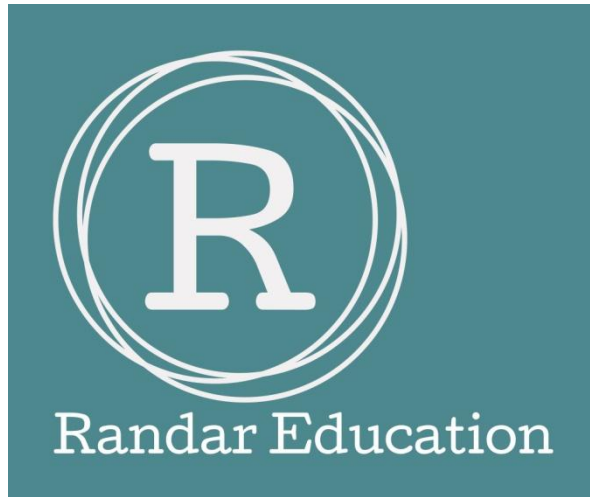




Randar Education

Behaviour Policy

Policy Date

1st April 2025

Review Date

1st April 2026

REVIEW SHEET

Each entry in the table below summarises the changes to this policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original	1 April 2024
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Introduction

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour, and introduce rewards and consequences and to determine how they will be fairly and consistently applied

The Education Outreach Manager at Randar Education is responsible for setting general principles that inform and developing the behaviour policy and deciding the standard of behaviour expected of pupils at the provision and how that standard will be achieved, the provision rules, rewards for good behaviour and any disciplinary penalties for breaking the rules. The behaviour policy must include measures to prevent all forms of bullying among pupils.

As an organisation;

- We strive to achieve a stimulating, orderly and secure environment where students respond to the challenges of learning both independently and through positive interaction with others
- We seek to promote and develop positive personal relationships between individuals, based on creating a safe and healthy environment that is focussed on cooperation, mutual respect and teamwork
- We encourage a caring and responsible attitude towards the lives, opinions and property of others at all times
- We support every student in developing a sound understanding of right and wrong; Appreciating the needs of others, the environment and the community around them
- We recognise that the positive management of behaviour is a basis for the delivery of effective teaching and learning
- We encourage the self-management of personal behaviours and effective self-control

At Randar we will:

- ensure that each child can develop and achieve his/her full potential, educationally, morally and spiritually
- provide a safe and attractive environment where everyone feels safe welcome, happy and secure, free from disruption, violence, bullying and any form of harassment
- provide each young person with the solid relationships, motivation and confidence to learn effectively, promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve
- teach young people to respect themselves and others and to take responsibility for their own action and behaviour

- help young people to understand how behaviour affects others and the world around them
- create a partnership of support and effective communication between home, organisation and the wider community, providing young people with an informed view of life to develop a strong sense of right and wrong enabling them to become thoughtful caring members of society
- Value each and every child regardless of ability, race, gender or religion, maintaining and developing consistently applying high standards within the provision and enable staff to develop and use their own professional expertise.

All staff are responsible for the behaviour and discipline of students at Randar in their charge and should use effective strategies and consequences to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly
- Establish a relationship of respect with pupils
- Deal promptly and personally in matters of discipline
- Apply a consistent approach

Both rewards and consequences will be used by all staff to promote a positive ethos in the provision and every lesson should incorporate praise and encouragement of students.

The successful implementation of this policy depends on full participation. Every member of staff at the provision has a responsibility to ensure positive behaviour expectations of students:

- To be prepared to listen and learn
- To control his/her own behaviour
- To let others, work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the organisation
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability
- To follow the provision rules

We will strive to achieve that everybody should:

- Treat their own property and the property of others with care
- Treat buildings, equipment and grounds with care
- Be aware of the dangers the environment can pose and take appropriate action

- Strive to make a positive impact on their environment and community through learning and positive behaviours allow others to learn to the best of their ability
- Treat everybody with careful consideration and listen to their views
- Respect the right of others to hold their beliefs and opinions, even though they may differ from their own
- Be aware of the safety and wellbeing of others
- Support others in trying to develop a healthy lifestyle

The encouragement of appropriate behaviour

We believe at Randar that appropriate behaviours stem from positive Self-esteem and a genuine feeling of value or self-worth. We strive to encourage the development of self-esteem by ensuring that students feel secure, safe and experience success, which is acknowledged and built upon through a regular system of review and individual planning.

This is reinforced in a number of ways including:

- A strong commitment to student voice—in listening to students and understanding their needs and expectations
- Celebrating achievement publicly and privately
- Giving immediate feedback—verbal praise for individual achievement
- Adopting an approach of individual support and encouragement
- Student participation in evaluating their achievements and planning for their personal development
- Student engagement in the reviews of their progress

We ensure a well -structured and organised environment where everyone feels safe promotes positive and consistent management of behaviour. There is a key focus on establishing positive role modelling and emphasis on the key value of building a quality professional, yet close, relationship with the students in our care.

This enables the setting of clear and consistent expectations and positive reinforcement of good behaviour. Staff at Randar affirm good conduct and students are made aware of the impact of appropriate behaviours for themselves, their peer group and the wider community.

Rewards:

A key part of supporting our students at Randar is providing students with effective praise. When used correctly, praise provides students with positive reinforcement. It motivates them to learn and participate. However, in order for praise to truly be effective, it must be

specific. Praise is a powerful motivating tool because it allows the staff member to selectively encourage different aspects of the student work and progress.

Incidental whole organisation rewards when the focus on a particular provision rule is needed. This not only rewards those students complying but sends a clear message to other students who need regular reminders to abide by the daily routines of the provision.

Consequences:

Where students do not conform and exhibit behaviours that may put the learning and safety of other learners at risk, Randar use a range of consequences that can be tailored to meet the specific issues that are raised. These can be focussed at individual or group level. Consequences should be used as a last resort when all other strategies have been exhausted. This takes account of the types of students we care for and the often challenging behavioural patterns they have previously exhibited in 'mainstream' educational and community settings.

Consequences should be considered when behaviour is:

- Below the standard expected by the programme
- Below the standard of that student
- Of a consistently poor standard

In taking a positive and consistent approach to the management of behaviour it is essential that all professionals working with that student should avoid:

- Negative personal comments
- The punishment of the whole group/class for the behaviour of one individual
- The overuse of consequences—giving negative feedback
- Aggressive behaviour e.g. shouting
- Actions that will ridicule the student, including sarcasm or causing intentional embarrassment
- Labelling the student instead of confronting their action and behaviour
- Responding to the secondary behaviours that may come about through the mismanagement of the initial behaviour and therefore escalate the issue

The following day to day consequences may be considered:

At an individual level by:

- Making our disapproval clear - by a look, by quietly talking to the student, by sharing a general disapproval of the identified behaviour to the class
- Removal from the situation to individually speak to the student

If the behaviour has longer term implications, we may consider:

- Moving the student to a different group/class or day of provision if their presence is having a negative influence on their ability to learn or the learning of others
- Explore the opportunity of doing more community base activities offering more intense support to address barriers to learning
- Meet with student, parents/carers and staff member at Randar to discuss future conduct
- In the event that a student's actions give concerns regarding health and safety of themselves or others, or they are of a serious nature to warrant immediate action, this may lead to the session being suspended for the day. Parents will be contacted and a meeting will be held in order to establish an appropriate way forward before any further sessions are attended

Powers of Members of Staff to use Force

As an organisation Randar provision is committed to creating a calm and safe environment for all that minimises the risks of incidents arising which might require the use of reasonable force. Force will only be used as an absolute last resort. Staff believe in de-escalating incidents as they arise in order to prevent them from reaching crisis point. Staff are skilled in promoting and rewarding positive behaviour, as outlined above, and will use various appropriate techniques in the management of groups.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved in **NOT** using force. Staff may also need to access additional support from the police if the risks cannot be managed safely.

Our aim is that all members of staff work collectively to ensure and maintain the highest possible standards of behaviour. To this end, all new staff receives initial training in the management of behaviours and receives regular updates and courses as part of their continuous professional development.

Whilst it is acknowledged that the work at Randar is primarily to engage with the most complex and challenging of behaviours and that all staff are suitably qualified and focussed on working with all that this entails, provision is made within the organisation for the regular support and supervision of all staff including volunteers. It is expected that employees and volunteers will use these opportunities to discuss and any issues they may have regarding behaviours and the management of behaviours.

Support is available at every stage and in every situation from colleagues and managers who can pass on their experience in dealing with similar situations.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the organisation.

Evaluation

This policy will be reviewed annually. Suggestions will be considered and implemented as necessary.

Criteria for evaluation will include:

- Feedback from young people
- Evaluation of staff feedback
- The impact of the policy on the management of behaviours
- Students' self-discipline and self-esteem
- Attitudes to one another, to organisation staff and to visitors
- Aggressive behaviour or bullying