

# The Rural Enterprise Academy



## BEHAVIOUR POLICY

Approved by Governors: **December 2017**

Review Period: **3 years**

Review by: **December 2020**

## **1. Roles and responsibilities**

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal, Lorraine Makin and on an operational basis, the management, responsibility and evaluation of this policy is undertaken by the Principal
- 1.2 It is the responsibility of all Academy staff to uphold and implement this policy consistently and at all times.

## **2. Suggested Audience:**

All staff; Governors; parents/guardians and pupils

## **3. Related Policies:**

- Child Protection Policy
- Complaints Procedure
- Equal Opportunities Policy
- Health and Safety Policy
- Safeguarding Policy
- Safeguarding Whistleblowing Policy
- Anti-bullying Policy

## **4. Academy Mission Statement:**

“The Rural Enterprise Academy: educating, nurturing and inspiring our future rural entrepreneurs”

## **5. Introduction**

The Rural Enterprise Academy opened in September 2012, to provide ‘world-class’ learning with a strong focus on land based industries and the environmental sector for up to 300 pupils, aged 13-19. Fully consistent with having the highest aspirations for learning, the Academy will ensure that pupils are given the support, information and skills they need to become well-balanced and confident individuals. The policy applies to all, pupils, in order to ensure a safe and productive learning environment where respect for one another is a key principle and expectation.

## **6. Key Principles**

- 6.1 The key focus of behavioural management at The Rural Enterprise Academy is the provision of a safe, purposeful working environment.
- 6.2 We are seeking to create positive attitudes to good behaviour in every aspect of the pupils’ work and reward such behaviour appropriately. It is important that teachers form positive relationships with pupils, knowing them well and being able to respond to the

needs of individuals. All staff are responsible for maintaining good behaviour in the classroom and the Academy environment.

- 6.3 Working practice will establish a mix of praise and rewards, rather than sanctions and punishments. There are also a minimum number of Academy rules embodied in the 'Code of Conduct'. All positive and negative behaviours will be recorded on Go4Schools.
- 6.4 The foundations of good working practice are well prepared and well organised lessons, consistent, intelligible marking of work and verbal feedback, high expectations and sympathetic guidance with praise for achievement.
- 6.5 The Academy has a clear 'Code of Conduct' and 'The Code of Conduct' is posted up in each room – Pupils are expected to follow these rules. Staff should impose the agreed 'consequences' for failure to follow the rules and ensure consistency in the way they respond to pupils. Points on Go4Schools directly relate to the behaviour levels attached below.
- 6.6 The Behaviour Policy guides pupils towards an acceptance of responsibility for their own behaviour, especially as it impacts on the rights of others.

## 7. Organisational Principles

- 7.1 The Behaviour Policy is based on the simple principle of mutual respect and the right of every individual to be shown respect. Pupils will be encouraged to work with staff to formulate their own understanding of respect and what respect look, sounds and feels like in practice. They will know that in order to be shown respect each individual must earn that respect.

The Behaviour Policy is formulated on the principle of respect as well as choices and consequences.

**N.B – any reference to the Academy or the Academy site in this document refers to the main Academy buildings and the whole of South Staffordshire College (SSC) Rodbaston site. The Behaviour Policy applies during Academy hours; whilst travelling to and from the Academy and on any occasion a pupil is representing the Academy including trips and visits off site.**

- 7.2 Everyone has a right to:

- feel safe in the Academy
- work to the best of their ability
- be treated with respect and consideration
- learn/teach without unnecessary interruption
- be listened to
- work in a pleasant environment for learning
- be treated fairly

- 7.3 Pupils have a responsibility to:

- be prepared to listen and learn
- be in control of their own behaviour
- let others learn
- overcome disagreements without resorting to physical or verbal aggression

7.4 Teachers and other staff have a responsibility to:

- provide opportunities for pupils to learn to the best of their ability
- provide an environment in which pupils can learn
- manage the classroom
- provide planned and well prepared lessons
- treat pupils with fairness, consistency and demonstrate mutual respect
- foster supportive and positive relationships within teaching groups

7.5 In general

Pupils need to be aware of personal choices and responsibility for their actions. Staff need to use positive strategies to avoid a further incident before giving another consequence. Consequences and rewards should be consistent and fairly applied as per the guidance on Go4Schools; indeed it is that consistency that is key to mutual respect and a harmonious working atmosphere.

## 8. Responsibilities

8.1 **The Governing Body** will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. Governors will support the academy in maintaining high standards of behaviour.

8.2 **The Principal** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Principal.

8.3 **Staff**, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. All staff must ensure that behaviour, both positive and negative are recorded on Go4Schools so there is always a clear and accurate picture of what behaviour is like in the Academy.

- 8.4 **The Governing Body, Principal and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or natural origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 8.5 **Parents and carers** will take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy to assist the academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.
- 8.6 **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. All pupils will be aware when they are awarded positive or negative behaviour points and for negative behaviour points a discussion will follow. Where a sanction is applied pupils will receive a full explanation so they might learn from the negative behaviour. When positive behaviour points are awarded pupils will learn that positive behaviour equals positive praise and outcomes.

## **9. Monitoring and Review**

- 9.1 The Policy will be reviewed on three year basis by the Board of Governors unless changes are required in the interim..
- 9.2 Internal monitoring of this policy will be the responsibility of the Academy principal who will consult with Pupil Voice and staff to ensure that the Policy and associated practice remain fit for purpose.

## **10. Guidance for pupils**

### **10.1 Standards of Behaviour**

Pupils are to be encouraged to behave in an acceptable manner. This will be achieved by example, by reinforcing positive attitudes, and by the staff accepting a collective responsibility for maintaining a purposeful learning environment.

All pupils must follow the Code of Conduct. It is displayed in all classrooms and will be updated as required by the Head of Pupil Progress.

Pupils are reminded that bullying of any kind is not tolerated and that incidents, however small, must be reported to a member of staff. Bullying can be seen as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.

### **10.2 Working Atmosphere**

1. Pupils should follow the instructions of all staff.

2. Good behaviour is expected at all times.
3. Pupils' appearance should be conducive to creating a proper working atmosphere.
4. All Year 9, 10 and Year 11 pupils are required to wear academy uniform (see Uniform Sheet, Appendix 2). This also includes reference to jewellery
5. Sixth Form pupils have a dress code based on appropriate office wear.

### 10.3 Property

#### 10.3.1 Personal Property

- Pupils are expected to attend lessons with pen and all other necessary equipment for example, they are required to have a pencil, a calculator, a protractor, a compass and a ruler
- Valuables should be brought to the academy only when necessary and should be handed to a member of staff for safe keeping.

Bringing alcohol\*/ drugs\*/ onto Academy premises or the SSC Rodbaston site or being in possession whilst representing the Academy off site is strictly forbidden and can lead to permanent exclusion.

Irresponsible use of substances/articles\* to include matches, lighters, weapons (including replica weapons and articles deemed to be offensive or with the capability/intent of being used as a weapon is strictly forbidden and can lead to permanent exclusion).

Dangerous behaviour

- N.B. Whilst any of the above could lead to exclusion \* is highly likely to result in Permanent Exclusion. The Law will always prevail so if an action is an offence it will lead to Permanent Exclusion even if there is extenuating circumstances and no intent.
- No trading or gambling should take place on the Academy site (see 7.1 for a definition of the Academy site).

#### 10.3.2 Academy Property

Pupils are expected to respect the property of the Academy and others. Any damage caused through any form of misbehaviour will result in pupils and their parents being required to meet the cost of replacement/repair. In the event of financial hardship, parents will be asked for a contribution.

## 11. Guidance for Staff

A united, consistent approach creates an impact!

- 11.1 Within a whole Academy approach, staff must take active responsibility for behaviour management, using the following preferred practices in the classroom and in the wider duty of care role.
- 11.2 The Teaching Area Practice should be followed
- 11.3 Pupils **choose** to follow common rules
- 11.4 Staff follow the correct procedure before referring pupils to the principal or other senior colleague.
- 11.5 Referrals are made via Go4Schools and the appropriate people informed. Staff must remember that it is their responsibility, in the first instance, to deal with behavioural issues.
- 11.6 In the first instance, staff should use the least intrusive approach and positive choices. This involves voice tone, using positive corrective language whenever possible. For example, 'Please put your hands up' rather than "Don't shout out". This approach keeps the relationship intact, focuses on behaviour that is acceptable and is less likely to lead to confrontation.
- 11.7 Humiliation, intimidation and ridicule of pupils are not acceptable.
- 11.8 Remain focused on the primary issue and not the reaction of the pupil to being challenged.
- 11.9 Use appropriate strategies and follow the behaviour levels set out in the Behaviour Policy.
- 11.10 Seek advice from if you have any difficulties and never resort to screaming or shouting at a pupil.

**No member of staff should feel isolated; we need to be open to discuss our difficulties within an atmosphere of mutual respect and support.**

## **12. Use of Reasonable Force**

- 12.1 Following DfE advice contained within 'Use of Reasonable Force – Advice for headteachers, staff and governing bodies' July 2013 school/Academy staff have the power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action and senior school/Academy leaders should support their staff when they use this power.
- 12.2 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 12.3 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- 12.4 All staff area accountable to the Principal for their actions and omissions. 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.
- 12.5 Examples of when reasonable force might be used include:
- removing disruptive children from the classroom where they have refused to follow an instruction to do so;
  - preventing a pupil behaving in a way that disrupts an Academy event or an Academy trip or visit;
  - preventing 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;
  - preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
  - restraining a pupil at risk of harming themselves through physical outbursts.
- 12.6 Reasonable force will never be used in the Academy as a punishment – it is always unlawful to use force as a punishment.
- 12.7 In addition to the general power to use reasonable force the Principal or Assistant Principal can use reasonable force, given the circumstances, to conduct a search for the following items: knives; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images, sexting messages and other offensive messages and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 12.8 The above use of reasonable force cannot be used to search for items banned under Academy rules.
- 12.9 If reasonable force should prove necessary the Academy will abide by its legal duty to make reasonable adjustments for disabled pupils or pupils with special educational needs.
- 12.10 The Academy will ensure that staff do not attempt to use restraint techniques that present any unacceptable risk to children or young people. The unacceptable techniques are cited in the above DfE Guidance.
- 12.11 The Academy will always inform parents/carers when the use of force has proved necessary especially as this will almost always coincide with a serious breach of the behaviour policy.
- 12.12 Any complaint about the use of reasonable force will be thoroughly, speedily and appropriately investigated. As per the DfE guidance the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

12.13 If any complaint is received the Academy will refer to the DfE Guidance 'Dealing with Allegations of Abuse against Teachers and Other Staff - guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools.

12.14 All Academy staff will be very clear that reasonable force should only be used in exceptional circumstances when all other options have been exhausted or when the safety of staff or pupils would be compromised with said reasonable force.

## **13. Aiding Pupil Behaviour**

### **13.1 Outside the Classroom – staff are advised of the following:**

- Good supervision when you are on duty – be there!
- Effective staff presence at the correct time.
- Vigilance in the corridors, toilets and circulation areas.
- Staff should be vigilant at all times during the Academy day. i.e. not just when they are on duty. A corporate approach is essential.
- Staff should be constantly aware of the potential for pupils to become victims of bullying behaviour and incidents should be reported in line with the Academy Anti-Bullying Policy.
- The Academy has a CCTV system which can be used to monitor the behaviour and movement of pupils.
- Staff should remind pupils that they should behave in an appropriate manner when travelling, whether on public transport or College transport to and from the academy as well as when they are at the Academy or representing the Academy as the Behaviour Policy applies during these times and circumstances the same as it does when pupils are on site. Please see 7.1 for a complete definition of site and the scope of the policy.

### **13.2 Teaching Area Policy**

- To be followed by all staff all the time.
- There are no bells at the Academy so teachers must be mindful of the time during their lessons. Please be punctual in order that your colleagues do not lose valuable teaching time. Staff should be present in their rooms to receive pupils at the start of the lesson and ensure that pupils are ready to leave the teaching room at the end of the lesson.
- Teaching areas should be left in a tidy state for the next lesson. Chairs should be under tables; no litter etc. Encourage pupils to take a pride in their environment.
- At the end of the day in laboratories all stools should be placed on top of desks. Staff responsible for a room should provide a plan to indicate their preferred furniture layout.
- Pupils should be dismissed in an orderly manner from the teaching room, and staff should leave the teaching room after the class has left.
- All incidents of graffiti/damage should be recorded in the defects book.
- Tutors should use part of the daily tutor time to:

- Take the register on Progresso.
  - Check absence notes and record before returning to the Academy office.
  - Check – are your pupils okay?
  - Check pupil's uniform (confiscate hats, hoodies etc., if necessary).
  - Ensure pupils are not wearing inappropriate jewellery or makeup and that they do not have any body piercings.
  - Deliver the set tutorial programme
- For lessons colleagues should:
    - Prepare room and equipment
    - Greet pupils on entry.
    - Check uniform, jewellery etc.
    - Challenge unacceptable behaviour but avoid confrontation.
    - Get lessons off to a brisk start with an effective connect activity.
    - Display and refer to appropriate learning objectives and success criteria and use these to judge learning throughout the lesson.
    - Take pack of equipment to loan if necessary.
    - Allow pupils to drink water only at the teacher's discretion.
    - Have a seating plan if you wish to.
    - Play suitable music only if it aids learning.
    - Allow pupils time to note homework in their planner.

### 13.3 Rewards

Rewards are one means of achieving and maintaining good behaviour. They have a motivational role in helping pupils to realise good behaviour.

### 13.4 Support

Supportive counselling, monitoring and contact with parents will take place throughout all support/sanctions procedures.

### 13.5 Consequences

These are necessary, in a minority of cases, and are aimed at fostering a culture of good behaviour within the Academy. To assist with this and to aid standardisation in the way misdemeanours are treated, the following sanctions framework will be adhered to:- .

It is the responsibility of all staff to uphold and enforce the Code of Conduct.

Normally when lunchtime detention has been exhausted or when the incident is of a more serious nature after school detention will be set.

Detentions (during the school day and after school) are one of the main sanctions available to the Academy. If a pupil is issued with a lunchtime detention and fails to attend they will be detained for a 1 hour detention after school on the next day supervision is available. Parents/carers will be informed. If a pupil fails to attend any 1 hour detention, without good reason, they will be detained for 2 hours after school on the

next day supervision is available. Pupils and parents/carers will always be given at least 24 hours' notice of an afterschool detention.

Should a detention be issued, the detention date is set by the Head of Pupil Progress and a pupil's name will appear on a list outside his room. Tutors will also read out the names for detentions each morning. It is the pupil's responsibility to check the detention list to see what date has been given for them to attend the detention. They must not rely on being told; this is an important part of pupils accepting responsibility for their own behaviour and then managing the sanctions received.

From September 1998 all schools have had a legal right to detain pupils after school, even without parental consent. The Government has now strengthened the Academy's position by introducing statutory powers regarding behaviour and discipline through the Education and Inspections Act 2006 which came into effect in April 2007.

We are extremely fortunate here in the support we receive, however, and are most grateful that parents of children who receive detentions do support the Academy in our efforts to maintain the highest standards of behaviour and work.

Should an after school detention not have the desired effect or if a pupil fails to attend an after school detention then the Academy may well apply further sanctions, which may involve pupils being placed on report and/or being withdrawn from some lessons to work in isolation.

It is imperative that all parents/carers take on board the agreement they sign on behalf of their child, prior to entry to TREA, confirming they are aware of the requirement to collect their child from after school detention as and when required. No exceptions can be made.

### **Positive Behaviour.**

We would always wish to emphasise and praise positive behaviour. We use Go4 Schools to record all incidents of positive behaviour and rewards are provided for pupils who receive the highest number of points. Pupils are encouraged to seek out positive behaviour points and ask whether a particular act or piece of work deserves a positive point. Points are also linked to houses.

Below is a guide to the application of positive points; it is not exhaustive and staff are encouraged to award positive points as they are deserved.

<b>1 positive point</b>	<ul style="list-style-type: none"><li>• Arrives on time wearing my uniform correctly</li><li>• Completes all work to the best of their ability</li><li>• Completes homework on time and to a good standard</li><li>• good behaviour at lunchtime</li><li>• Has the correct equipment</li><li>• Makes at least expected progress</li><li>• Makes good notes in class</li><li>• Participates well in class</li><li>• Quickly follow instructions from the teacher</li><li>• Shows respect to everyone in the classroom</li><li>• Well focused in class</li></ul>
-------------------------	--

	<ul style="list-style-type: none"> <li>• Won a class competition</li> </ul>
<b>2 positive points</b>	<ul style="list-style-type: none"> <li>• Pupil able to explain their learning and how they can improve</li> <li>• Pupil engaged and worked well with others in a group</li> <li>• Pupil is confident in answering questions</li> <li>• Pupil is resilient and outstanding</li> <li>• Pupil makes accelerated progress with their work</li> <li>• Pupil tries extra hard to complete all tasks set</li> <li>• Worked well above target grade</li> </ul>

Positive and negative behaviour points are recorded and then calculated on Go4Schools. Each pupil then has a running total and all members of staff have access to this information, alongside information explaining what points have been awarded for. This is particularly useful for discussions with both pupils and their parents. Following a trial period the Academy intends to open access to parents/carers so they can log into the system and see when and for what reason positive and negative points have been awarded against their child.

# NEGATIVE BEHAVIOUR LEVELS

The following is a guide to the three broad categories of behaviours likely to be encountered at the Academy. N.B – The Behaviour Policy applies to the whole SSC site at Rodbaston as well as when pupils are travelling to and from the Academy or representing the Academy.

## Level 1

Behaviour usually dealt with by the classroom teacher	Strategies used as part of the management of the classroom
<ul style="list-style-type: none"> <li>❖ Teasing</li> <li>❖ Talking out of turn</li> <li>❖ Shouting out</li> <li>❖ Avoiding work/ wasting time</li> <li>❖ Being noisy</li> <li>❖ Name calling</li> <li>❖ Arguing</li> <li>❖ Stopping others from working</li> <li>❖ Inappropriate comments</li> <li>❖ Put downs</li> <li>❖ Constant fiddling</li> <li>❖ Inconsiderate behaviour</li> <li>❖ Graffiti on books/files</li> <li>❖ Chewing</li> <li>❖ Incorrect uniform</li> <li>❖ Inappropriate use of the Internet</li> <li>❖ Using MP3 players/mobile phones</li> <li>❖ Using MP3 players/mobile phones</li> <li>❖ Inappropriate behaviour within the classroom</li> <li>❖ No HW</li> <li>❖ No PE or Land based kit</li> </ul>	<ul style="list-style-type: none"> <li>❖ The look</li> <li>❖ Proximity – standing near to the pupil</li> <li>❖ Non verbal signs</li> <li>❖ Rule reminders</li> <li>❖ Giving choice</li> <li>❖ Change of activity</li> <li>❖ Clear explanation of required behaviour</li> <li>❖ Tactical ignoring of behaviour</li> <li>❖ Group responsibility</li> <li>❖ Giving verbal warning of consequence</li> <li>❖ Refocusing</li> <li>❖ Move seat/review seating plan</li> <li>❖ Isolate within classroom, if possible</li> <li>❖ Keep behind at end of the lesson</li> <li>❖ Detention</li> </ul>

Where pupils are unresponsive to strategies at Level 1 staff should move to Level 2.

## Level 2

These behaviours will be challenged in all areas of the academy

More serious incidents	Strategies to be used	Other strategies available
<ul style="list-style-type: none"> <li>❖ Failure to respond to positive strategies at Level 1.</li> <li>❖ Interfering with the learning of others.</li> <li>❖ Leaving the room without permission.</li> <li>❖ Constantly arguing back.</li> <li>❖ Refusal to follow instructions</li> <li>❖ Use of inappropriate language</li> <li>❖ Play fighting</li> <li>❖ Throwing objects</li> <li>❖ Dangerous behaviour.</li> <li>❖ No HW (repeat offender)</li> <li>❖ Inappropriate behaviour within the classroom at higher than level 1.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Withdrawal of breaks/lunch to complete work.</li> <li>❖ Note of apology written by the pupil</li> <li>❖ Seek advice from a colleague/ the head of pupil progress/the head of lower or upper school as relevant–</li> <li>❖ discussion/letter home</li> <li>❖ Removal to another classroom</li> <li>❖ Verbal apology to staff.</li> <li>❖ Behaviour report</li> <li>❖ Leadership Team shadowing</li> </ul>	<ul style="list-style-type: none"> <li>❖ Change of teaching group/class</li> <li>❖ Making up of missed work</li> <li>❖ Individual behaviour contract with incentives</li> <li>❖ Parental involvement</li> <li>❖ Detention</li> <li>❖ The following may be initiated by the senior leadership team:               <ul style="list-style-type: none"> <li>a. Behaviour improvement with programme of intervention</li> <li>b. Involvement of outside support</li> <li>c. Involvement of other agencies</li> </ul> </li> </ul>

# Level 3

Behaviour which would require the involvement of the Leadership Team and may result in Fixed term or Permanent Exclusion

Behaviour which would require the involvement of the Leadership Team	Strategies/Options	Interventions/Options
<ul style="list-style-type: none"> <li>❖ Vandalism</li> <li>❖ Fighting</li> <li>❖ Injury to another pupil</li> <li>❖ Persistent argumentative behaviour</li> <li>❖ Swearing at staff</li> <li>❖ Threatening behaviour towards staff</li> <li>❖ Racial abuse</li> <li>❖ Stealing</li> <li>❖ Physical abuse</li> <li>❖ Verbal abuse to all staff</li> <li>❖ Sexual abuse including sexting</li> <li>❖ Leaving the Academy without permission</li> <li>❖ Bullying</li> <li>❖ Spitting at another person</li> <li>❖ Bringing the Academy in to disrepute</li> <li>❖ Smoking</li> <li>❖ Removal from classroom by senior staff</li> <li>❖ Possession of a laser pen</li> <li>❖ Inappropriate use of mobile phones/technology/internet</li> <li>❖ Bringing alcohol*/ drugs*/ onto Academy premises or the SSC Rodbaston site or being in possession whilst representing the Academy off site</li> <li>❖ Irresponsible use of substances/articles* to include matches, lighters, weapons (including replica weapons and articles deemed to be offensive or with the capability/intent of being used as a weapon).</li> <li>❖ Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>❖ Behaviour Report</li> <li>❖ Detention</li> <li>❖ Isolated within the Academy</li> <li>❖ Principal referral</li> <li>❖ Academy Principal detention</li> <li>❖ Timetable modification</li> <li>❖ Fixed term exclusion</li> <li>❖ Referral to District Inclusion Panel</li> <li>❖ Pre-permanent exclusion meeting</li> <li>❖ Referral to a Pupil Referral Unit</li> <li>❖ Managed move</li> <li>❖ Fixed Term Exclusion</li> <li>❖ Permanent Exclusion</li> </ul>	<ul style="list-style-type: none"> <li>❖ Parental contact meeting</li> <li>❖ Governors' Discipline Committee</li> <li>❖ Social Services</li> <li>❖ CAMHS</li> <li>❖ Relate</li> <li>❖ Other appropriate stakeholders</li> <li>❖ Police involvement</li> </ul>

<p>N.B. Whilst any of the above could lead to exclusion * is highly likely to result in Permanent Exclusion. The Law will always prevail so if an action is an offence it will lead to Permanent Exclusion even if there is extenuating circumstances and no intent.</p>		
--	--	--

# Use of Sanctions

## Detention After Academy

### Principles

It is expected that all teaching staff insist on high standards of effort and conduct, and will work to correct any lapse in these standards. Detentions are only one mechanism for us to achieve this aim.

If a pupil is issued with a detention, both lunch time and after school detentions, it is their responsibility to check the list and know they have detention. It is also their responsibility to inform their parent/carer of what time they require collecting.

Section 5 of the Education Act 1997 gives academies legal backing to detain pupils (detentions) after an academy session, on disciplinary grounds, **without the consent of the parent**. There is no form of appeal against a detention.

### Exclusions

- (a) Exclusion from the academy may be considered at any point within the sanctions framework or for a single major incident of major misbehaviour.
- (b) The Principal will make the decision.
- (c) Exclusions may be:
  - (i) Fixed-term  
Usually for a period of one or two Academy days, but may be as long as 4/5 Academy days at any one time.
  - (ii) Permanent Exclusion  
A recommendation to the Governors that the pupil is not allowed to return to this Academy will be rarely used and only under extreme circumstances.

**The following behaviours are not acceptable at The Rural Enterprise Academy**

**Level 1**

**Level 2**

**Level 3**

Behaviour usually dealt with by the classroom teacher. -1 point on Go4Schools	Behaviour that may involve other members of staff and includes failure to respond to strategies at Level 1. -2 points on Go4Schools	Behaviour which would require the involvement of the Leadership Team and where sanctions might include fixed term or permanent exclusion. -3 points on Go4Schools
<ul style="list-style-type: none"> <li>❖ Teasing</li> <li>❖ Talking out of turn</li> <li>❖ Shouting out</li> <li>❖ Avoiding work/ wasting time</li> <li>❖ Being noisy</li> <li>❖ Name calling</li> <li>❖ Arguing</li> <li>❖ Stopping others from working</li> <li>❖ Inappropriate comments</li> <li>❖ Put downs</li> <li>❖ Constant fiddling</li> <li>❖ Inconsiderate behaviour</li> <li>❖ Graffiti on books/files</li> <li>❖ Chewing</li> <li>❖ Incorrect uniform</li> <li>❖ Inappropriate use of the Internet</li> <li>❖ Using MP3 players/mobile phones</li> <li>❖ Using MP3 players/mobile phones</li> <li>❖ Inappropriate behaviour within the classroom</li> <li>❖ No HW</li> <li>❖ No PE or land based kit</li> </ul>	<ul style="list-style-type: none"> <li>❖ Failure to respond to positive strategies at Level 1.</li> <li>❖ Interfering with the learning of others.</li> <li>❖ Leaving the room without permission.</li> <li>❖ Constantly arguing back.</li> <li>❖ Refusal to follow instructions</li> <li>❖ Use of inappropriate language</li> <li>❖ Play fighting</li> <li>❖ Throwing objects</li> <li>❖ Dangerous behaviour.</li> <li>❖ No HW (repeat offender)</li> <li>❖ Inappropriate behaviour within the classroom at higher than level 1.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Vandalism</li> <li>❖ Fighting</li> <li>❖ Injury to another pupil</li> <li>❖ Persistent argumentative behaviour</li> <li>❖ Swearing at staff</li> <li>❖ Threatening behaviour towards staff</li> <li>❖ Racial abuse</li> <li>❖ Stealing</li> <li>❖ Physical abuse</li> <li>❖ Verbal abuse to all staff</li> <li>❖ Sexual abuse including sexting</li> <li>❖ Leaving the Academy without permission</li> <li>❖ Bullying</li> <li>❖ Spitting at another person</li> <li>❖ Bringing the Academy in to disrepute</li> <li>❖ Smoking</li> <li>❖ Removal from classroom by senior staff</li> <li>❖ Possession of a laser pen</li> <li>❖ Inappropriate use of mobile phones/technology/internet</li> <li>❖ Bringing alcohol*/ drugs*/ onto Academy premises or the SSC Rodbaston site or being in possession whilst representing the Academy off site</li> <li>❖ Irresponsible use of substances/articles* to include matches, lighters, weapons (including replica weapons and articles deemed to be offensive or with the capability/intent of being used as a weapon).</li> <li>❖ Dangerous behaviour</li> </ul>

		<p>❖ N.B. Whilst any of the above could lead to exclusion * is highly likely to result in Permanent Exclusion. The Law will always prevail so if an action is an offence it will lead to Permanent Exclusion even if there is extenuating circumstances and no intent.</p>
--	--	--

## Appendix 2

### The Rural Enterprise Academy Uniform

<b>BOYS</b>	
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	
<b>GIRLS</b>	
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

Physical Education for Boys and Girls N.B No logos or hooded tops

Plain round necked black sweat shirt

Plain white polo shirt

Black shorts

Black football socks

White sport socks

Football boots (if required)

White trainers

Shin pads and gum shield (if required)

Optional:  
Plain black tracksuit bottoms

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**

**Animal Care**

Steel Toe Capped Footwear  
Overalls

### Equine/Horse Care

Overalls or jodhpurs acceptable for practical  
Suitable yard boots

### **NO HOODED tops OR JEANS**

### Agriculture

Steel Toe Capped Footwear  
Overalls

### Countryside/Game

Steel Toe Capped Footwear  
Overalls

### Outside Coats

- Outside coats - we would encourage the purchase of sensible coats as it is quite a walk from the bus park to the Academy.
- 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 experience withdrawal of privileges and other sanctions may be applied. 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.
- **We strongly advise that ear piercing be done at the beginning of the summer holidays.**
- 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.

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

Watch – pupil may wear a wrist watch but not an Apple Watch or similar 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. 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.

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

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