



Behaviour Policy

Approved by Governors: July 2023
Review Period: 3 years
Review by: July 2026

EQUALITY AND GDPR

Statement of principle - Equality

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

Statement of principle - GDPR

TREA recognises the serious issues that can occur as a consequence in failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

TREA is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Effective behaviour management is essential if a climate for learning is to be achieved where teachers can teach and children can learn to the best of their ability. Positive behaviour management is based on respect for the individual, a balance of rights and responsibilities together with a fostering of a sense of community for all those involved. The philosophy of The Rural Enterprise Academy is based on inclusive principles which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weight. The school aims to be a caring community which encourages pupils to consider others and their property as they would wish to be considered themselves.

All staff recognise that good order does not simply happen but is a consequence of high expectations, mutual respect and rewards and sanctions being firmly, consistently and fairly applied. The Academy recognises that problems are

normal where children are learning and that success is not measured by the absence of problems but by how they are dealt with. As an inclusive school, it is important that barriers to learning are overcome and for some children this will involve teaching both social behaviour and behaviour for learning explicitly through the curriculum and implicitly through example.

Misbehaviour is defined as:

- Disruption in lessons that stops the teacher being able to teach and the learners being able to learn, disruption in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform/equipment (without suitable reason)
- Failing to adhere to the guidelines issued by staff in order to keep everyone safe in school
- Acting in a manner that causes others to feel at risk
- Acting in a manner that goes against the school rules of Ready, Respectful and Responsible

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that are persistent
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Physical assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Vapes of any type, tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images

- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The academy will search for the items listed above, in accordance with the DfE guidance, if there is a concern that a pupil may be in possession of them.

Serious breaches may result in pupil, in consultation with their parent/carer, having an individual risk assessment completed to ensure the safety of themselves and others in school.

Any criminal offence will be reported to the police.

Behaviour Policy Overview

Aims

“The Rural Enterprise Academy: educating, nurturing and inspiring our future rural entrepreneurs”. We aim to create a culture which is **kind**, where everybody can be **successful** and be the **best version of themselves, every day.**” Our behaviour policy is designed to incorporate our **vision** and **values**.

We aim to uphold the TREA Charter.

School Charter

Staff and Students believe that everyone at The Rural Enterprise Academy should:

BE READY

- ◆ Show positivity and enthusiasm;
- ◆ Be motivated & have high expectations of ourselves & others;
- ◆ Be curious and ready to learn new things;
- ◆ Be fully prepared for all activities INCLUDING Land Based Studies;
- ◆ Communicate with your teacher regularly and effectively;
- ◆ Have excellent attendance and punctuality
- ◆ Be well presented and smartly dressed in our school uniform;
- ◆ Show resilience when faced with challenges

BE RESPECTFUL

- ◆ Recognise that we are all equal individuals;
- ◆ Have respect for each other's personal space and privacy;
- ◆ Take care of the building, equipment and the environment;
- ◆ Be polite, considerate and kind to everyone;
- ◆ Communicate in a calm and polite manner;
- ◆ Actively listen to others;
- ◆ Respect others' beliefs, opinions & cultures;
- ◆ Show empathy and maturity when dealing with sensitive issues

BE RESPONSIBLE

- ◆ Be safe and look after each other;
- ◆ Complete work on time and to a high standard;
- ◆ Behave well with integrity: even when no-one is watching;
- ◆ Be a positive role-model and representative of the school;
- ◆ Recognise that we are responsible for our own actions;
- ◆ Be fair in your treatment of others;
- ◆ Give our full effort to everything you do;
- ◆ Reflect on all that we do and learn from our mistakes
- ◆ Be responsible for our future careers

Leading to academic excellence and personal development

Working together for a better future

Kindness Ambition Respect Resilience Empathy Reflection

Climate for Learning

Why do we need to establish a 'climate for learning'?

We need a suitable climate for learning in order to ensure that learning happens and that no time is wasted in lessons. This is not a series of rules for their own sake. Rather they are the high standards and character traits that underpin success in life.

How will we establish a climate for learning?

Working together we need to push that consistency and reflective attitudes into the classroom, every lesson, to establish the right climate for learning. This will be achieved by following the same consistent routines and use of common language that needs to be established and implemented by all staff in every lesson.

Relentless Routines

Below is a summary of the key features and expectations for every member of staff to follow and implement.

Expectations in the classroom - before and at the start of the lesson

- **Punctuality** (within 3 minutes of the lesson start time): students who arrive late to lesson will receive a lunch time intervention (unless they have a note).
- **No queue/silent entry into the classroom** (if member of staff is at the door/classroom): students to be met at the door and go straight in, sit down, take out equipment and attempt the **DO NOW** in silence. This is an activity that the students can get on with independently and in silence.
- **Mobile devices and 'Smart' watches:** The Academy runs a 'not seen and not heard' policy in relation to mobile devices and the use of smart watches. Should students be found not to be following this rule, mobile devices and smart watches will be removed from their possession and stored (safely) within our Academy reception, for the student to collect at the end of the school day. On the third occasion parents will be asked to collect the device from the school office. On the tenth occasion the student will be required to hand in their device every day, for a length of time at the discretion of the headteacher.
- **Seating plan** as decided by the teacher but should be **boy-girl** where possible.
- **Register:** must be taken whilst the students complete the DO NOW activity. The register should be 'called out' and a head count should also be taken.

Expectations throughout the lesson: common language and instructions

- **Clear Success Criteria:** to focus on the academy drive for visible learning.
- **Instruct students clearly** to start or continue or stop with their work. Teachers must insist on silence when required.
- **Common Signal for Silence:** The class teacher will stand in an appropriate space within the classroom and complete a 3,2,1 count down, where students will be expected to fall silent.
- **Verbal Warning:** Students will be provided 1 singular verbal warning. However, prior to using this sanction, staff will be expected to utilise a host of redirection strategies in order to

refocus the students. The common language teaching staff should use, when providing students with a verbal warning, is - **“This is your 1st warning.** Should the behaviour not improve, staff will use the **support@** email address.

Expectations at the end of the lesson

- Main part of the lesson **to conclude at most 3 minutes** before the end of the lesson allowing time for an orderly end to the lesson.
- Students to tidy up their area and ensure that there is no rubbish on the table or floor around them.
- Students to **stand behind chairs** at the end of the lesson.
- At the end of the lesson and when the teacher signals, students to be **dismissed a row/group at a time** in silence by the member of staff standing at the door.

Corridor and Lesson Changeover

- **All staff at classroom doors** during lesson changeover/start of lesson to meet and greet and help with corridor supervision.
- Students reminded to **keep left.**
- **All staff to be responsible** for corridor monitoring.
- Assembly or mid lesson movement: **Students should be escorted in silence and in single file** to another venue, assembly, etc. Member of staff **must** remain with class at all times.
- **Teaching/Tutor staff responsibility** to ensure that their class comply with the expectations.
- **Poor behaviour in corridors/students not following school rules** during unstructured time is **challenged by all.**

Reflection Time

- If a student is placed in a reflection for the day, **they are NOT to be given unstructured time.**
- At break time, they should be escorted to the canteen to sit with the member of staff on duty.
- At lunch time, they should be escorted to the lunchtime intervention room.

Home School Partnership

TREA will ensure each child receives a high quality education by:

- Upholding the ethos, rules and values in the TREA Charter
- Building positive culture and characteristics
- Creating a safe environment where all our children are valued and treated equally and in which effort, success and achievement is rewarded
- Valuing each child as an individual and raise pupils self-esteem and encourage them to fulfil their true potential
- Providing a curriculum which cater for the needs of each child
- Providing the highest quality of learning and teaching opportunities
- Informing parents at an early stage of any concerns
- Assessing work regularly and setting targets to move pupils to the next level

- Reporting on academic, attendance and any other achievements
- Modelling and expecting high standards at all times
- Using sanctions in line with the school Behaviour Policy as necessary
- Rewarding achievement and celebrating success in line with school policy

Parent responsibilities:

- Upholding the ethos, rules and values in the TREA Charter
- Support the school in seeking high standards of academic attainment, behaviour, attendance, uniform and homework
- Share concerns about my child's education, welfare and behaviour
- Be aware of the school's Behaviour Policy and support the school with any sanctions applied in line with that policy
- Ensure my child is punctual, in correct school uniform, with the right equipment
- Ensure full and regular attendance and good punctuality, contacting the school on the first day of any unavoidable absence
- Not take my child out of school during term time
- Help my child to work to the best of their ability by showing an interest in their progress, schoolwork and homework
- Take part in discussing my child's progress at school throughout the year when invited to events and, if necessary, by contacting the school for an appointment
- Ensure I contact the school reception, should I need to contact my child.
- Ensure my child does not bring expensive items to school
- Ensure that I monitor my child's use of social media
- Ensure my child upholds the school expectations on the way to and from school and does not get involved in anti-social behaviour
- Support and promoting the school within the community

Student responsibilities:

- Upholding the ethos, rules and values in the TREA Charter
- Value and treat everyone equally
- Follow school rules and routines and respecting the school property and environment
- Arrive to school every day, on time and with the correct school equipment. Ensure any equipment used or lost is replaced
- Take a pride in my appearance by wearing the correct school uniform (including black school shoes)
- Play my part in creating an environment which shows all members of the school community genuine care, tolerance and respect (uphold the school values)

- Work to the best of my ability in all schoolwork and homework and taking pride in the presentation of my work
- Aim higher, setting myself targets to improve on my previous best
- Accept the consequences of my actions and follow the Behaviour Policy in full and agree with any sanctions applied by the school in line with that policy
- Behave in a way which does not disrupt the learning of others
- Behave in a way which does not bring the school into disrepute, remembering the needs of the community in which we live and have our school
- Not bring to school expensive items*
- Keep my mobile phone switched off and at the bottom of my bag (if brought on academy site).
- Not to misuse social media
- Show pride in my achievements and sharing my success with others
- Being an ambassador for TREA within the community

***Note: TREA does not accept liability for any damage or loss of personal items brought onto the school property, and the owner brings these items at their own risk.**

As a community we:

- have the right to be listened to and taken seriously as individuals and as groups
- have the responsibility to respond to the views of others courteously and to treat each other with respect and tolerance regardless of race, gender, ethnicity and sexuality

Behaviour Policy – Rewards and Praise

Our policy is **grounded in a reward based approach**:

- Success is celebrated as often as possible
- Every member of staff is expected to praise regularly in class and recognise pupils exhibiting our school values.
- We will give **every** child a chance of being rewarded whatever their ability or strengths
- Children are given the opportunity to take part in extra-curricular activities.
- All children are given the opportunity to work towards both weekly and end-of-term reward opportunities.

Students whose effort and behaviour are good are rewarded and the methods for doing this are outlined below. However, all staff, faculties and year groups are encouraged to use praise and other rewards as often as possible.

The following methods are by no means an exhaustive list:

- Verbal praise from staff
 - Positive Points
 - Class Charts rewards shop
 - Feedback to parents during parent evenings
 - Display of work
 - Postcard home
 - Telephone call/text home
 - Star of the Lesson
 - Assembly mention & certificates
 - 'Tea and Cake' with the head teacher
 - Department certificates for achievement and effort
 - Celebration Assemblies – where academic and pastoral achievements are celebrated and certificates awarded.
 - Prize Giving Evening – At the end of the academic year where parents are invited to celebrate the high level of achievement throughout the academic year.
 - Rewards trips
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Behaviour Policy – Sanctions

Consequences

TREA does its best to support all students and ensure that they are happy and feel positive about their work and the school. However, sometimes the normal school behaviour strategies do not lead to the necessary change with the minority of anti-social students.

Reflection/ Detention System

The Academy operate a regular centralised detention/reflection system. Students are informed that they have a same day lunch time detention and are required to attend at the start of lunch, so that they complete the detention in full.

- **Students may receive non-verbal cues and then a singular verbal warning (if the cues have not supported the student to focus on learning) from the member of staff followed by a call for support, if the behaviour has not improved.**
- Please note that being given a verbal warning **can be given for any behaviour reason** - incorrect uniform, low level disruption, poor behaviour etc. or **subject reasons** - lack of work, failure to complete homework/coursework etc.
- Teaching staff are able to call for assistance for behavioural support by using the support email provided to them. The student will be placed in a 'Hot Seat', to avoid any other disruption to learning being caused. Work will be sent with them, for them to complete during the time they are away from the classroom and it is expected that this work is completed.
- If a student is removed from lesson and placed in 'hot seat' (by the pastoral member of staff on support), the student will receive a same day 30 minute detention (set by the class teacher) for disrupting the learning of the class. The hot seat will be a seat and desk placed within the classroom of any other teacher, within the academy.
- **Students who obtain two or more level 2 negative incidents, will be required to spend time within reflection (form tutor/ senior staff/ reflection room),** as a result of their breeches of the behaviour policy and interference to the learning of others.
- Students who don't use school transport, and arrive late to school (9.00 am – 9:30 am) will have this recorded on Class Charts. Consequences for lateness to school are as follows:
 - Late x 5 = 30 minute detention
 - Late x 10 = 30 minute detention
 - Late x 15 = 30 minute detention
 - Late x 20 = AHT detention and phone call home (logged on Class Charts)
 - Late x 25 = AHT detention
 - Late x 30 = AHT detention
 - Late x 35 = Headteacher detention and phone call home (logged on Class Charts)
 - Late x 40 = Headteacher detention

- Late x 50 = Headteacher detention and parent/carer meeting arranged (logged on Class Charts)
- **It is the responsibility of the teacher to inform parents, via Class Charts, that their child has received a detention.**
- Failure to attend a detention will result in the student having the same detention the next day and the possibility of the student being placed in reflection the following day if they have two negative incidents.
- All avenues of support and sanctions will be attempted prior to a student being suspended. This may result in a student being placed on an internal or external reflection (at another school) for a number of days.
- Any example of poor behaviour, that can bring the academy name into disrepute, will be deemed as a serious breach of the academy policy.

Any serious incidents will be referred to SLT and Pastoral Staff and students will be placed in reflection whilst the incident is investigated.

Internal Reflections (1, 2, 3, 4, 5 Days)

- Only the SLT and Pastoral Team (with consultation with the SENCO) can authorise an Internal Reflection.
- Internal reflections may be served within the offices of key staff members within the academy or the reflection room.
- Parents will be informed about an Internal Reflection through a phone call home.

External Reflection (1 - 5 Days)

For serious or repeated offences or any behaviour deemed, in the judgment of the Headteacher or SLT to undermine the authority of the member of staff or bring the academy name into disrepute will warrant an External Reflection. Work will be provided for the student on an External Reflection.

- Only the SLT and Pastoral Team (with consultation with the SENCO) can authorise an External Reflection.
- External Reflections will be served at another Educational Provider.
- Parents will be informed about an External Reflection through a phone call home.

EXTERNAL REFLECTION can occur at any time should the SLT or Pastoral Team feel that the behaviour demonstrated is serious, repeated, undermines the authority of the member of staff or brings the academy name into disrepute.

Suspension (1-5 Days)

For dangerous, serious or repeated offences or any behaviour that is deemed, in the judgment of the Headteacher, to undermine the authority of the member of staff or bring the academy name into disrepute will warrant a suspension. **This will normally be for anything between 1 to 5 days but in exceptional circumstances could be up to 45 days in any one school year.** Work will be provided for students on the days of the suspension. Parents/carers will be expected to attend a meeting to discuss the suspension and the re-admittance of the student back into school.

Permanent Exclusion

The Headteacher may decide that a permanent exclusion is necessary because **(regardless of where the student is on the consequence ladder):**

- All other steps to encourage the student to obey the school rules have failed or
- Allowing the student to remain in the school would be seriously detrimental to the education or welfare of others in the school
- Persistent and defiant behaviour
- Doing anything that may bring the school into disrepute including behaviour outside of school
- Serious actual or threatened violence against a student or member of staff
- Serious on-line, racist or homophobic bullying
- Sexual misconduct
- Supply of an illegal drug, being under the influence whilst at school or on a trip, or the severe examples of misuse of an illegal drug
- Carrying (or involvement) an offensive weapon

In reaching the decision the Headteacher will also take into account the previous disciplinary record.

Remember the more serious consequences and sanctions only apply for the minority of pupils. The majority of pupils want to learn and succeed.

Pastoral support

There are a number of steps and interventions that are **taken to support** pupils for whom behaviour is a concern. This is tracked by the number of hotseats or serious incidents that a pupil has been involved in. See the table below for the details of identification and support.

Wave	Behaviour		Communication
	Threshold	Suggested support	
0	<i>No concerns identified</i>		
1	10 hot seats	Tutor report	Parent/carer phone call Agreed plan recorded on Class Charts
2	20 hot seats or 1 serious incident	Pastoral report BIP Behaviour mentor SEN referral External isolation/FT Suspension	In-person meeting with parent/carer Agreed plan recorded on Class Charts
3	30 hot seats or 2 serious incidents	SLT report Internal AP SEND Hub referral External referrals discussed – e.g. TWMAD, SAAAB, FSW	In-person meeting with parent/carer Agreed plan recorded on Class Charts
4	40 hot seats or 3 serious incidents	HT report Managed move Off-site provision Permanent exclusion	In-person meeting with parent/carer Agreed plan recorded on Class Charts

Use of Reasonable Force

This part of the policy is drawn from advice contained in the 2013 Department for Education document – Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies.

Reasonable Force – definition/key terms

- Reasonable Force is defined as using no more force than is needed in the circumstances.
- Physical restraint is defined as the positive application of force in order to protect/prevent a pupil from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.

- Injury means ‘significant injury’; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others, by wilful or reckless behaviour, and self-poisoning.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.
- It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

When can Reasonable Force be used?

Reasonable force can be used:

- to prevent pupils from hurting themselves or others, from damaging property, from committing an offence, or from causing disorder;
- to control pupils or to restrain them;
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts;

When can Reasonable Force not be used?

Reasonable force can never be used as a form of punishment.

The Rural Enterprise Academy Uniform

BOYS

Academy blazer with badge	Grey. The blazer is an essential part of the Academy uniform and must be worn at all times.
Jumper	Academy jumpers are available. If another jumper is worn it must be dark grey, plain V neck. If a jumper is required, it should be worn in addition to the blazer and not instead of.
Trousers	Black – formal style, i.e. not jeans style. This means no trousers with rivets, back patch pockets like jeans or tight trousers. Anyone wearing trousers we deem inappropriate in style will be asked to change in school to a stock of trousers we keep. Appropriate trousers will need to be purchased as soon as possible.
Shirts	White – worn tucked in. Sleeves should not be rolled up.
Academy clip on tie	Academy colours
Socks	Plain black. Socks should completely cover ankles and there should be no bare skin showing between the top of socks and the bottom of trousers.
Shoes (not trainers)	All black leather – sensible style. No logo, even if the logo is black. Canvas shoes are not suitable for the Academy as they do not provide sufficient protection against the elements. Under no circumstances should Converse style pumps/shoes be worn, even if they are leather as they are far too light weight for school use.
Boots are not acceptable footwear in the academy unless prescribed for a medical condition	
GIRLS	
Academy blazer with badge	Grey. The blazer is an essential part of the Academy uniform and must be worn at all times.

Jumper	Academy jumpers are available. If another jumper is worn it must be dark grey, plain V neck. If a jumper is required, it should be worn in addition to the blazer and not instead of.
Skirt	The Academy has introduced a new school skirt and no other skirts will be allowed. Please ensure the skirt purchased is a minimum 22 inch length and not shorter; longer lengths are available. The school skirt should not be rolled up.
Trousers	Black - formal style, i.e. not jeans style. Again, there is a school style. No-one should wear trousers with rivets and/or back patch pockets like jeans, no leggings or jeggings. The trousers must not be tight fitting especially around the calves. Anyone wearing trousers we deem too tight or inappropriate in style will be asked to change in school to a stock of trousers we keep. Appropriate
	trousers will need to be purchased as soon as possible.
Blouse	White – shirt style worn tucked in – sleeves should not be rolled up.
Academy clip on tie	Academy colours
Socks	Plain black knee or ankle length. No frills or logos attached. Socks should completely cover ankles and there should be no bare skin showing between the top of socks and the bottom of trousers.
Tights	Plain black opaque, without pattern.
Shoes (not trainers)	All black leather – low heel, sensible style. No logo, even if the logo is black. Canvas shoes are not suitable for the Academy as they do not provide sufficient protection against the elements. Under no circumstances should Converse style shoes/pumps be worn, even if they are black leather as they are far too light weight for school use.
Shalwar Kameez (optional)	Black

Head scarf	Black
Boots are not acceptable footwear at the Academy unless prescribed for a medical condition.	
SPORT	
Black/green polo shirt (available from Crested school wear only)	
Black/green rugby top (available from Crested school wear only)	
Black shorts, skort, tracksuit bottoms or sports leggings.	
Black football style socks. These must be plain black with a fold over top that come to just below the knee.	
Trainers (For safety reasons these must be sport trainers and not fashion trainers)	
Football boots – These can be metal or plastic studs	
Gumshield & Shinpads	

Please ask if you require advice about where specialist uniform can be purchased.

PPE for Land based Practical Sessions

ESSENTIAL FOR ALL LEARNERS WHEN ON A PRACTICAL

Steel Toe Capped Footwear

Overalls

Outside Coats

- Outside coats - we would encourage the purchase of sensible coats as you are likely to walk around the Academy and college site during lessons.
- You must not wear casual outer garments when attending the Academy or when travelling to and from the Academy, e.g. hooded sweatshirts, sweatshirts, tracksuit tops .
- Denim or material of similar appearance must not be worn to the Academy.

If you do not wear the appropriate uniform, and no satisfactory reason (supported by a note from your parents on the day) is given, you will be asked to collect spare uniform from the hub. Students not dressed in the correct uniform will be placed in internal reflection until this is rectified. A medical note will be requested in the case of alternative footwear.

All items of clothing should be named.

Jewellery

Our first consideration is your safety and, therefore, jewellery is discouraged. **The wearing of certain jewellery can be dangerous** e.g. heavy chains/medallions/leather necklaces. **Jewellery of any type must not be worn for rural or sporting activities including earrings.**

The Academy reserves the right to request you to remove jewellery which we believe could cause injury to you or others. The only jewellery allowed is:

- Earrings – You may wear either **ONE** or a pair of very small solid studs. They must be gold or silver in colour. Hooped earrings of **ANY** description are **NOT** allowed.
- Rings – Rings (of any kind) are not permitted to be worn by any students within our academy.
- Nose studs are not acceptable and neither is any other form of body piercing.
- Ear stretchers are not allowed.
- Tongue and lip piercings are not allowed.

We strongly advise that ear piercing be done at the beginning of the summer holidays.

Anyone wearing any form of stud other than the earrings allowed above will be told to remove them immediately

Watch - pupils may wear a wrist watch. The watch should be discrete.

We encourage you not to bring items of value to the academy for obvious reasons and jewellery often falls into this category.

Make-up and Nail Varnish – The wearing of make-up is not encouraged, this includes false eyelashes. Anyone wearing excessive amounts of either will be asked to remove it. Staff will determine excessive. False nails or nail varnish should not be worn and any pupil who does not abide with this rule will be forced to remove varnish/nails as it is a health and safety issue, especially for land based studies. Nail varnish remover will be provided. We urge parents/carers not to allow pupils to have false nails applied unless they can be removed prior to school attendance. They are very expensive but are not compatible with the ethos of a land based enterprise academy. There are no exceptions to this rule.

Hairstyles – We reserve the right to make judgements about relevant hairstyles and hair colour but extreme hairstyles are not acceptable.

Tattoos – are not acceptable. Any pupil that already has a tattoo should advise us prior to starting at the Academy. Hand drawn tattoos are included in this prohibition.

Disclaimer – The Academy reserves the right to make the final judgement on any of the above.

Appendix 1

BEHAVIOUR LEVELS

The following is a guide to the three broad categories of behaviours likely to be encountered at the Academy.

Level 1 - Misbehaviour

Behaviour usually dealt with by the classroom teacher	Positive strategies used as part of the management of the classroom
<ul style="list-style-type: none">❖ Teasing❖ Talking out of turn❖ Shouting out❖ Avoiding work/ wasting time❖ Being noisy❖ Name calling❖ Arguing❖ Stopping others from working❖ Inappropriate comments❖ Put downs❖ Constant fiddling❖ Inconsiderate behaviour❖ Graffiti on books/files❖ Chewing❖ Incorrect uniform❖ Inappropriate use of the Internet❖ Using MP3 players/mobile phones	<ul style="list-style-type: none">❖ The look❖ Proximity – standing near to the student❖ Non verbal signs❖ Rule reminders❖ Giving choice❖ Change of activity❖ Clear explanation of required behaviour❖ Tactical ignoring of behaviour❖ Group responsibility❖ Refocusing❖ Move seat/review seating plan❖ Isolate within classroom, if possible❖ Keep behind at end of the lesson❖ Give pupil a verbal warning

Where students are unresponsive to positive strategies at Level 1 staff should issue the pupil with their first verbal warning, if behaviour continues the pupil will be removed from the lesson.

Level 2 - Misbehaviour

More serious incidents	Strategies/Options	Intervention/Options
<ul style="list-style-type: none"> ❖ Failure to respond to positive strategies at Level 1. ❖ Interfering with the learning of others. ❖ Leaving the room without permission. ❖ Constantly arguing back. ❖ Refusal to follow instructions ❖ Use of inappropriate language ❖ Play fighting ❖ Throwing objects ❖ Dangerous behaviour. 	<ul style="list-style-type: none"> ❖ Withdrawal of unstructured time. ❖ Time in reflection room ❖ Behaviour report ❖ Leadership team shadowing ❖ External isolation 	<ol style="list-style-type: none"> 1. Change of teaching group/class 2. Making up of missed work 3. Individual behaviour contract with incentives 4. Parental involvement 5. The following may be initiated by the senior leadership team: <ol style="list-style-type: none"> a. Behaviour improvement with programme of intervention b. Involvement of outside support c. Involvement of other agencies

Level 3 – Serious Misbehaviour

Behaviour which would require investigation by the pastoral team and may result in suspension or permanent exclusion

Behaviour which would require the involvement of the Leadership Team	Strategies/Options	Interventions/Options
<ul style="list-style-type: none"> ❖ Vandalism ❖ Fighting ❖ Injury to another student ❖ Persistent argumentative behaviour ❖ Swearing at staff ❖ Threatening behaviour towards staff ❖ Racial abuse ❖ Stealing ❖ Physical abuse ❖ Verbal abuse to all staff ❖ Sexual abuse ❖ Leaving the academy without permission ❖ Bullying ❖ Spitting at another person ❖ Bringing the academy in to disrepute ❖ Smoking ❖ Removal from classroom by senior staff ❖ Possession of a laser pen ❖ Inappropriate use of mobile phones/technology/internet 	<ul style="list-style-type: none"> ❖ Behaviour report ❖ Withdrawal of unstructured time ❖ Time in reflection ❖ External isolation ❖ Timetable modification ❖ Fixed term suspension ❖ Referral to SEND Hub ❖ Pre-permanent exclusion meeting ❖ Referral to a Pupil Referral Unit ❖ Managed move ❖ Permanent exclusion 	<ul style="list-style-type: none"> ❖ Parental contact meeting ❖ Governors' Discipline Committee ❖ CAMHS ❖ Relate ❖ Other appropriate stakeholders ❖ Police involvement

<ul style="list-style-type: none">❖ Bringing alcohol/ drugs/weapons* onto academy premises <p>* Any of the above may lead to Permanent Exclusion</p>	<ul style="list-style-type: none">❖ Fixed term Exclusion❖ Permanent exclusion
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Appendix 2

Incident Investigation and Decision Matrix

Date: _____ Time: _____ Location: _____

Initial investigation completed by: _____

This document should be completed in full and attached to any further paperwork relating to the investigation e.g. any witness statements, CCTV, on the student/staff file as applicable

Does this investigation suggest/include a concern/allegation regarding staff conduct? YES / NO (please circle)

If YES, please take this for the immediate attention of the Headteacher, or Deputy Headteacher in her absence.

If NO, please follow this protocol:

- Ascertain the details of the incident
- Gather evidence in the form of statements, cctv or photos (where appropriate) from the students, staff and witnesses involved;
- Where the investigation is about a student's behaviour complete the decision matrix clearly outlining:
 - The nature of the incident
 - A summary of the incident
 - Who was involved
 - Any mitigating factors
 - Any aggravating factors
 - The risk of re-offence
 - Recommendation of sanction and intervention

Nature of the incident:

Summary/Description of Incident (include specific details)

Students/Staff involved:

Witness names – Students

Witness names - Staff

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CCTV – Has CCTV been viewed? YES / NO		
Who has viewed CCTV and what time/date?	Time/Date/Location of CCTV	What does the CCTV show?
Has a copy of the CCTV been saved? YES / NO If Yes, where has this been saved? Who has access to this?		

<u>AGGRAVATING FACTORS</u>	<u>MITIGATING FACTORS, including personal factors</u>	<u>RISK OF REOFFENDING</u>
e.g. Part of a group Use of a weapon Premeditated Extensive injuries causes	e.g. Provoked by others The action was impulsive SEN/trauma/medical issues	e.g. Previous record Responses to previous interventions and sanctions Attitude/relationship to/with victim (check bullying log)

RECOMMENDED SANCTION			
Recommended Sanction (Please highlight)	Post-sanction intervention details:		Intervention Lead:
Formal Warning <i>Usually a first offence or if there are significant</i>			

<i>mitigating factors – should include a consequence, i.e. lunchtime detention</i>			
Reflection time <i>Duration? Any other sanctions to follow up? i.e. letter of apology, payment for damaged items</i>			
External isolation <i>Duration? Any other sanctions to follow up? i.e. letter of apology, payment for damaged items. Where will isolation take place? Members of staff organised? Transport organised?</i>			
Fixed term suspension <i>Duration? Any follow up required? Re-integration meeting booked? Work provided to student?</i>			

Actions checklist:

Action:	Y / N (if N, rationale):
Parent/carer informed?	
Child is placed in reflection while investigation is carried out?	
Statements collected from staff/students/witnesses?	
Outcome of investigation communicated to staff involved?	
Outcome of investigation communicated to student and their parents/carer?	

Reflection time booked?	
Work requested from staff?	
External isolation booked?	
Parent/carer informed of arrangements for external isolation?	
Suspension letter written and emailed to relevant parties?	
Re-integration meeting booked? Please give date/time/member of staff	
Does the suspension impact on exams?	
If relevant, has SENCO/DSL been informed?	
Has follow up intervention been arranged and communicated to staff?	

Signed:

Headteacher's decision: (Please note, if recommending a suspension, this is subject to HT approval)