



THE ENGLISH ACADEMY

*At the heart of the community
Inspiring Future Leaders*

Secondary Parent - Student Handbook

Academic Year: 2026-2027





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Welcome Message from the Head of Secondary

Dear Parents, Guardians, and Students,

It is with great pleasure that I welcome you to the Secondary School at The English Academy. This marks the beginning of an exciting and important phase in our students' educational journey, and I am delighted to be part of this experience with you.

At The English Academy, we are committed to providing a high-quality education that nurtures curiosity, independence, and a lifelong love of learning. Our goal is to create a supportive and stimulating environment where students feel encouraged to explore their talents, challenge themselves, and grow into confident, well-rounded individuals.

Transitioning to Secondary school is a pivotal stage of learning for our students. Our curriculum is designed to provide a strong academic foundation while also fostering creativity, critical thinking, and personal development. In addition to a broad range of subjects, we offer various extracurricular activities, leadership opportunities, and pastoral care to ensure every student thrives both academically and socially.

We strongly believe in the power of collaboration between school and home. Your support and engagement are invaluable in helping your child succeed, and we encourage open communication to ensure the best possible experience for all students.

I look forward to an exciting year ahead, filled with learning, growth, and success. Together, we will make a memorable and rewarding experience for all.

Please note page two for special attention of parents

Warm regards,

Mr. Desmond O'Connor BSc, PGCE, MSc, MA.
Head of Secondary



For the Special Attention of Parents

We value strong communication between school and home, and we thank you for your continued support. To help maintain clarity, professionalism, and mutual respect in all interactions, we kindly remind all parents of the following:

- **Appointments with Staff:** Visiting the school without a scheduled appointment is not permitted. All appointments must be arranged through **Ms Ghada**, who will liaise with the appropriate staff member to confirm a suitable time.
- **Email Communication:** All email correspondence with the school must come directly from a parent or guardian's email account. Emails sent from student accounts will not be actioned.
- **Respectful Conduct:** The school will not accept or respond to any inflammatory or inappropriate comments made via email or during scheduled meetings. We are committed to maintaining a respectful and constructive dialogue at all times.
- **Mobile Phones:** Mobile phones are **strictly banned** in school. Students must not bring phones onto campus under any circumstances. Any phones found will be confiscated and returned only in line with school policy.
- **Cameras:** Personal cameras are **strictly prohibited** on school premises. Social media & photography: students are strictly forbidden from taking photographs or recording videos on school grounds and uploading them to social media platforms. Any unauthorised camera or recording device will be confiscated immediately, and the student will be issued a Yellow Slip in accordance with our behaviour policy.
- **Social Media:** The English Academy does not respond to any concerns or disputes raised via social media. Any issues relating to social media activity must be directed to the appropriate **Kuwaiti authorities**.
- **Class and Form Groups:** Student class sets and form classes are created by the school after **careful academic and pastoral consideration**. These decisions are final and **will not be discussed or altered at parental request**.
- **School Appearance:** We ask all parents to carefully review the school's expectations regarding **student appearance**, particularly in relation to **boys' hairstyles** and the wearing of **non-permitted items**. Students must arrive each day in full compliance with the school's uniform and appearance policy.
- **Lanyards:** To promote safeguarding within the school it is mandatory that all staff and students wear their school Lanyard. This is **part of the uniform** and needs to be worn at all times.
- **Behaviour and Sanctions:** The English Academy follows a **clear, fair, and consistent behaviour policy**. Any behaviour deemed unacceptable within the school is managed according to this policy. **All sanctions applied by the school are in line with this framework and are not subject to parental negotiation or revision.**

We appreciate your cooperation in supporting a safe, respectful, and well-organised school environment.





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School Ethos

Welcome to the English Academy, where we are committed to fostering a vibrant, inclusive, and supportive learning environment for all our students. Our ethos is rooted in the belief that every child has the potential to excel, both academically and personally, when provided with the right opportunities, guidance, and encouragement.

At the heart of our philosophy is a dedication to nurturing well-rounded individuals who are not only prepared for academic success but also equipped with the values and skills to contribute positively to society. We emphasize respect, resilience, and responsibility as the cornerstones of our community. These values guide our interactions, shape our curriculum, and influence our approach to education.

We aim to provide a seamless transition from primary to secondary education, ensuring students feel supported as they navigate new challenges and opportunities. Our tailored curriculum offers a balance of academic rigor and creative exploration, designed to inspire curiosity and foster a love for lifelong learning.

We are proud to celebrate the diversity of our school community and are committed to promoting inclusivity and equity. Every student is valued for their unique strengths, and we strive to create an environment where they feel safe, respected, and empowered to be themselves.

Our dedicated team of educators works tirelessly to create engaging and meaningful learning experiences. We believe in high expectations and personalized support, helping each student to achieve their best while building confidence and independence.

Through strong partnerships with parents and carers, we ensure that students are supported both at school and at home. Together, we prepare them to face the future with courage, compassion, and a sense of purpose. At The English Academy, every child matters, and every success is celebrated.





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Secondary Leadership

Mr D O'Connor - Head of Secondary			
Ms F.Tribak (Sixth form) & Ms D. Akel (Year 11) - Senior Pastoral Leaders			
Academic Leaders		Pastoral Leaders	
English	Ms K. Shabot	Head of Year 11	Mr. M Omran
Mathematics	Mr S.Murugathas	Head of Year 10	Mr A Laois
Science	Ms A. Anis	Head of Year 9	Ms L El Assaad
Humanities	Mr C Dobson	Head of Year 8	Mr Q Amin
Arabic	Mr M. Magazi	Head of Year 7	Ms N. Issa
Islamic	Mr M. Hassan		
Whole School PE	Mr S. Weninger		

Curriculum Structure (Daily - Weekly- Termly)

There are three terms in a school year - at a student report at the conclusion of each term. These terms form the basic building blocks of our curriculum and the daily and weekly structure is outlined below :

Daily Structure

Registration	07:30-07:50
Lesson 1	07:50-08:55
Lesson 2	08:55-10:00
Break	10:00-10:20
Lesson 3	10:20-11:20
Lesson 4	11:20-12:25
Break	12:25-12:45
Lesson 5	12:45-13:55
Extra Curricular Programs	



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TEA Talons & Our Houses

All students in The English Academy are part of a TEAM TEA TALONS. We have four House Teams within the school, they are called - Eagles/Falcons/Hawks/Owls. They each have their own open logo and colour and all students belong to one House. Throughout the year 'House Points' are given to students for various academic, sporting and positive contributions to school life. The totals are displayed and each team competes against each other - with prizes and barbecues for the termly winners !



Tutor Groups & Year Groups

Each student belongs to a tutor group. The tutor groups cover all abilities and they sometimes are created based on subjects choices or pastoral requirements. You will have your own Tutor Group and Form Tutor - example 7G, 8Y, 10R etc. There is no movement between these groups throughout the year.

The Form Groups are part of the Year Group - which has a Year Group Leader to manage and support all of the students in that year. If you need support you will speak to your Form Tutor and if necessary your Year Group Leader.

The Role of the Student Council

The Student Council at The English Academy plays an important role in giving students a voice and helping to shape the life of the school. Through the Council, students are encouraged to share their ideas, raise issues, and work collaboratively to support improvements across the school community. Each Tutor Group and Year Group elects representatives through annual elections, ensuring that every student has a voice in decision-making and school development.



The Student Council also plays an active role in organising and managing school events throughout the year and is empowered to develop new initiatives that enhance school life. Being part of the Student Council helps students develop leadership, communication, and teamwork skills, while promoting a sense of ownership and pride in their school. It reflects our belief that every student can make a meaningful contribution and that their opinions are valued and respected.

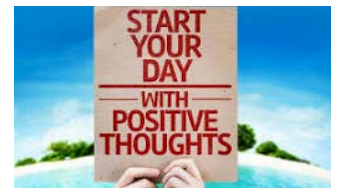


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Starting the Day

It is vital you attend school on time and make a positive start to the day. Registration is always first with your Form Group and Form Tutor. This is vital for messages and updates for the school day and week. The Registration is how you are marked present for the morning.



Always spend some time the previous evening checking that you have all your equipment and books for the next day's lessons. This also helps make a positive start to the day !

Moving between Lessons

The school has three floors, a roof area and a basement. These are shared between all of the students and staff in the school. Safety moving around the school is paramount. We require students to move in single file, in an orderly, quiet fashion when moving between lessons and breaks. To keep the corridors moving - students must move on the left.

Effective Use of Student Breaks

Break times at The English Academy are an important part of the school day, offering students the opportunity to rest, recharge, and build positive social connections. We encourage students to use their breaks effectively by eating a healthy snack, spending time outdoors, and engaging in positive, respectful interactions with their peers. Breaks are also a chance to refresh mentally, helping students return to lessons focused and ready to learn. By using break times wisely, students support their own wellbeing and contribute to a calm, purposeful school environment.



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End of the Day

At The English Academy, we believe that the end of the school day should be as positive and purposeful as the beginning. Students are encouraged to finish their lessons calmly, reflect on their achievements, and prepare for the following day. An orderly and respectful exit from classrooms and the school grounds helps maintain a safe and welcoming environment for everyone. By leaving in a calm and courteous manner, students demonstrate pride in themselves and their school community.



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Teaching and Learning at The English Academy

At The English Academy, we are committed to providing a dynamic and engaging learning environment where every student is challenged to think deeply, work independently, and develop a lifelong love of learning. Our approach emphasises the development of metacognitive skills, helping students to reflect on their own thinking, set goals, and plan effective strategies for learning. We actively encourage self-management, guiding students to take responsibility for their work, meet deadlines, and organise their learning efficiently.



Enquiry-based learning lies at the heart of our teaching philosophy. Students are encouraged to ask questions, investigate topics, and apply their knowledge in meaningful ways, fostering curiosity, critical thinking, and creativity. In addition, we integrate the effective use of digital learning tools to enhance teaching and learning across all subjects. Through the use of Chromebooks, educational apps, and online platforms, students develop essential digital literacy skills that will prepare them for the demands of the modern world.

Our teaching and learning practices are designed to support not only academic excellence but also the development of confident, reflective, and resilient learners who are prepared to meet the challenges of the future.

The Learning Week

Each student will follow a timetable of lessons in every school week. We divide our school year into three terms. With a half-term break, termly breaks and Ramadan hours in a school year. A student register is taken at the beginning of every lesson to promote punctuality and positive behaviour for learning.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:00-08:00					
08:00-09:00					
09:00-10:00					
10:00-11:00					
11:00-12:00					

Class and Teacher Allocations

At The English Academy, great care is taken when allocating teachers to class groups. Staff assignments are based on their subject expertise, teaching style, and the specific needs of each year group or set. Our aim is to maximise teaching effectiveness and ensure the highest possible outcomes for all students. For this reason, **form classes, subject teachers, and sets are not changed during the school year**. This consistency allows teachers to build strong relationships with students, maintain continuity in learning, and deliver carefully planned progression across the academic year. We appreciate parental understanding and support in upholding this approach.



Assessment and Measuring Progress

At The English Academy, assessment is an integral part of supporting student learning and ensuring continuous improvement. Through a combination of formal assessments, classwork, and teacher feedback, we monitor each student's progress carefully and regularly. Students are guided to understand their own strengths and areas for development, and are encouraged to set SMART targets—Specific, Measurable, Achievable, Relevant, and Time-bound—to help them make clear and purposeful improvements.

By using assessment not just as a judgement, but as a tool for growth, we empower students to take ownership of their learning and to strive towards personal excellence. We use external academic measurement tools to collect information on student ability, strengths and areas of challenge. Throughout the year feedback and progress is at the heart of our learning & teaching cycle. There are defined as:

Formative Assessment: This is an ongoing process where teachers provide regular feedback to help students improve their understanding and skills. Formative assessments may include classwork, quizzes, presentations, and peer or self-assessments. The focus is on growth and learning rather than grades.

Summative Assessment: These are periodic evaluations designed to measure student achievement at the end of a unit or term. Summative assessments may include written tests, projects, or practical assignments. These assessments contribute to the overall grading for each subject.

- At the beginning of Term 1 Year 7 will undertake baseline assessments to support teachers and students in highlighting strengths and areas of challenge in Maths, English and Science.
- We also use external diagnostic assessments to gauge verbal, mathematical and quantitative capabilities.

Responsible Use of AI Tools

At The English Academy, we recognise the growing presence of Artificial Intelligence (AI) in education and beyond. While AI tools such as ChatGPT or Google Bard can support learning when used appropriately, students must understand that **using AI to complete assignments, assessments, or coursework on their behalf is considered academic dishonesty**. All work submitted must reflect your own understanding, effort, and voice. Misuse of AI—including copying answers or using AI-generated content without proper acknowledgement—will be treated as a serious breach of our academic integrity policy. We are committed to helping students learn how to use these tools responsibly and ethically, but misuse will carry consequences. If in doubt, always ask your teacher.



In School Assessment & Progress Model

Term 1	Half term - "Marked Piece" for student feedback	End of Term Assessment (& report)
Term 2	Half term - "Marked Piece" for student feedback	End of Term Assessment (& report)
Term 3	End of Year Final Assessment & Report	

Reporting for Students & Parents

- **Termly Progress Reviews:** In each term, students will complete end of term assessments to measure progress in previous learning. These are produced as School reports and provide students, staff and parents with key information .
- In addition to Academic progress the reports include information on attendance, punctuality, behaviour and effort throughout the term.
- Our Parent Consultation sessions provide parents with the opportunity to discuss any of these issues with their child teachers.

The Importance of Parental Communication

At The English Academy, we believe that strong communication between school and home is essential for student success. We value the partnership we have with parents and recognise that regular, open communication helps to build trust, reinforce expectations, and support each child's development.

By keeping parents informed about academic progress, behaviour, and school life, we ensure that students receive consistent guidance and encouragement both at school and at home. We encourage parents to stay actively engaged with the school community and to work with us to support their child's learning journey.



**Communicate
With Parents**



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Complaints Process for Parents

At The English Academy, we are committed to working in partnership with parents to ensure the best possible experience for every student. If concerns arise, we encourage parents to communicate with us promptly so that issues can be addressed in a timely, respectful, and constructive manner. **All emails to the school must come from a parent email and not the student account.** We aim to resolve complaints at the earliest stage possible and follow a clear process to ensure fairness and transparency. **We do not accept or respond to emails that are derogatory or threatening.**

Steps in the Complaints Process:

- **Email Communication** – All initial complaints must be made by email to the Secondary School Secretary, Ms Ghada, at ght@tea.edu.kw.
- The complaint will be directed to the appropriate staff member, such as the relevant teacher, Head of Department, or Year Leader, depending on the nature of the concern.
- If the issue remains unresolved, it will be escalated to a member of the Senior Leadership Team.
- If necessary, a formal meeting or written complaint may be arranged involving the Principal.
- A full and fair investigation will be carried out, and parents will be informed of the outcome and any actions taken.

We kindly remind all parents that **visiting the school to speak with staff without a prior appointment is not permitted.** All appointments must be arranged through Ms Ghada, who will coordinate with the appropriate staff member. This ensures that time is used effectively and that all concerns are addressed in a respectful and professional manner.



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Behaviour for Learning - Positive Expectations

This school is much more than just a place of learning—it is a vibrant and supportive community where every student is welcomed with open arms and given the opportunity to thrive. We are proud to provide a high-quality education in an environment that values respect, inclusion, and personal growth. From the moment students step through our doors, they become part of a culture that celebrates both individual achievement and collective responsibility.

Central to our community is a clear and thoughtful Code of Conduct. This set of shared expectations ensures that every member of our school feels safe, respected, and empowered to grow. It is through this code that students, staff, and families come together to create a positive atmosphere where learning and development can flourish. By embracing these values, we not only support academic success but also help students build strong social skills, emotional intelligence, and a sense of belonging.

Adhering to the Code of Conduct is a key part of being a responsible and engaged member of our school. It guides how we interact with each other and how we contribute to the school as a whole. All students are encouraged—and expected—to live by the following principles:

- **Be honest, respectful, and courteous in all interactions.** Integrity and good manners form the foundation of trust and collaboration within our community.
- **Be punctual and prepared, ready to engage fully in learning.** Valuing time and showing commitment to one's responsibilities is essential for personal and academic growth.
- **Support a focused and productive learning environment.** Every student deserves the opportunity to learn without unnecessary disruptions or distractions.
- **Take ownership of your education.** Approach every lesson and task with diligence, curiosity, and a willingness to improve.
- **Treat others with kindness and empathy.** Show respect for the diverse beliefs, cultures, and experiences that make our school so unique.
- **Avoid and help prevent conflict whenever possible.** Choose peaceful and respectful ways to resolve differences and support one another.
- **Take pride in the school's appearance and environment.** Help maintain a clean, organized, and welcoming space where everyone can feel comfortable and inspired.

Together, we build a school where every student is given the tools and the encouragement to succeed—not only in academics, but as thoughtful, responsible members of society. When we all commit to these shared values, we create a place where everyone can flourish.



Uniform

All students are expected to wear correct and smart school uniform at all times when in school, or when representing the school in any way.

The uniform code below applies to all students in Years 7-11.

Summer Uniform

- Light blue collared shirt with school badge:
 - o if long sleeved, the sleeves must be rolled down and buttoned
 - o the top button of the shirt must be done up at all times
 - o boys must tuck in their shirt at all times
 - o girls should not tuck in their shirts
- School tie
- Dark blue TEA tailored trousers. Trousers must fit appropriately
- A simple belt with discreet buckle
- Plain white or dark socks
- Classic black shoes with or without laces [no trainers or shoes that 'look' like trainers]

Winter Uniform

- This is as the summer uniform
- In addition a camel coloured blazer with a school badge must be worn. The blazer must be worn at all times except in lessons when permission is given to remove it
- If students wish to wear an additional layer under the blazer, a school jumper may be worn – not a school PE sweatshirt
- A sensible outdoor coat may be worn if the weather is poor

P.E. Kit

All your uniform and P.E. kit items must be clearly marked with your name.

- PE TEA shorts and t-shirt
- House colour t-shirt with school emblem for inter-house competitions
- White sports socks
- Training shoes
- Blue tracksuit with school emblem for winter use

Additional Uniform Code

- All students MUST have a school Lab coat. This can be purchased from the school uniform shop.
 - Girls with pierced ears may wear one set of simple stud earrings only – no other piercings are allowed.
 - Girls are not allowed to wear make-up of any kind (including nail varnish and hair colour)
 - All students may wear a wristwatch, no smartwatches allowed
 - No other forms of jewellery are allowed
 - Baseball caps and other hats are not allowed
- (cont.d)

General Appearance

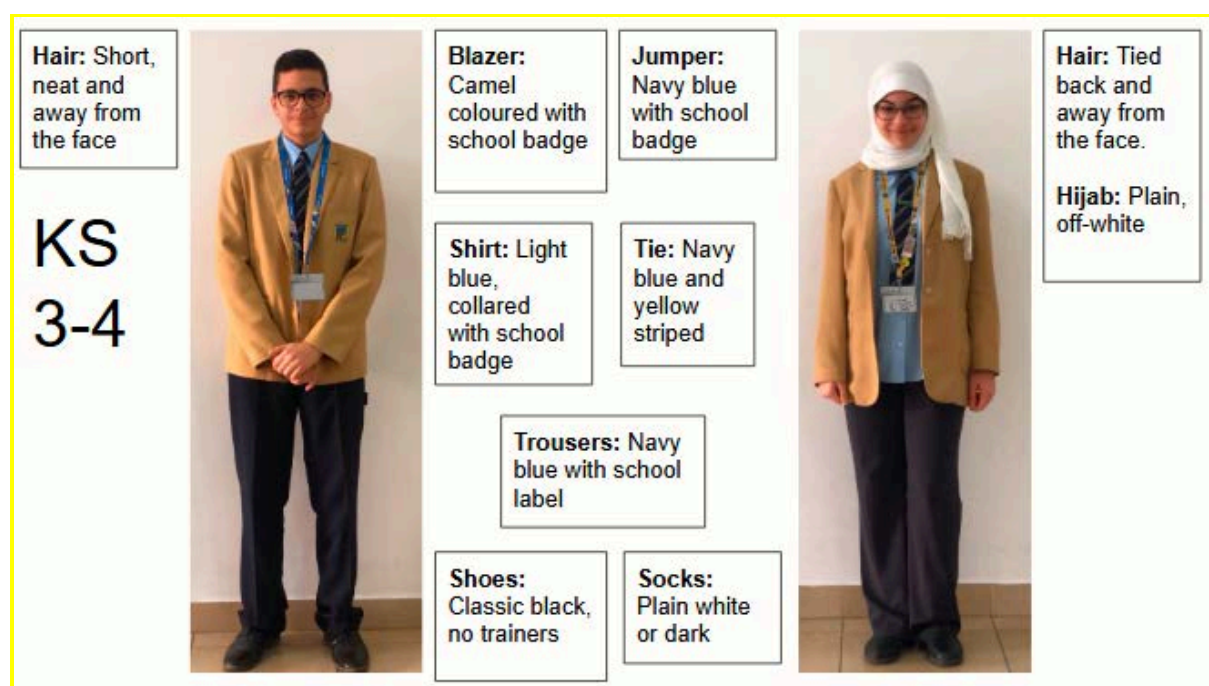
Students at The English Academy are expected to take pride in their appearance and therefore should be neat and tidy at all times.

- **BOYS**

- o hair should be short, neat and away from the face.
- o avoid haircuts that result in a shaved line and/or significant difference in length.
- o Facial hair should be neatly styled to give a clean-cut appearance.

- **GIRLS**

- o Girls' hair should be neat, tied back and kept away from the face at all times. For practical lessons, it should be tied back completely. Hair gel/wax must not be used excessively.
- o Girls who wear Hijab can wear white or off-white hijabs with the same coloured band underneath.
- o Girls can wear plain coloured white, blue or black simple headbands, no bandana or character ears.



PE uniform to be worn on PE days only.

For any after school training or practice, please change to PE uniform after school only.

Attendance and Punctuality

Students are expected to arrive in school by 7.20 am. Students who arrive late after 7.45 a.m will be marked as 'late' and must go to the Secretary at gate 1 so they can be marked in the register. It is extremely important to start your day on time so you can have a calm start to the day.

Parents of students who are repeatedly late can expect to be invited into school to discuss the problem of lateness.

If a student is going to be absent for a few days because of sickness or for family reasons, the school should be informed via telephone/ email. Upon return to school, students who are absent from school because of sickness are expected to have a medical note which can either be given to the form tutor or The Secondary Secretary Ms Ghada.



Attendance Procedure for SECONDARY students	
Procedure	Day of Absence
First warning letter	After 3 days absence
Second warning letter	After 6 days absence
Third warning letter	After 9 days absence
Fourth warning letter	After 12 days absence
Fifth warning letter	After 15 days absence

Mobile phones policy:

Unfortunately, if any student decides to bring a mobile phone to the Academy & it is brought to the School Principal's attention, the phone will be confiscated for a minimum of 3 days.

Equipment to support Learning

You will need to provide a range of suitable equipment to allow you to participate effectively in all lessons.

Failing to have appropriate equipment will result in the application of sanctions.

Equipment List:

The following is a list of essential items all students must have for school:

- 3 pens (black and blue ink only)
- 3 pencils HB or 2
- pencil sharpener
- eraser
- glue stick
- 30 cm ruler
- protractor
- compass
- calculator (school approved)
- coloured pencils (not felt-tip pens)
- school Chromebook



These items should be in a suitable pencil case. Correcting fluids such as 'Tippex' are not permitted. For examinations, you must bring your equipment in a clear, colourless bag or pencil case.

Correct use of pens - Pen Code

All classwork and homework tasks should be written in black ink. Green ink is to be used for self or peer assessment. Teachers will mark student work using red ink.



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Celebrating Student Achievement

At The English Academy, we believe that recognising and rewarding student success plays a vital role in promoting positive behaviour, motivation, and a strong work ethic.

Our rewards system is designed to celebrate a wide range of achievements, including academic progress, excellent effort, acts of kindness, leadership, and service to the school community. Students can earn House Points, certificates, and public commendations from staff. Regular assemblies, celebration events, and end-of-term awards provide further opportunities to highlight student accomplishments.



House Points - A student can receive a house point in many ways.

- Achieving awards/praise in a subject lesson or lessons.
- Termly achievement and progress in subjects
- Continuous high standards in a subject.
- Service to the school or the tutor group
- Exceptional improvement.
- Demonstration of student values
- Commitment to school sports and other activities beyond the school day.

House Assemblies Celebrations

House Assemblies are an important part of school life at The English Academy. They provide a valuable opportunity to celebrate student achievements, reinforce shared values, and strengthen House identity and spirit. During these assemblies, students are recognised for their effort, progress, and contributions to school life through the awarding of certificates and other forms of praise. These celebrations promote a sense of belonging, motivation, and pride across the student body.



House Termly Barbecues

To encourage healthy competition and reward positive contributions, The English Academy tracks House Points throughout the term. At the end of each term, the House that is leading the leaderboard is celebrated with a special event, such as a school barbecue or group activity. This reward recognises the collective effort of students across all year groups and reinforces the importance of teamwork, school spirit, and consistent positive behaviour. It is a valued part of our House system and motivates students to contribute meaningfully to their House's success.



Year Group Assemblies

Year Group Assemblies at The English Academy provide a focused space to engage students with key themes, celebrate individual and group successes, and promote a shared sense of identity within each year group. These assemblies often highlight academic achievements, good behaviour, attendance, and contributions to school life. Students are recognised through certificates and acknowledgements, helping to build motivation, responsibility, and pride. Year Group Assemblies also offer important reminders, guidance, and inspiration tailored to students' specific stage of learning and development.



Pastoral Outstanding Awards

The Pastoral Outstanding Awards at The English Academy recognise students who consistently demonstrate excellence across a range of areas. These prestigious awards celebrate success not only in academic achievement, but also in sport, attendance, behaviour, and the embodiment of the school's core values. Award recipients are nominated by staff and recognised during assemblies and other school events. By honouring well-rounded contributions to school life, the Pastoral Outstanding Awards promote a culture of effort, integrity, and all-round excellence.



The A* Club – Celebrating Academic Excellence

At The English Academy, we believe in recognising and celebrating students who achieve the highest levels of academic success. The A* Club is an exclusive recognition awarded to students who demonstrate outstanding performance in their subjects, whether through top assessment results, exceptional coursework, or consistent excellence across the curriculum. Members of the A* Club are acknowledged in assemblies and may be invited to special events that celebrate their commitment to academic achievement. This initiative aims to inspire all students to strive for personal bests and take pride in the pursuit of excellence.



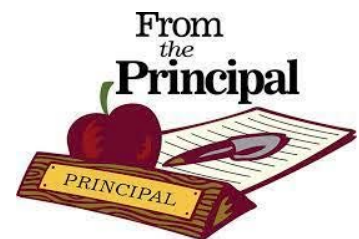
Whole School Assemblies

Twice a week, The English Academy gathers for whole school assemblies that bring our community together to celebrate success, share key messages, and reinforce the school's values. These assemblies are a highlight of the week, providing a platform to recognise outstanding effort, progress, and achievement. Students are presented with certificates, medals, and other awards on stage, celebrating excellence in academics, behaviour, sports, and service. These moments of recognition foster a strong sense of pride, encouragement, and unity across the student body.



The Principal's Update

Each month, the School Principal shares a special update with the school on important information and upcoming events. The update also includes community, highlighting students who have gone above and beyond in their academic performance, behaviour, leadership, or contribution to school life. These students are personally recognised for their achievements and serve as role models for others. Being featured in the Principal's monthly message is a valued honour that reinforces the importance of consistent effort, integrity, and active participation in school life.





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Behaviour and Student Values

While the majority of our students consistently demonstrate respectful, responsible, and positive behaviour, there are times when some fall short of the expectations set out by our Student Council - Our Student Core Values and Code of Conduct.

At The English Academy, we treat such instances as opportunities for reflection and growth. Behaviour that does not align with our school values is addressed promptly and fairly, using a structured system of consequences and support.



Sanctions

Our aim is not only to correct the behaviour but also to help students understand its impact, take responsibility, and make better choices in the future. Through consistent expectations and compassionate guidance, we support every student in developing the self-discipline and integrity needed to thrive within the school community and beyond.

We use a colour coded scale system to sanction behaviour that is not in alignment with our student values. They correspond to different levels of unacceptable behaviour dependent on the nature of the incident in which a student is involved. Involvement in unacceptable behaviour will mean a sanction against those student(s) involved.

LEVEL 1 WHITE:

Students may be issued with a **WHITE** referral slip for the following:

- Littering, Chewing gum, behaviour not supporting learning
- Lateness to class, Lack of books/equipment/PE kit/planner/Chromebook
- Incorrect uniform including jewellery, hair and nail varnish
- In classroom/changing room/lab unsupervised
- Not speaking in English, other than in Arabic, Islamic or French lessons
- No homework 2nd time
- Using any unauthorised equipment in school, including electronic games, toys and balls.
- Failure to bring Chromebook charged
- Not listening or talking whilst a teacher is talking, Failure to start classwork promptly, Not following basic instructions



The consequence for a white referral is a break detention.

LEVEL 2 YELLOW:

Students may be issued with a YELLOW negative referral slip for the following:

- Further breach of level 1 incident
- Significant poor behaviour such as Swearing, Spitting or 'Play fighting'
- Having a mobile phone anywhere within school during the school day
- Malpractice during assessments or examinations
- Copying another student's work. Plagiarism
- Being deliberately obstructive, defiant or non-compliant of instructions.
- Misuse of Chromebook
- Not attending lessons when present in school



The consequence for a yellow referral is school detention or report

LEVEL 3 ORANGE:

Students may be issued with an ORANGE negative referral slip for the following:

- Second breach of the same level 2 incident
- Deliberately damaging property of school or fellow students
- Using foul, racist or sexual language
- Fighting, retaliating or bullying
- Being disrespectful to any member of staff or the public
- Leaving class or school without permission
- Bringing anything dangerous or illegal to school/or using smoking materials
- Failure to attend detention
- Unsanctioned recordings, photography and/or filming at school
- Distribution or transmission of any recording, photographs and filming on social media



The consequence for an orange referral is a external suspension for 1-5 days

Student Re-Registration

At The English Academy, re-registration for the following academic year is not automatic. It is based on a student's overall conduct, academic performance, attendance, and commitment to the school's values. The school expects all students to demonstrate respectful behaviour, maintain strong attendance and punctuality, apply consistent effort in their studies, and contribute positively to the school community. Re-registration is therefore subject to review and is at the full discretion of the school's leadership team. Parents will be informed in advance if there are concerns that may impact re-registration.





THE ENGLISH ACADEMY

*At the heart of the community
Inspiring Future Leaders*

Safeguarding & Child Protection

The English Academy is committed to safeguarding and promoting the welfare of all students. Safeguarding is the responsibility of every member of staff, and all concerns relating to a student's safety, welfare or wellbeing are treated seriously and acted upon in accordance with the Academy's safeguarding procedures.

Students are encouraged to speak to a trusted adult if they have any concern about their own safety or wellbeing, or that of another student. Parents are also encouraged to contact the Academy promptly where they have any safeguarding concern.

Designated Safeguarding Team

Designated Safeguarding Lead (DSL):
Madam Randa

Deputy Designated Safeguarding Lead – Secondary:
Mr O'Connor

Any student or parent may raise a safeguarding concern with any member of staff. Concerns will be referred promptly to the Designated Safeguarding Team and managed in line with Academy procedures.

Safeguarding within the Curriculum

Safeguarding education is embedded across the Secondary curriculum and pastoral programme. Students receive age-appropriate guidance on areas including:

- online and digital safety;
- healthy relationships;
- consent and personal boundaries;
- bullying and cyberbullying;
- mental health and emotional wellbeing;
- peer pressure;
- exploitation and grooming;
- recognising unsafe situations; and
- how and where to seek help.

These themes are reinforced through PSHE/Form Time, assemblies, Computing/ICT, Science and other relevant areas of the curriculum.

Safeguarding Policy

The Academy's Safeguarding and Child Protection Policy provides full details of safeguarding responsibilities, reporting procedures and the arrangements in place to protect students.

All members of the school community are expected to support the Academy in maintaining a safe, respectful and secure environment for students.

