

BEHAVIOUR POLICY
PROMOTING GOOD BEHAVIOUR AMONGST PUPILS

THE AIM

The aim of the R.Y.A.N. Education Academy is to work formally and informally with young people with no qualifications, experience and low confidence, 'Special Educational Needs & Difficulties (S.E.N) enabling them to access education, employment and or training. The R.Y.A.N. Education Academy will also work with young people who are **Not** in Education, Employment or Training (NEET) and with challenging behaviour.

EXPECTATIONS FOR GOOD BEHAVIOUR

The R.Y.A.N. Education Academy has identified 10 areas that the school believes will assist the re-engagement of young people to achieve academically. These are:

1. Ground rules
2. Attendance
3. Punctuality
4. Participation
5. Co-operation
6. Respect
7. Completing all units of work
8. Team Work
9. Information Communication Technology (ICT)
10. Cook Kids Programme (*which aims to enhance [young people's] learning by improving co-ordination, motor development, organisational skills and concentration*)

CLASSROOM BEHAVIOUR

Staff should aim to manage the classroom without favour and consistently (*whilst recognising that young people start at different levels and have different needs*). All young people have the right to learn

in a learner safe and friendly environment where good behaviour by each individual is the key. Young people should be encouraged to manage their own behaviour within agreed boundaries and or Ground Rules set. It is essential that if young people are not learning the way staff teaches them, then every effort must be made to teach the way they learn, this taking into consideration different learning styles and differentiation.

BEHAVIOUR ELSEWHERE

High expectations of behaviour are expected when elsewhere in the school or off-site. When in the public setting young people should act responsibly, politely and give people respect at all times.

PHYSICAL CONTACT WITH YOUNG PEOPLE

Physical contact with young people should be avoided, but maybe acceptable when part of an activity e.g. sports, team games and group building activities. Also in the event of safety, young people can be restrained or obstructed to protect them or someone else from harm (*See Physical Restraint and Contact Policy.*)

POINTS SYSTEM / GROUND RULES CONTRACT

A Points System and Ground Rules Contract are explained at the start of school term. This is agreed and signed by the young people (*See Appendix 1 - Sanction Points System.*)

BULLYING POLICY

Bullying, of any kind will not be tolerated by staff. Young people are supervised by the Teaching staff, or Learning Mentor (s) at all times. Victims of verbal and physical abuse are encouraged to tell a member of staff so the matter can be dealt with immediately. Young people are encouraged to deal with matters in an adult manner e.g. meet together with a designated member of staff, and avoid confrontation where possible. (***SEE PREVENTING AND TACKLING BULLYING - ADVICE FOR SCHOOL LEADERS AND GOVERNORS***)

EXCLUSION FROM THE R.Y.A.N. EDUCATION ACADEMY

Young people will be permanently excluded from the R.Y.A.N. Education Academy where there behaviour reaches a non-tolerable level e.g.

violence (*use of a weapon*), drugs, physical abuse to staff and their peers resulting in a serious injury i.e. hospital admittance. In the case of a serious incident the young person will be sent home immediately unless other external agencies are involved e.g. police; and the key worker, Parent(s), Carers, Guardian or Key worker contacted to be followed up with a meeting. Other incidents such as verbal abuse, not listening to instruction from teachers, the young person will be asked to leave the classroom, and take time-out with supervision and this will be recorded on the Withdrawal, Timeout and Seclusion form. *[in negotiation with the appropriate member of staff they may be allowed to re-join the classroom]*. If the latter does not happen then the young person will be sent home until the following day where the situation will be reviewed; (parent (s), Carers or Guardian will be informed of this decision where applicable. Every effort will be made to deal with the matter at hand in a respected and disciplined manner by all staff. **It is essential that staff do not let there personal feelings cloud their professional judgement at any time.**

SEVERE BEHAVIOUR

For extreme behaviour, young person will be sent straight home. The Head Teacher / Head of Curriculum and Education; Teaching staff and Learning Mentor (s) should be involved before such a decision is made. If possible, talk through the behaviour and why it is unacceptable before sending them home otherwise ask them not to return until their Parent (s) , Carers, Guardian or Key Worker gets in touch (*A letter should be given to the young person if appropriate at this time.*)

Severe Behaviours Identified:

- Drugs use in or around the school premises.
- Alcohol / Drugs possession
- Drug use prior to attending the R.Y.A.N. Education Academy
- Bullying
- Severe verbal abuse to staff or young people (*If resolved and apology given and both parties happy, can stay*)
- Physical abuse to staff or young people
- Threatening/aggressive behaviour
- Racist/Sexiest Abuse (*severe/continued after warning etc.*)

- The use of weapons
- Theft (*must be convincing proof - police should be contacted depending on the nature of the offence- parents/guardian case worker should also be informed*).
- Vandalism (*must be convincing proof - police should be contacted depending on the nature of the offence- parents/guardian case worker should also be informed*).

WARNING SYSTEM BEHAVIOUR

Severe Un- co-operative/disruptive/offensive behaviour - must be recorded.

Verbal Warning:-

For manageable behaviour - explain what the young person has done wrong and what is expected of them in terms of learning and behaviour; by a member of the staff.

1st Official Warning

A member of staff **must** talk through learning and behaviour expectations away from group and ideally, get an apology or a change of attitude before the young person rejoins the group. This will be logged on the young person's file.

2nd Official Warning

Two members of staff **must** be involved one of whom can be the Learning Mentor and the learning / behaviour expectations discussed again - the young person should be reminded of the commitment that they made and that they have one more chance. Parent (s), Carers, Guardian or Key Worker should be informed that issues have arisen and if appropriate a meeting arranged.

3rd Official Warning

This warning becomes the last and final chance for the young person to make a change or they will be asked to leave the school (*permanent exclusion*.) Parent (s), Carers, Guardian or Key Worker will be informed

supported with a letter of dismissal concerning the young person if no resolution to the issue can be found.

R.Y.A.N. Education Academy will do everything in its given power to uphold these conduct of behaviour:

CATEGORY	CONDUCT
Ground Rules	These will be devised by young people at the start of their academic year and signed by them s well as teachers who will be involved in this process.
Attendance	Arrive to lessons as time-tabled.
Punctuality	Arrive to lessons on time including, after morning and afternoon, and lunch breaks!
Participation	Get involved - don't just sit there! Coaching techniques will be used accordingly.
Co-operation	Respect instructions given by teachers and learning mentor (s) e.g. working in pairs, or group work.
Respect	<ul style="list-style-type: none"> - For yourself and each other and all staff/public. - No racism, sexism, verbal abuse, bullying. - Respect property. - No knives or other weapons. - No drugs or alcohol on the premises. - Respect their work - neat and tidy work to be presented in portfolios.
Complete all units of work	All young people are expected to complete all their work as they are working towards an accreditation (<i>if support / encouragement is needed this will be given</i>)

Team Work	Young people will be expected to work as a team - this is also a requirement in their unit ' <i>Using Team Work Skills.</i> ' We believe at the R.Y.A.N. Education Academy- Together Everyone Achieves More.
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The R.Y.A.N. Education Academy will help pupils to manage their behaviour through Anger Management courses, School Nurse intervention Cool Kids programme, Education Psychologist, Personal, Social, and Health Education development as part of its curriculum.

PROFESSIONAL CONDUCT STAFF AND YOUNG PEOPLE

The purpose of this document is to ensure that staffs' working with young people are well aware of the boundaries and framework that they can work within concerning their professional roles.

In response to 'Right Services, Right Time it is the duty of the R.Y.A.N. Education Academy to ensure that every young person coming into our care is developed in an effective manner thus receives the correct treatment.

Staff must ensure:

1. Do not agree to keep a secret that the young person has told especially if it will endanger their life or the life of others (*see confidentiality, section 14*).
2. Don't become too touchy i.e. hugging, embracing them (*appropriate proximity is paramount - See Physical Restraint and Contact Policy*)
3. Don't engage yourself in conversation with young people that would place you in a vulnerable position and or undermine your role as a staff member e.g. crime, explicit talk and or bantering. The latter may cause you difficulty when trying to discipline, and have an effect on the schools boundaries, thus cause ambiguity [*i.e. confusion*]. **It can also result in disciplinary action, the loss of your job and or you can be placed on the 'Prohibited List' or DBS 'Barred List.'**
4. **Do not** show favouritism amongst young people as this can cause resentment, unnecessary teasing and or peer division in the classroom.
5. **Always** maintain your professionalism in the classroom and remember the boundaries you work within i.e. as per above.

6. Record incidents concerning the young person in Pen and in your own handwriting. Remember to put, name, date, time, location and sign (*this way it cannot be altered as on a computer*).
7. **Don't allow your personal judgement to conflict with your professionalism when dealing with challenging behaviour of young people. It is essential that you maintain a non-judgemental attitude.**
8. Where you have identified that the young person shows signs of neglect, physical, sexual abuse and or emotional abuse, you **must** talk to someone else e.g. Miss Catherine Elizabeth Ryan - Designated Lead Person, Child Protection Co-ordinator Anikah Miller- Ryan and or Social Services if appropriate.
9. **All** members of staff **must** have a DBS advanced check and checked against the '*Prohibited and Barred List*' for safeguarding purposes.
10. Staff must always work professionally with each other and never show disunity in the classroom around the young people or at any time. The latter will be treated seriously as misconduct if it occurs.
11. Staff are asked not to shout at young people as this makes them feel intimidated i.e. threatened and can cause a challenging reaction from them. It is essential to use a firm voice when using discipline, showing respect which is like to have a better response from the young person.
12. Staff do not always have to remind young people that they are being fined when they do something wrong as they are aware of the system. The fine sheet should be completed when an observation has been made or a behaviour has been breached.
13. Staff are to use constructive criticism at all times when having to challenge the negative behaviour of young people in order that they can learn from and appreciate what has been said to them.

14. Confidentiality

The Data Protection Act 1998 - Rights of access to data covers the law on confidential information and the ethics under which such information may be used under the Act.

As part of the R.Y.A.N. Education Academy it is essential that every staff endorses ('the Act') and are aware that information pertaining to young people must be kept confidential. Also the young person has the right to expect that the data i.e. personal data - relating to self or", "sensitive personal data - relating to sexual issues, mental health, and crime offences, ethnic / cultural on his /her personal file **must** and **will** be kept **confidential** and **protected** i.e. in a locked cabinet.

Please note: Any information that has to be disclosed to a Doctor, Social worker, Key worker, and or Teacher must maintain the highest quality of confidence i.e. recorded delivery where appropriate and all correspondence to be marked private and confidential - addressee only and or taken personally if possible. Securely using Egress Switch - <https://reader.egress.com> is a further option.

It is important that young people knows that confidentiality will be maintained and this can also be in the form of a written contract, however, young people must be informed that where information received might cause danger to them or others this knowledge will be shared with the appropriate person (s) e.g. Head Teacher / Head of Curriculum and Education, Social Services, Police etc.

Please note: Staff may view any correspondence concerning themselves and must not look into a young person's file unless given the authority to do so by the Head Teacher / Head of Curriculum and Education.

In conclusion The Data Protection Act 1998 (*the "Act"*) regulates the processing and disclosure of information and provides individuals with rights of access to such information. Every young person has the right to ask to see information about them.

PHYSICAL CONTACT WITH YOUNG PEOPLE CLARIFIED

Physical contact with young people should be avoided; however, there may be times when e.g. sports, team games and team building activities are taking place that this may be appropriate. In addition in the event of safety, young people can be restrained or blocked to protect them or someone else from danger e.g. a falling object, something being thrown (see *Physical Restraint and Contact Policy*.)

All teaching staff, young people, parent (s), carers, guardian or key worker have a shared responsibility to ensure an environment exists where bullying is not accepted / tolerated and good behaviour / conduct is accepted / promoted.

REWARDS SYSTEM

Term time Rewards

- Head Teachers Commendations
- Letter to Parents outlining areas of good work
- Certificate (s) of Achievement
- Achievement Display Wall
- Voucher Scheme
- Day Trips / Activities
- End of Year Celebration
- Positive Record Sheet
- Birthday Celebration

End of Year Reward:

At the end of the year young people will be given a voucher to the value of £100.00, they can work towards receiving an extra £10 bonus voucher for an area of improved behaviour. The voucher will be linked to the 'Sanction Points System' - learners will be fined 25p and or more depending on the teachers' choice every time they display a negative behaviour which will be deducted from the value of the voucher.



SANCTIONS POINTS SYSTEM

INTRODUCTION

The R.Y.A.N. Education Academy expects its pupils' to behave at the highest standard (s) possible. However, we are aware that due to the pupils' we work with e.g. those experiencing Behavioural, Social and Emotional Difficulties there will be challenging issues arising. In view of the latter it is essential to have appropriate Sanctions in place in order to deal with such issues as they occur.

THE TYPE OF SANCTION TO BE IMPOSED

The Sanction to be used for pupils' attending the R.Y.A.N. Education Academy will be based on a Points System to be used in each subject taught during the day and a record will be kept by each teacher.

The scores in the Points System are from 1-7 and the highest point to be awarded is 7 (*See classification - How does the points system work?*) of which is a reflection of the pupil's performance in relation to their lesson expectations which is linked to learning and behaviour whilst in the classroom.

Expectations within the classroom relate strictly to the pupils' expected attitude, behaviour and conduct whilst being taught by their teacher. Therefore, issues around lack of equipment i.e. pen, pencil or ruler should not be a reason for a dropped point and the pupil should not lose a 7 on this basis.

WHAT SHOULD HAPPEN IF A DROPPED POINT IS IMMINENT OR GIVEN?

- (a) Teachers should **always** give positive reminders of lesson and expectations to pupils at their discretion or when they see it appropriate.

- (b) Teachers **must** give pupil (s) an informal warning then they are failing to meet lesson expectations, letting them know that they are at risk of losing their 7.
- (c) **Dropped Point 5** - signifies that the pupil (s) is displaying inappropriate attitude to learning for example, their work or behaviour has continued beyond warnings. A 5 should be used in a positive way during the lesson as a means to encourage the pupil (s) not to go beyond this point because if they focus and have a change in attitude they can earn a 7 in another subject.
- (d) **Dropped Point 2** - signifies a serious and significant failure to meet lesson expectations. It is essential that the 2 is followed up and a '**Restoration Process**' is used to address or change any wrong doing through '**Positive intervention.**'

The purpose of restoration process / positive intervention is:

- (a) To show a duty of care to the pupil and or teacher.
- (b) To motivate and empower the pupil (s) to want to learn and achieve.
- (c) To establish standards and good behaviour conduct.
- (d) To allow pupil (s) to evaluate, reflect on what went wrong and to take appropriate action with support where required.
- (e) To re-build a positive relationship between pupil and the teacher before future lessons.
- (f) **Final Point** - All pupils must be made aware of their point score at the end of each lesson which is recorded.

TIME OUT

R.E.A. Behaviour Policy acknowledged that in some situations a pupil taking time out of their learning can be beneficial to reduce conflict and disruption in the classroom. Time out also helps to avoid rapid escalation to the withdrawal process.

However; for reasons of Safeguarding and Legality pupils' should never be sent out if the teacher (s) cannot guarantee that all other pupils' within the classroom are safe whilst dealing with the issue.

COMPLETE WITHDRAWAL FROM LESSON

This sanction should only be used if the pupil (s) presence in the lesson becomes seriously detrimental to the education and welfare of other pupils' around them. Pupils should be sent to the Head teacher with guidance of the Learning Mentor; a slip stating why they have been withdrawn and some work to do (*withdrawal is not a means for the pupil to go home.*)

HOW DOES THE POINTS SYSTEM WORK?

POINTS	LEARNING AND BEHAVIOUR EXPECTATIONS
7	<p>To achieve a SEVEN you must be on time and have met all of your learning and behaviour expectations:</p> <p>Prepared to Learn</p> <ul style="list-style-type: none"> - Be prepared and equipped for learning - Have on your full uniform - Listen carefully and follow instructions given <p>Positive Attitude</p> <ul style="list-style-type: none"> - Show a willingness to learn - Participate in all tasks and work independently when required <p>Responsibility</p> <ul style="list-style-type: none"> - Value and appreciate your own learning and that of others - Contribute to a harmonious learning environment - Support others if asked - Always strive to do your best <p>Respect / Manners</p> <ul style="list-style-type: none"> - Respect yourself and teachers - Respect others and be polite at all times - Respect your environment and those within the school community
6	You are late to the lesson and will automatically be placed on a SIX , if there is no valid reason given for your lateness.
5	You are on time for the lesson however; a FIVE is given because you need to work much better and change your behaviour i.e. attitude to work, co-operation which means you are not meeting

	some of your learning and behaviour expectations.
4	You will be awarded a FOUR because you can again, work much harder, also you are not meeting lesson and behaviour expectations as well as missed expectations i.e. not completing homework or a particular piece of work for a designated timescale.
3	You are given a THREE when your teacher is becoming concerned as you are falling well below your learning and behaviour expectations. (<i>Mentor Intervention Required</i>)
2	You are given a TWO because you are continuously late to lessons, during the morning, break time and after lunch. Your teacher is concerned because your learning and behaviour is well below expectations and missed expectations are accumulating. (<i>Mentor Intervention Required - positive discussions also need to be a part of the restoration process.</i>)
1	You are given a ONE if your teacher believes that your presence within the lesson becomes seriously detrimental to the welfare and education of others in the classroom (Head Teacher and Parent Meeting to be scheduled.)
0	Absent
X	Exclusion