

The Rural Enterprise Academy



# CARE, GUIDANCE AND SUPPORT POLICY

Policy: 024

Approval Date: Dec 2013

Approved by: Governors

Reviewed: December 2016

Review by: December 2019

# 1. Roles and Responsibilities

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **Nominated Postholder**.
- 1.2 It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the pupil, as any responsible parent would act.
- 1.3 The welfare of pupils will be paramount.

# 2. Suggested Audience

All staff

# 3. Related policies

This policy is part of a suite of policies which should also be referred to:

- Safeguarding including Child Protection Policy
- Complaints Policy
- Equal Opportunities Policy
- Health and Safety Policy

# 4. Academy Mission Statement:

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

# 5.0 Introduction

- 5.1 The Rural Enterprise Academy seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and pupils to succeed, both academically, socially and emotionally.
- 5.2 We strive to provide high standards of learning, teaching and pastoral care, to recognise each individual’s abilities and encourage them to develop to their full potential. Everyone is valued highly and the values of honesty, co-operation, sensitivity, tolerance and mutual respect for others are fostered.
- 5.3 We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of the structured timetabled day, the extended curriculum, targeted intervention strategies, plus a wide variety of extra-curricular activities and educational visits.

- 5.4 This curriculum provides equal opportunities for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. In addition, we always endeavour to promote positive relationships with parents, governors, sponsors and members of the wider community.
- 5.5 At The Rural Enterprise Academy we promote equality and tackle any form of discrimination, actively promoting harmonious relations in all areas of academy life. We seek to remove any barriers to access, participation, progression, attainment and achievement. Our commitment to promoting and contributing to community cohesion is taken very seriously.

The Rural Enterprise Academy is dedicated to:

- 5.6 Being pro-active in promoting good relationships and equality of opportunity across all aspects of academy life and into the wider community.
- 5.7 Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.
- 5.8 Working in partnership with families and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination.

5.9 Working Together to safeguard Children [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf) underpins all aspects of the curriculum and life within The Rural Enterprise Academy, through both the curriculum and the 'hidden curriculum'. It reiterates the value we place on both the academic and pastoral welfare of every child in our care.

## 6. Legal Framework / Requirements

The legal framework for this policy is:

- 6.1 Equality Act 2010
- 6.2 Children and Families Act 2014
- 6.3. Duty to Promote Community Cohesion, Education and Inspections Act 2006
- 6.4 Equality Act updated 2015
- 6.5 Academies Act 2010
- 6.6 Education Act 2011
- 6.7 Education and adoption Act 2016

## 7. Aims

Our aims are:

- 7.1 To create a warm and supportive environment in which **all** our pupils and staff can flourish and achieve the five outcomes of the Every Child Matters Agenda
- 7.2 To enable **all** members of the academy community to feel valued and supported as they develop through the successes and challenges they encounter

- 7.3 To encourage pupils and staff to treat one another with respect and understanding, in order to create a positive learning environment for all
- 7.4 To promote the practice of positive, caring and considerate behaviour, as well as fostering good relationships throughout all members of the academy community
- 7.5 To recognise a sense of justice, forgiveness, respect and tolerance of the needs and rights of pupils, parents, teachers, support staff, governors and members of the wider community
- 7.6 To prepare pupils for life in a diverse society in which they are able to see their place in the academy, local, national and global communities
- 7.7 To include and value the contribution of all families to our understanding of equality and diversity
- 7.8 To provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- 7.9 To actively promote race equality and oppose racism in all its forms, plus foster positive attitudes and commitment to an education for equality
- 7.10 To actively challenge discrimination and disadvantage
- 7.11 To make inclusion a fundamental part of life at The Rural Enterprise Academy
- 7.12 To monitor the day-to-day welfare of all pupils and staff

## **8. Implementation / Procedures**

To achieve the aims outlined above:

### **8.1 Day-to-day procedures**

- 8.1.1 The academy requires all staff to ensure fair treatment of all pupils, regardless of gender, ethnicity, ability, disability, sexual orientation, religion and age.
- 8.1.2 In addition, teachers, non-teaching staff, other adults and pupils are encouraged to approach the care of one another in a positive way, reinforcing the ethos of the academy and following the academy's behaviour framework.
- 8.1.3 Emphasis is placed on the individuality and uniqueness of the person. Pupils and staff are encouraged to be positive and supportive in their approach to people who seem 'different' because of their ability, disability or by their physical appearance. Differences are valued and emphasis focuses on how we can be enriched through this. This is supported by the

academy's assembly programme and the CPSHE and careers programme of learning.

8.1.4 All pupils' concerns are listened to and events investigated in line with our Behaviour policy and pupils are encouraged to talk freely and openly with any member of staff if they have worries about home, academy or life in general.

8.1.5 Confidentiality is respected at all times, but pupils are informed that safeguarding and child protection issues cannot be withheld from the appropriate parties.

8.1.6 Parents / Carers may often be contacted regarding incidents involving their child. This contact will usually be via telephone in the first instance and may be followed up with a face to- face meeting as an agreed time and date.

8.1.7 Parents are always welcomed and encouraged to contact the pupil's form tutor if they have any worries or concerns and parents are actively encouraged to share concerns about home circumstances or medical issues which may affect the pupil's behaviour and learning in the academy.

8.1.8 Serious incidents or concerns about a pupil's behaviour, health or welfare are referred to the Form Tutor in the first instance who may involve more senior staff, especially pastoral leaders as appropriate.

## **8.2 Whole academy procedures**

8.2.1 As an academy we foster respect for religious and moral values, raising awareness of other races, religions and ways of life, opposing racism and helping pupils understand the world in which they live. We also make pupils aware of the options and strategies available to them if they witness or personally experience incidents of discrimination, including racism.

8.2.2. We ensure that our behaviour records, rewards and sanctions procedures and exclusions, where relevant, are monitored to take cognisance of ethnic background and also maintain high expectations of behaviour which demonstrates respect for others. We always challenge, record and report incidents of racial harassment on the extremely rare occasions they occur.

8.2.3 Within our curriculum provision we ensure that our entire planned learning experience makes explicit and implicit provision to promote and celebrate diversity, such as the promotion of racial equality and the elimination of discrimination.

8.2.4 Each pupil's progress is monitored and tracked and we then regularly collect and analyse this data to ensure all groups are progressing well and no group is subject to disadvantage. This data is analysed in respect of areas such as gender, race, ability or additional needs (such as Pupil Premium status, ethnic grouping or proximity to exclusion, etc)

8.2.5 This individual and group information is then used to set suitable individual learning challenges for all pupils that effectively respond to their diverse needs.

8.2.6 Quality assurance procedures are also then applied to ensure the academy meets its duty to positively promote diversity. (For example lesson observations record evidence of personalisation, texts are reviewed to ensure appropriateness and inclusivity etc...)

To assist the implementation of the Care, Guidance and Support Policy the following specific in academy strategies and programmes are employed with our pupils:

8.2.7 An intervention programme starting with differentiated class work and leading to a range of additional interventions – dependant on the needs of individuals or small groups. These may be academic interventions or based around issues such as Self-esteem, Managing Behaviour, Friendship groups etc...

8.2.8 1 to 1 Tuition where required

8.2.9 Help to prepare individual's for learning experiences in specific areas – such as 'Organisation'.

8.2.10 Assertive Mentoring – when progress to target is falling behind in a number of subject areas

8.2.11 Soft mentoring from form tutors

8.2.12 Restorative Justice – to assist in solving disputes and over-coming relationship issues

8.2.13 Bereavement Counselling by trained personnel if required.

8.2.14 The academy will also develop working relationships with a number of external agencies who, on occasion, it may also be prudent to involve in meeting the individual needs of our pupils. The agencies may include:

8.2.15 Social Services

8.2.16 Police

8.2.17 Fire Service

8.2.18 In addition to those listed above, other external agencies can be accessed if a referral to the Local Support team or social services proves necessary.

## **9. Responsibilities**

9.1 Having been informed of the academy's expectations and the correct procedures to be followed, breaches of this policy by any party can and will not be tolerated and will be dealt with in accordance with the relevant academy or local authority policy (for example the 'rewards and sanctions policy, our Anti-bullying procedures or the relevant staff disciplinary procedure).

- 9.2 All staff are responsible for ensuring that incidents contravening this policy are recorded and referred to the appropriate member of the Senior Leadership Team who can ensure the relevant action is then taken. Where an allegation is made against the Principal, referral to the Chair of Governors should be made. This will then be handled in accordance with staffing procedures.

## **10. Approval by the Governing Body and Review Date**

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Policy approved:

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(Chair of Governing Body)

Date:

December 2016

Date of Policy review:

December 2017