

**BEHAVIOUR  
POLICY  
PROMOTING  
GOOD  
BEHAVIOUR  
AMONGST  
PUPILS**

**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 esteem and confidence, enabling them to access education, employment and 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 12 areas that the school believes will assist the re-engagement of young people to achieve academically. These are:

1. Foundation rules
2. Attendance
3. Punctuality
4. Participation
5. Co-operation
6. Respect
7. Completing all units of work
8. Team Work
9. Emotional Resilience
10. Emotional Well-being
11. Pastoral Care intervention
12. Information Communication Technology (ICT)

**CLASSROOM BEHAVIOUR**

Staff should aim to manage the classroom without favouritism and consistently (*whilst recognising that young people start at different levels and have different learning 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 Foundation 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 methods.

## BEHAVIOUR ELSEWHERE

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

## 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.*) Also, all staff are Team-teach trained which is up to date.

## POINTS SYSTEM / GROUND RULES CONTRACT

A Points System and Foundation 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, allocated supportive 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 a mature 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.**) Through our personal development course young people will complete 'Recognising & Dealing with

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

Young people will be permanently excluded from the R.Y.A.N. Education Academy where their 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 [*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 their personal feelings cloud their professional judgement at any time.**

### **Internal & External Exclusions**

Internal exclusions will involve the pupil(s) working on a one-one basis with the 'Emotional Resilience' Mentor or Learning Mentor.

However, if a pupil endeavours to deliberately and consistently break social distancing or hygiene rules and conducts themselves in an unsafe manner this will result in an external exclusion. If the latter occurs a return to school meeting will be arranged with parent(s), guardian(s), carer(s) with the Headteacher and Pastoral Care Worker which is essential before the pupil is allowed to come back.

If the external exclusion is due to non-safe behaviour, then a 'risk awareness' plan will be put in place between parent(s), guardian(s), carer(s), young person and signed by the Pastoral Care Worker. If it is not feasible to have face-to-face meeting then a MS Teams or Zoom meeting will be set-up and if not possible then conference call will be arranged a voice call.

## **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.*) **It is important to note once the parent(s), Carer(s) and Guardian(s) has been contacted and appropriate measures are taken to ensure the safety of the young person only then will the young person be sent home.**

### **Severe Behaviours Identified:**

- Drugs use in or around the school premises.
- Knife in school
- 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 in agreement, can stay*)
- Physical abuse to staff or young people
- Threatening/aggressive behaviour
- Racist/Sexiest Abuse (*severe/continued after warning etc.*)
- Theft (*must be convincing proof - police should be contacted depending on the nature of the offence- parent(s); guardian(s); carer(s) 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*).
- Homophobic (*verbal or physical*) abuse.
- Vaping is school (refusing to hand it in)

## **WARNING SYSTEM BEHAVIOUR**

Severe Un- co-operative/disruptive/offensive behaviour - must be recorded on Arbor **Management Information System (MIS)**.

### **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 re-joins 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 this conduct of behaviour:**

CATEGORY	CONDUCT
<b>Foundations Rules</b>	These will be devised by young people at the start of their academic year and signed by them as well as teachers who will be involved in this process.
<b>Attendance</b>	Arrive to lessons as time-tabled and follow instructions when playing games e.g., to stop and go to lesson.
<b>Punctuality</b>	Arrive to lessons on time including, after morning and afternoon, and lunch breaks!
<b>Participation</b>	Get involved - don't just sit there! Where SEN support is required this will be offered.
<b>Co-operation</b>	Respect instructions given by teachers and learning mentor (s) e.g., working in pairs, or group work.
<b>Respect</b>	<ul style="list-style-type: none"> <li>- For yourself and each other and all staff/public.</li> <li>- No racism, sexism, verbal abuse, bullying.</li> <li>- No homophobic comments</li> <li>- No Banter or Slang speech</li> <li>- Respect property.</li> <li>- Respect for sexual orientation of others</li> <li>- No knives or other Weapons to be brought into school.</li> <li>- No drugs or alcohol on the premises.</li> <li>- Respect written work - neat and tidy work to be presented in portfolios.</li> </ul> <p>Do not destroy work when angry</p>

<p><b>Complete all units of work</b></p>	<p>All young people are expected to complete all their work as they are working towards an accreditation (if support / encouragement is needed this will be given)</p>
<p><b>Team Work</b></p>	<p>Young people will be expected to work as a team - this is also a requirement in their unit 'Using Team Work Skills.' We believe at the R.Y.A.N. Education Academy-<b>Together Everyone Achieves More.</b> Also, when on Social Action projects where required teamwork should be adhered to.</p>
<p><b>Emotional Resilience</b></p>	<p>Young people will be encouraged to access support from 'Emotional Resilience' Mentor to increase their awareness and understanding of the behaviours and triggers caused by those who have experienced trauma. Staff will use appropriate techniques to help build resilience and develop coping strategies. Training around <b>Attention Deficit Hyperactivity Disorder (ADHD)/Rejection Sensitive Dysphoria (RSD), Autism, Pathological Demand Disorder (PDA) and Oppositional Defiance Disorder (ODD)</b> to ensure the correct strategies are implemented in line with interventions.</p>
<p><b>Emotional Well-being</b></p>	<p>Where appropriate young people will be given the opportunity to engage in sessions with school counsellor as a means of support. PSHE programme will cover social, emotional and mental health.</p>
<p><b>Pastoral Care intervention</b></p>	<p>Pastoral Care worker will meet with young people regularly to discuss progress and or coping strategies in terms of behaviour challenges. Tutorials help to capture the young people's feelings and progress at the end of the week. If any assistance is needed in relation to emotional, social</p>



	and spiritual support. Aids in behaviour management will be offered to Parent(s) Guardian(s) and Carer(s) of young people; as well as weekly/daily reports to monitor behaviour.
Information Communication Technology (ICT) Digital (ICT)	It is the young person's responsibility to take care of all computer, laptop and iPad equipment when using them. This is communicated to all young people therefore, the respect for all equipment is paramount. Parent(s) Guardian(s) and Carer(s) of young people; will be invoiced for the repair and or the replacement in full if damaged intently.
Adaptive and Responsive Teaching	All teachers are trained to build the curriculum and identify gaps of learning and respond to this according to the young person(s) need. However, if a young person is able, they are responsible to let the teacher(s) know if they need additional support rather than becoming aggressive and refusing to complete work that they may be finding difficult.

The R.Y.A.N. Education Academy will help pupils to manage their behaviour through anger management courses, personal, social, and health education development and models of change as part of its curriculum.

## PROFESSIONAL CONDUCT STAFF - YOUNG PEOPLE

The purpose of this document is to ensure that staff 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 Place, Right Time' it is the duty of the R.Y.A.N Education Academy is to ensure that every young person coming into our care is developed in an effective manner thus receives the correct treatment.

### **Staff must ensure they:**

1. Don't 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.
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. The latter may cause you difficulty when trying to discipline, and have an effect on the school's boundaries, thus cause ambiguity [*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. **Don't** 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., Designated Safeguarding Lead [*Miss Wint - Deputy & Mr Monaim - Lead*] and or C.A.S.S if appropriate.
9. **All** members of staff must have a DBS advanced check.
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 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 disciplining, showing respect and one, which they likely to respond to.
12. Staff are asked not to keep telling young people when they are being fined, as they know the procedure. 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 behaviour in order that the young person can learn and or appreciate, what has been said.
14. **Confidentiality**

The Data Protection Act 2018 - 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 any 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 Educator 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.

It is important that young people know 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., line manager, 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 Headteacher or Designated Safeguarding Lead - Mr Monaim.

In conclusion The Data Protection Act 2018 (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 (*via the Team Teach*) approach to protect them or someone else from danger e.g., a falling object, something being thrown.

## LADO

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse pupils.

All staff working within the R.Y.A.N Education Academy must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head Teacher who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

If the concern relates to the Headteacher, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Designated Officer Team in Birmingham Children's Trust and they will decide on any action required.

If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Children's Trust LADO team who will decide on any action required.

## OFF-SITE PROCEDURE

If a staff member is to take a young person off -site they are to use the signing out book to make a log.

## STAFF PROFESSIONAL CONDUCT - RELIGIOUS STUDIES

Staff have the right to opt out of religious classes or religious worship.



## 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.*)

## **COVID-19 TO R.Y.A.N EDUCATION ACADEMY BEHAVIOUR POLICY**

The conditions climate to which we are now working under are very different our 'New Normal' due to COVID-19. The reason for this is to make sure all pupils are aware of how to act in away that ensures everyone is safe from the spread of COVID-19, at this is still imminent and it still poses a risk of infection and to our health therefore we will do our best to reduce the chance of transmission.

## HOW DOES THE POINTS SYSTEM WORK?

POINTS	LEARNING AND BEHAVIOUR EXPECTATIONS
7	<p>To achieve a <b>SEVEN</b>, you must be on time and have met all of your learning and behaviour expectations:</p> <p><b>Prepared to Learn</b></p> <ul style="list-style-type: none"><li>- Be prepared and equipped for learning</li><li>- Have on your full uniform</li><li>- Listen carefully and follow instructions given</li></ul> <p><b>Positive Attitude</b></p> <ul style="list-style-type: none"><li>- Show a willingness to learn</li><li>- Participate in all tasks and work independently when required</li></ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"><li>- Value and appreciate your own learning and that of others</li><li>- Contribute to a harmonious learning environment</li><li>- Support others if asked</li><li>- Always strive to do your best</li></ul> <p><b>Respect / Manners</b></p> <ul style="list-style-type: none"><li>- Respect yourself and teachers</li><li>- Respect others and be polite at all times</li><li>- Respect your environment and those within the school community</li><li>- Reward points will be placed on the Arbor MIS</li></ul>
6	<p>You are late to the lesson and will automatically be placed on a <b>SIX</b>, if there is no valid reason given for your lateness.</p>
5	<p>You are on time for the lesson however; a <b>FIVE</b> 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.</p>
4	<p>You will be awarded a <b>FOUR</b> 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.</p>

3	You are given a <b>THREE</b> 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 <b>TWO</b> 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 <b>ONE</b> if your teacher believes that your presence within the lesson becomes seriously detrimental to the welfare and education of others in the classroom (Headteacher and Parent Meeting to be scheduled.)
0	Absent
X	Exclusion