homophobic or racist comments or incidents and assaults of any description;
- Acts of inappropriate use of technology (see ICT Acceptable Use Policy);

- Acts of fraudulent behaviour, including forgery and plagiarism, for any examination work;
- Setting off the academy fire alarm without good reason.
- Refusal to follow instructions, complete work or causing repeated disruption in seclusion.

6.7.3 Seclusion

Seclusion is a serious sanction for those pupils whose behaviour has led them to require time in isolation from the rest of the school. Pupils reflect on their behaviour and complete their work in silence and will have a minimum of a 1-hour correction at the end of the day.

The following will lead to a day or more in seclusion:

- Failure to attend a 90-minute correction
- Failure to attend two or more consecutive corrections;
- Repeated poor behaviour or failure to follow instructions in corrections;
- Following an exclusion, if a reintegration meeting has not been completed;
- Receiving two or more On Calls (lesson removal) in one day
- Refusal to follow reasonable instructions from a member of staff

6.7.4 Alternative Provision

For pupils who are at risk of permanent exclusion, or for pupils receiving a fixed-term exclusion beyond five days, the academy will arrange alternative provision from the 6th day with local providers. In addition, the Principal can enrol a pupil at an alternative provision where there are specific reasons, such as health and safety, that results in the need for the pupil to be educated off site.

6.8 Incidents occurring outside of the academy

Subject to the academy's behaviour policy, a teacher may discipline a pupil for any misbehaviour when:

- taking part in any academy-organised or academy-related activity or;
- travelling to or from academy or;
- wearing the school uniform or;
- in some other way identifiable as a pupil at the academy.

A pupil may also be disciplined for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or;
- poses a threat to another pupil or member of the public or;
- could adversely affect the reputation of the academy.

The law supports schools taking action for incidents that occur outside of school. The academy will apply sanctions for any incident that occurs when pupils are in school uniform and/or are clearly representing the academy.

For incidents that occur clearly outside of academy hours, e.g. at the weekend or during school holidays, the academy will deal with each one on an individual basis, depending on the nature and seriousness of the event.

6.9 Joint enterprise

The academy takes the same position as the law in terms of individuals being collectively held responsible for an incident involving group behaviour which, in the context of an academy, is deemed to be irresponsible and/or inappropriate; therefore, pupils must remove themselves from a situation rather than be spectators.

6.10 Searching Pupils

The academy's policy is based on the following DfE advice and the Education Act 2018 (Screening, Searching and Confiscation): The academy is allowed by common law powers to search pupils without consent for any item. Written consent is not required; a member of staff can ask pupils to turn out his/her pockets or a member of staff can look in the pupil's bags. A personal search may be conducted for any prohibited item which has been identified in the academy's rules as a prohibited item.

The Principal and authorised staff can search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupils may have any of the following prohibited item:

- knives or weapon;
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers
- fireworks
- pornographic materials
- 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, or damage to the property of any person (including the pupil).

Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. Therefore, if a pupil refuses to be searched or screened, the pupil may be sent home

Members of staff can use such force as is reasonable given the circumstances when conducting a search for the item listed above.

6.11 Reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to ensure the safety of pupils or staff in the classroom. Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. All incidents where reasonable force or restraint have been used are logged.

7 Policy Statements

a. Monitoring, evaluation and review

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

b. Interrelationship with other academy policies

In order for the Behaviour Policy to be effective a clear relationship with other academy policies, particularly equal opportunities, teaching and learning, uniform, inclusion and anti-bullying has been established.

c. Involvement of outside agencies

The academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

d. Procedures

The Principal, in consultation with staff, will develop the procedures from this policy.

- i. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers.
- ii. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy community has a responsibility towards the establishment and maintenance of a purposeful and caring environment where all can thrive.

8 Roles and responsibilities

a Governing body

- i. The Governing body will establish in consultation with the Principal, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.
- ii. Governors will support the academy in maintaining high standards of behaviour.
- iii. The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

b Principal

- i. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
- ii. The Principal will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- iii. The Principal will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

c Staff

- i. Staff will base their interactions with pupils on trust and the highest regard for them.
- ii. Staff will establish high standards of behaviour and consistently and effectively implement the Academy's behaviour management policy and procedures.
- iii. Staff will maintain a positive and secure learning environment.
- iv. Staff will explicitly teach pupils effective behaviour for learning and self-regulation.
- v. Staff will support pupils to develop self-discipline.
- vi. Staff will model high standards of behaviour in their dealings with pupils and with each other by behaving courteously, respectfully, considerately and professionally at all times.
- vii. Staff will ensure fair treatment of all.
- viii. Staff will maintain a presence around the academy to ensure that the highest standards of behaviour and site usage are maintained.
- ix. Staff will avoid at all times situations which make pupils feel uncomfortable or humiliated.
- x. Staff will use positive language and never use language which is derogatory, intimidating, abusive or sarcastic in any way.
- xi. Staff will acknowledge and praise adherence to the academy's Code of Conduct.