



Cabot
Learning
Federation



**BRISTOL
METROPOLITAN
ACADEMY**

Learning Ready Policy

Version 1.0 September 2018
Version 1.1 July 2019
Version 1.2 Feb 2021
Version 1.3 Sept 2022
Review Date: September 2023

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Sept 2017		Document updated	Time for review
Sept 2018		Updated onto new template. Behaviour Policy renamed Learning Ready. New policy	Change in behaviour system
July 2019		Review of policy and addition of mobile phone/electrical devices ban	Change in mobile phone/devices in Academy by Tania Garside – Senior Operations Manager
Feb 2021		Legislative compliance checked. Equalities screening carried out. Further explanations ref: <ul style="list-style-type: none"> • Powers to search. • The use of reasonable force (positive handling). • Removal to the Independent Study Room (ISR). • Graduated Response. • Reasonable adjustments. • Taking Account of SEND and the circumstances of other vulnerable students (such as looked after or previously looked after children). Monitoring and review 	Review by Mark Allen (Assistant Principal Behaviour and Ethos)
Sept 2022		No Changes	No Changes

Contents

History of most recent Policy changes 2

Contents..... 3

1 Legislative compliance 4

2 Summary of what the law says 4

3 Equality Screening 5

4 Introductory statement 6

5 Conduct around the Academy site 6

6 Corridors and lesson change overs 7

7 Conduct outside the Academy 7

8 Sanctions 8

9 Detentions 8

10 Community Service..... 8

11 Powers to search 8

12 Confiscation 9

13 Use of Reasonable Force (Positive Handling) 9

14 Removal to the Independent Study Room (ISR) 9

15 Fixed Term Exclusion 10

16 Fixed Term Exclusion Reduction Placement 10

17 Permanent Exclusion 10

18 Restorative Solutions..... 11

19 Recognition, Reward and Celebration 11

20 Graduated Response 12

21 Reasonable Adjustments 12

22 Taking account of SEND and Vulnerable students 12

23 Monitoring and Review 13

24 Appendix – Exemplification of the “Learning Ready” policy 13

"Learning Ready" Policy

1. Legislative Compliance

This policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Behaviour and Discipline in Schools (A guide for Head Teachers and School Staff)
- Use of Reasonable Force – Advice for headteachers, staff and governing bodies 2013 (Reviewed 2015) Behaviour & Safety Policy 2020

2. Summary of what the law says:

The Principal must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of students.

The law applies to students whilst present on the Academy premises, but also at many times when not present at the Academy but still on-roll as a student of the Academy.

3. Equalities Screening

We are committed to anti-discriminatory practice and recognise children and families’ diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to student behaviour at Bristol Met we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Date of screening: 24 th March 2021						
Name of person completing screening: Mark Allen						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
Age		X				
Disability	X		X			
Gender Reassignment		X				
Race or Ethnicity	X		X			
Religion or Belief		X				
Marriage		X				
Pregnancy/ Maternity		X				
Sex	X		X			
Sexual Orientation		X				
Carers / in-care		X				
Should the policy have a Full Equalities Impact Assessment? No If no – please state reasons: The policy aims to support positive behaviour through a graduated response and the ability to make reasonable adjustments to meet needs. Our data suggest that the majority of behaviour concerns are due to boys and so boys have received the greatest amount of support and intervention relative to girls. With regards to disability and in particular mental health, reasonable adjustments are made when and if possible in accordance with the Equalities Act. At any one time and with our multicultural community, it may well be the case that more students from a particular ethnic group are being positively supported within the Graduated Response in comparison to another.						

4. Introductory Statement:

Bristol Met is a happy, harmonious, learning community where staff and students feel safe and secure. School life is characterised by a purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all students, staff and visitors will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour and learning. We will always aim to manage behaviour positively, celebrating success and encouraging our students to strive to be the best they can be. We accept that sometimes young people make mistakes with their behaviour, however, fair and appropriate sanctions will be applied consistently to all students at Bristol Met to allow us to achieve outstanding achievement for all. Learning in partnership with students, parents/carers and outside agencies, we aim to ensure all students feel positive and safe in their learning environment.

Students will be Learning Ready by:

- Attending school in correct uniform; arriving on time and being "Learning Ready"
- Listening to and following instructions promptly
- Working to the best of one's ability
- Completing and presenting work to a high standard
- Being polite and respecting everyone's right to learn in a safe environment

Staff will ensure students can Learn by:

- Dealing with unacceptable behaviour in an emotionally literate way
- Teaching lessons which aim to meet all individual needs
- Promoting and modelling appropriate behaviour at all times
- Building positive relationships with students
- Learning from our mistakes

Parents/Carers will ensure students can Learn by:

- Supporting students with having the correct equipment and uniform
- Supporting students in being at Bristol Met punctually and every day except when seriously ill
- Communicating concerns to staff
- Supporting with any sanctions
- Celebrating success

5. Conduct around the Academy site

Members of the Bristol Met Community should:

- Move around the Academy in a sensible, calm, courteous and appropriate manner. They should not run around the academy site. They should not shout or make other loud noises.
- Be polite and helpful to all occupants and visitors to the academy.
- Respect the rights of others to use all areas of the academy.
- Never drop litter.

- Never bring in or use cigarettes, alcohol, and illegal substances or items. This is strictly forbidden. Dangerous items such as matches, lighters and knives must not be brought onto the school site under any circumstances.
- Never bring in items which are prohibited under current school rules (for example energy drinks)
- Not use mobile phones and electrical devices (including head/earphones). These must not be used, seen or heard at any time whilst on the Academy site (including before school starts, lessons, break, lunch or after school finishes). Failure to conform to this request will lead to their confiscation and only returned to Parents/Carers.
- Not eat or drink (apart from water) in any lessons. At break and lunchtime there are designated areas for drinking and eating.
- Not leave the school site without permission. Students or visitors who need to arrive or leave the school during lesson times must check in and/or out at the main reception.
- Arrive no later than 8.35 am ready to learn. Late students must sign in at reception and a break time detention will be awarded. If students are continually late this will be treated as an attendance issue resulting in a school attendance meeting being conducted with the Educational Welfare Officer. It may, in some situations, also result in the issuing of a penalty notice charge.
- Wear the school uniform correctly at all times. No coats should be worn in the building, coats should be hung up or carried in bags.

6. Corridors and Lesson Changeovers

Staff should:

Challenge every incident of inappropriate or loud behaviour; excessive physical contact; infringement of uniform regulations and students who do not have a pass or note when they should be in lessons.

Constantly reinforce good behaviour by thanking those who are smart and calm.

7. Conduct Outside the Academy

When in public places, students are expected to act as ambassadors for the academy and ensure that, through their conduct, the academy's reputation is enhanced. Any misbehaviour which occurs outside of the academy premises and which is brought to the attention of the academy will be dealt with in the same way as if that poor behaviour had occurred on the academy site.

Students should be particularly mindful of the following...

- Smoking – smoking is not permitted on the way to or from the academy or at any time when identifiable as a Bristol Met community member.
- Local residents - students should be kind and courteous to members of the local community;
- Cycling/walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass safely in the opposite direction. Students should always use cycle paths where available.
- Use of loud and bad language is unacceptable at any time.

8. Sanctions

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the academy's expectations. In such circumstances, students are expected to take responsibility for their actions and make amends, both through their words, and more importantly, through their actions.

9. Detentions

Neither parental / carer consent, nor advance notice is required for detentions. However, we will endeavour to contact parents / carers in advance of the detention where possible.

Class teachers may give detentions with appropriate consideration of any influencing factors. This could be (but not limited to) a disability or agreed adjustments as shared with relevant staff.

Class Teacher Detentions may be given at the following times:

- During morning break
- During lunch time
- After school

Class teachers should not issue 'whole class' detentions, as it will always be the case that some students are blameless and undeserving of a sanction.

10. Community Service

As an alternative to detention, or an addition to, students may be issued with community service tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying. Community Service will typically be given for infringements with littering and for eating outside the designated eating areas

11. Powers to search

In order to ensure that all students are safe and following the school rules it may be necessary to search a student or their property for items that are prohibited or banned under school rules. Two members of staff will be present where a student is searched and consent will always be requested.

When consent is provided, a student can be searched for any item. Should the student refuse to comply with the request to search and we have reason to believe they may be in possession of something banned under school rules, the law allows for a disciplinary sanction.

If it is believed that a student is in possession of anything prohibited or banned under school rules then consent is not needed to search. Of course, consent and cooperation would be preferred and asked for in the first instance. Prohibited items include alcohol, weapons including knives, illegal drugs, tobacco and cigarette papers and by extension vapes (since they are categorised as tobacco items), fireworks, pornographic items, stolen items, any item suspected to be used to cause harm to themselves or others or any item which is believed to be used to commit a crime. Banned items include mobile phones, electronic devices, energy

drinks, laser pens / pointers, fun snaps (a type of fire cracker that explodes when thrown against a surface), water pistols and water bomb balloons.

12. Confiscation

In law, the general power of a member of staff to discipline enables a member of staff to confiscate banned items to maintain an environment conducive to learning; one which safeguards the right of other students to be educated. Staff are also protected by law from liability for damage to, or loss of, any confiscated items. A refusal to cooperate can result in a higher level sanction.

The criteria for confiscation may include:

- a) An item that poses a threat to others, e.g. a laser pen.
- b) An item that poses a threat to good order for learning, e.g. use of a personal music player, mobile phone, headphones.
- c) An item that is against academy uniform rules, e.g. student refuses to take off his/her hat on entry to the academy.
- d) An item that poses a health or safety threat, e.g. students wearing large earrings in PE.
- e) An item which is counter to the ethos of the Academy, e.g. racist or homophobic material.
- f) An item that would be illegal for the student to possess / use eg: alcohol or pornographic material

Where appropriate, items which are confiscated and deemed to be inappropriate to return to students may be disposed of. This would include illegal items but also prohibited items such as energy drinks and partially consumed food.

13. The use of reasonable force (positive handling)

We always try to avoid using physical interventions and regard them as a last resort after all other approaches have been tried or in situations where the safety of the student, other members of the community, or property, are at risk of immediate harm. Where reasonable force is required, the Academy follows the Use of Reasonable Force – Advice for headteachers, staff and governing bodies guidance. The use of reasonable force can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others. Academy staff will always use the minimum force required to and try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student when for example, that member of staff has acted in a way to separate a fight between students. We do not require parent / carer permission to use force with a student and where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

14. Removal to the Independent Study Room (ISR)

When a student does not comply with the academy's Learning Ready expectations they will be placed in the ISR until the end of the next social time. Typically, this would be a maximum of two periods and the following break or lunch time.

In addition, all students must return for thirty minutes after school from 3.00pm to 3.30pm. We will endeavour to send a text to let parents / carers know that their child has been sent to the ISR and that they will be leaving at 3.30pm.

Whilst in the ISR students are required to produce a written reflection and then engage with independent study from the resources provided. Misbehaviour in the ISR will lead to additional time added beyond the two initial periods.

In some circumstances, rather than serve a Fixed Term Exclusion at home a student may spend the duration in the ISR. Parents / carers will be informed if this is the case.

15. Fixed Term Exclusion

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used. Only the Principal can issue a Fixed Term Exclusion. If the Principal is not available then the Vice-Principal can agree a fixed term Exclusion but this will be ratified by the Principal as soon as possible. If a student is excluded, the parents / carers will be informed as soon as practicable, initially by telephone and then by letter. Parents / carers must meet with a member of the Pastoral team and / or SLT before a student can return to class following a Fixed Term Exclusion.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion (note this is not exhaustive):

- Refusal to accept the normal discipline of the academy;
- Abusive language towards a member of staff;
- Physical violence towards another student or member of staff;
- Serious harm to the reputation of the academy through grossly irresponsible behaviour outside the academy;
- Persistent bullying or intimidation of another student;
- Significant involvement by a student with items or substances that should not legally be in his or her possession in the academy.
- Smoking in the academy

Further information about exclusions can be found in the exclusions specific policy on the Academy website.

16. Fixed Term Exclusion Reduction Placement

As an alternative to fixed term exclusion and with parent / carer permission Bristol Met will attempt to arrange a short term placement at another Academy. This would enable the learning of the student to continue with reflection away from Bristol Met. Contact will be made with parents / carers to confirm if this alternative is possible otherwise the student is to stay at home as per the original fixed term exclusion.

17. Permanent Exclusion

In circumstances where a student has proved, over the long term or through an outrageous single act, to be beyond the control of the academy there may be no alternative but to issue a Permanent Exclusion. Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act the academy reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely.

Examples of a single outrageous act which might lead to Permanent Exclusion include but are not limited to:

- Threatening behaviour with, or use of, weapons;
- The distribution of drugs;
- Large scale theft of property from the academy site;
- Acts of violence against a member of the academy community;
- Sexual assault against a member of the academy community.

Further information about exclusions can be found in the exclusions specific policy on the Academy website.

18. Restorative Solutions

Bristol Met is committed to ensuring not only that students take responsibility for their actions, but also they learn from their mistakes. It is important for students to understand why their misbehaviour may have arisen and what they can do to prevent this from happening again in the future. It is important for students to understand why sanctions are imposed, and why the academy considers these to be appropriate in their severity.

These aims are often best achieved through a restorative conversation between the student and teacher involved in a particular incident. Teachers are expected to go to the ISR to have a "Repair and Build" conversation on the same day as the student was removed to the ISR. In the majority of cases, this will happen during the mandatory 3.00pm to 3.30pm simply because of the teaching commitments during the day.

Leadership team members will be available to facilitate these conversations if required. The outcomes of the meeting should be that:

- Both student and teacher can have their say in a non-confrontational manner;
- The student understands why their behaviour was wrong and the impact that the behaviour had on others;
- The student and teacher understand why the misbehaviour may have arisen and what measures could be taken to reduce the likelihood of similar misbehaviour in the future;
- A harmonious relationship is restored between both student and teacher.

19. Recognition, Reward and Celebration

The academy recognises that praise and reward are always the most powerful of motivational tools. As such, all staff should actively seek opportunities to praise and reward

students on a daily basis. Rewards can be earned for attendance, behaviour and achievement. Rewards have included Golden Tickets that enable students to take part in a prize draw; cinema experiences and trips to a theme park for example.

Each term student achievement is celebrated in a dedicated assembly. The House with the most House points wins the termly House Competition.

The academy also recognises the importance of creating opportunities for students to earn positions of responsibility. A number of leadership opportunities are available to students (e.g Head boy/girl, House Captains etc)

20. Graduated Response

Student behaviour is monitored closely and our aim is to support as early as possible where behaviours are worsening and get students back on track. There could be a variety of reasons which would need exploring and then appropriate support put in place. Parents / carers are informed when their child is supported within the Graduated Response and updated with each review.

A termly Plan, Do, Review Cycle underpins our Graduated Response of support for student behaviour. A single or combination of approaches may include (but not limited to) for example:

- House Report Card
- Mentoring and intervention groups within the Student Support Base
- School Councillor
- Dyslexia or Reading tests; EP referrals; SEN adjustments
- External agencies such as CAMHS
- Revolving door provision such as our own Engage

In rare cases and when reasonable support has been exhausted at Met, a student would benefit from a fresh start. Depending upon the needs of the student this could be in the form of a negotiated transfer to another mainstream school or a more specialised Alternative Learning Provider.

21. Reasonable adjustments

Bristol Met is an inclusive academy that strives for the best outcomes of all its students regardless of circumstance. We recognise that a one size fits all approach to managing behaviour is not appropriate and through our Graduated Response we can implement reasonable adjustments whilst having High Standards and High Expectations. We also have a duty in accordance with the Equality Act 2010 to make reasonable adjustments to support disability in order to not disadvantage.

The Equality Act 2010 does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. The Act states that it will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its

effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route.

22. Taking Account of SEND and the circumstances of other vulnerable students (such as looked after or previously looked after children)

The Academy will always take into account SEND and the circumstances of other vulnerable students in implementing any aspect of the Behaviour Policy and are committed to working in partnership with parents/carers, the Local Authority and other services where it is recognised that a child's behaviour places them at risk of exclusion and whereby alternative provision may be required. In the case of students with a statement of SEND or Education Health-Care Plans (EHCP), the Academy will always consider requesting an early annual review or interim/emergency review.

23. Monitoring and review

The Academy will evaluate the impact of this policy by receiving data from the relevant staff analysed by year group, gender, SEND and ethnicity. Data is provided to the Academy Council regarding behaviour and exclusions. Prior to any review of the policy, any feedback received about the policy will be considered.

24. Appendix – Exemplification of the "Learning Ready" policy

Students' behaviour must enable both themselves and others to fully participate in lessons and make progress. Good behaviour can be encouraged and promoted through effective teaching that has at its heart reflective, well planned lessons that encourage a positive classroom climate. There is a clear set of Learning Ready behaviour expectations that must be followed by all students in every lesson. Class teachers apply a consistent approach to classroom behaviour management which provides students with the opportunity to self-correct their conduct.

If a student does not meet behaviour expectations, they will be given a 'Verbal Warning', this will be displayed on the board. If a student does not meet behaviour expectations a second time they will be sent to the Independent Study Room (ISR).

Guidelines for giving warnings in lessons

It is essential that warnings are given in a consistent way across the school, by all teachers, including cover and guest teachers, using a simple 2-step process. Staff should always use language to de-escalate situations: '**Language to engage not to enrage**'. It is also important that all staff use a common language when giving warnings. For example:

"John, I'm giving you a verbal warning because you are talking. You need to be Learning Ready for the rest of the lesson".

"John, you are talking over me; that's a verbal warning".


"John, you are having an off-task conversation; that's a verbal warning".

"John, you need to go to the ISR. You have had a verbal warning and now you are talking over me. Please make your way to the ISR. You have 5 minutes to get there."

Making expectations clear

At the start of lessons, it is normal that students may walk in to a lesson and still be finishing a conversation that they started on their way. It is essential, therefore, that all students know that the adult taking the lesson is ready to start and that the students must therefore be Learning Ready. To make this crystal clear for students, staff should indicate this starting point by saying: “I’m expecting you now to be ‘Learning Ready’ in 3..., 2..., and 1 Thank you”.

*Please note that staff are able to use a longer version to embed routine if they wish - 3: finishing your conversations, 2: putting all equipment down, 1: eyes on the board/me/name of pupil/your books And.... thank you.



LEARNING READY











- ✓ Arrive on time and be ‘Learning Ready’
- ✓ Listen to and follow instructions promptly
- ✓ Work to the best of my ability
- ✓ Complete and present my work to a high standard
- ✓ Be polite and respect everyone’s right to learn in a safe environment

5 Outstanding Learner

4 Learner

3 Requires Improvement

1 Not Learning ready

	<p>Eye contact: Active listening:</p> <p>Positive body language:</p>	<p>With the teacher Be ready to give constructive feedback and ask questions Sitting still; facing forward; no fidgeting; empty hands</p>	
	<p>Quiet voice: Focussed talk:</p> <p>Equal participants:</p> <p>Be ready to stop:</p>	<p>Just loud enough Talking only about what you have been asked to discuss Respect one another’s opinions and share the workload equally Awareness of possible 3-2-1</p>	
	<p>Quiet voice: Focussed talk:</p> <p>Respectful listening:</p> <p>Equal participants:</p> <p>Sensible movement:</p> <p>Be ready to stop:</p>	<p>Talking only within your group Talking only about what you have been asked to discuss Listen to and respect others opinions; wait your turn to give your contribution Everyone is involved Around the room if required without distracting others Awareness of possible 3-2-1</p>	
	<p>Quiet focussed environment: Working on your own: Perseverance: Hands up: Sensible movement:</p>	<p>Minimal interaction Reflects your own effort and ideas Use the resources provided For help from the teacher Around the room if required without distracting others</p>	
	<p>Work in complete silence: Facing forward: Avoid distracting others: Hands up: Stay in your seat: Check your work:</p>	<p>No comments or conversation Eyes on your work By what you do or what you say If you need help Hands up to ask the teacher Is it the best you could do? Have you checked Spelling, Punctuation and Grammar?</p>	

3-2-1 Learning Ready Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen. All staff must use them. As soon as staff get to '1', warnings must be given to any student still talking.

Forewarnings

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 3 seconds. In these cases, staff should forewarn students that they need to be ready for that. For example: "(Over student discussion) 30 seconds left... 20.... 10... prepare to be Learning Ready.....3-2-1 Learning Ready.

What could cause a warning?

Students will receive one warning for:

- Late after the second bell without a note
- Disrupting learning / not meeting expectations
 - Calling out in an unhelpful way (hands up and wait...)
 - Off task conversations
 - Not working within the "code of the mode" eg: Learning Pairs
 - Eating
- Insufficient work or effort
- Refusing to follow instructions
 - Not carrying out a reasonable request in a reasonable time is a refusal
- Not polite or lacks respect for others right to learn in a safe environment
 - Comments about others
 - Misuse of equipment
 - Talking over the teacher

Collective reminders

Sometimes, an adult needs to draw attention to the "Learning Ready" expectations, without giving a warning to a particular student. In such situations, a collective reminder to the whole class would be more appropriate. For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say,

"Class I don't think I was clear enough about my expectations. Let me be clear that off-task conversations are for social times. Now that clear I will issue a warning for those still engaging in off task conversations".

No 'machine-gunning'

Once you have given a verbal warning, you should not give a referral within 30 seconds of the first. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to refer them to the ISR. For example:

"It wasn't me, it was him, It's not fair..."

"Sam, I will discuss this with you at the end of the lesson. If you continue to argue, I will have no choice but to refer you to the ISR".

Calling out (an answer)

If a student calls out (and is genuinely engaging with learning) they should NOT be given a warning. However, if the same student repeatedly calls out in a way that is unhelpful for learning, you should say to them:

"I know you're only trying to answer the question, but you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a verbal warning".

"I'm just telling you now, if you call out again, I will give you a verbal warning".