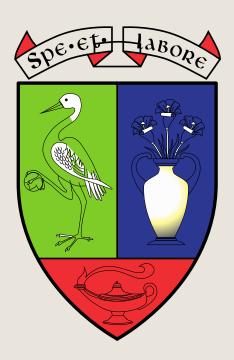
# Harris Academy Standard

# RELATIONSHIPS FOR LEARNING



Operational Guidance -for parents and carers

Updated August 2025

Aims	Harris Academy Relationships for Learning	Values
At Harris Academy we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all.	ZE CONTRIBUTORS CONFIDENT IN	<ul> <li>RESPECT</li> <li>EQUALITY</li> <li>ENJOYMENT</li> <li>ACHIEVEMENT</li> </ul>
What matters to us is	We will	Because we want to
<ul><li>Our Relationships</li><li>Our Rights</li><li>Our Behaviour</li></ul>	<ul> <li>Respect ourselves</li> <li>Respect each other</li> <li>Respect our possessions.</li> <li>Respect our environment</li> </ul>	<ul> <li>Feel healthy, happy, and able to learn.</li> <li>Feel cared for, safe and respected.</li> <li>Be responsible &amp; show gratitude.</li> <li>Create a place where we can learn</li> </ul>
We know we might not get i	t right all the However, v	when this happens together, we have agreed to:
<ul> <li>We might say or do something</li> <li>We might cause damage.</li> <li>We might be disrespectful.</li> <li>We might be unsafe.</li> <li>We might disrupt learning.</li> </ul>	<ul> <li>to learning</li> <li>Take responsactions and</li> <li>Accept that else to do</li> <li>Accept that (beyond a these will at the content of the conten</li></ul>	epairing relationships and returning as soon as possible. Insibility for ourselves, for our d for making things right. It we may need help from someone this (peer, staff member or parent). It there may be consequences restorative conversation), however always be specific to the situation dividual needs of everyone involved.

This policy applies to everyone in our learning community

# As staff, we create the culture and learning climate by:

#### **Classroom Expectations**

Young people know what is expected and why.

- 1. In classes we **teach behaviours** expected in our classes so that we create conditions for a safe and purposeful learning environment, this takes precedence over subject teaching. We own our areas; we are clear and consistent about all aspects of what is expected.
- 2. All classes are aware of the expectations of behaviour in relation to the school rules and boundaries. Expectations of behaviour are **named**, **demonstrated**, **taught**, **and reinforced**. Teachers have a visual display of the 3 R's and revisit them regularly, listening to young people to ensure ownership.
- 3. The language used by staff is **welcoming, firm, and calm** and clearly communicates to young people that they are valued and important and will be supported to achieve and feel safe and happy within the class.
- 4. Consequences are explicit and the stepped approach is tailored appropriately to the situation. It is applied consistently and fairly but not necessarily equally.

#### **Relentless Routines**

These are the foundation of our orderly school in classrooms and in corridors

#### 1. Meet and Greet

- We welcome all young people into our classrooms personally with a smile and a warm welcome, setting a comfortable but professional tone.
- We have a presence at classroom doors every lesson to welcome the young people.

#### 2. First attention to best conduct

 We are explicit in praising specific behaviours and rules we expect, this may be particular classes and individuals.

#### 3. End and send

- We ensure an orderly manner for packing up and pupils leaving the classroom/working area.
- We have conversations with young people on the way out of the lesson.

# Pupil Classroom Expectations Poster The 3 R's

# Ready

- Arrive on time with all appropriate equipment.
- Remove outdoor clothing and bags.
- Ensure mobile phones and air pods/earphones are switched off and away.
- Have a positive attitude towards learning.

# Respectful

- Use a calm voice and kind words.
- Listen carefully and follow instructions.
- Always work and behave to the best of your ability.
- Treat our environment and equipment with care.

# Responsible

- Act in a way which allows others to feel safe and comfortable.
- Stay within your own space and respect the workspace and equipment of others.
- Drink only water during learning, no food, or other drinks in class.

A more detailed version is available <a href="here">here</a> for pupil/classroom discussions if required.

# **Corridor Expectations**

	Corridor Routines
Ready (to learn)	<ul> <li>Go directly to your destination.</li> <li>Be on time and ready to learn.</li> <li>Enter classroom quietly and calmly.</li> </ul>
Respectful	<ul> <li>Maintain a low voice level.</li> <li>Follow instructions first time.</li> <li>Maintain personal space.</li> <li>Always display the Harris Values.</li> </ul>
Responsible	<ul> <li>Move safely, calmly, and quietly to your destination.</li> <li>Keep your hands, feet, and objects to self.</li> <li>Put your litter in the bins provided.</li> </ul>

#### The Harris Approach

Harris Academy embraces the pivotal approach to promote positive relationships and behaviour. This approach aims to equip staff, at every level, with the tools to enable them to effectively manage behaviour. Pivotal centres around positive cultures, behaviour and beliefs with clear expectations, consistency from adults and positive relationships between adults and young people.

There are 5 key principles which underpin the Harris Approach. These are known as the '5 Pillars of behaviour management' and consist of,

- Consistent, calm staff behaviour
- Relentless routines
- Give first attention to best conduct.
- Consistent language
- Personal, restorative follow up.

The 5 pillars have been incorporated into our Harris Standard stepped approach to behaviour management and the **READY, RESPECTFUL, RESPONSIBLE** expectations.

#### **School Responsibilities**

In line with the pivotal approach there are three responsibilities that everyone in the Harris Academy community will aim demonstrate, whether in the classroom, corridors, or the school grounds. These responsibilities/expectations are displayed in all classrooms and locations around the school.

Our expectations are READY, RESPECTFUL, RESPONSIBLE

It is expected that these are the foundation for all our conversations with young people around behaviour.

# What changes are required for poor behaviour

The use of praise and promotion of positive behaviour choices is central to good behaviour, but it is recognised that the consequences must be implemented for pupils to be able to reflect and learn from poor choices. Staff will always deliver interventions calmly and with care.

The use of consequences will be characterised by two features:

- 1. It must be clear why the intervention is being applied.
- 2. It must be made clear what changes in behaviour are required to avoid future interventions.

# **Classroom responsibilities**

In line with the pivotal approach to behaviour management, staff will follow a stepped approach with transgression of the classroom responsibilities as detailed below.

# The Harris Academy Standard A Stepped Approach

Steps	Actions	
Step 1- Redirection	A gentle encouragement, a 'steer' in the right direction. Positive Language is used.	
Step 2 – Reminder	A reminder of the expectations, <b>Ready</b> , <b>Respectful</b> , <b>Responsible</b> delivered privately where possible.  • Repeat reminders are given if appropriate.  • Deescalate where possible to avoid step 3.	
Step 3 – Final reminder	A clear verbal caution is delivered privately where possible making the young person aware of their behaviour. Offer a positive choice to change this behaviour, clearly outlining the consequences if they continue.	
Step 4- Time Out	Give the young person a chance to reflect away from others. Speak to them privately and give them a final opportunity to engage. Offer a positive choice to do so. Mini restorative could be appropriate here (See Appendix 1).	
Step 5 – Intervention	This could take several forms but crucially this should be explained to the young person at the last chance step. In class interventions might include:  • Move seat within the classroom.  • Use good neighbour (in conjunction with PT)  • Self-reflection tasks (See Appendix 2). If used, they are returned to the classroom teacher and used to discuss pupil's behaviour or facilitate a restorative. If not completed to the desired standard, refer to PT Subject.	
	<b>Classroom teacher issues </b> standardised group call (text home). Pupils must be told when they receive a demerit, again done privately.	
	Referral sent to Principal Teacher Subject (information only), informing them that a group call will be issued for behaviour concerns.	
	<u>Prepared list</u> of pupils who cannot receive messages home available by House Team and updated when required.	
Restorative	This step should be led by the classroom teacher, with the aim of the young person to return to the classroom for learning.	
(See Appendix 1 for some short examples)	After step 5 has been completed, the young person and the teacher should have an opportunity to discuss what has happened and what needs to be changed to improve learning going forward. This should allow for a fresh start for both the young person and the teacher.	
	This can take place in a variety of ways, depending on the situation, including at the end or the start of a lesson or during a staff members non-contact period, (this would be in consultation with the young person's class teacher).	
	If the young person does not attend or the reconciliation is unsuccessful the teacher should ask their Principal Teacher Subject to support the reparation process.	
Department Input	<ul> <li>Where the 5-step intervention has been followed and has not had the desired impact, appropriate departmental strategies may need to be implemented by the Principal Teacher of that department. Examples of these strategies include –</li> <li>Speaking with the pupil to reinforce expectations.</li> <li>Arranging for the pupil to work with a good neighbour or alternative space for the next lesson.</li> <li>Arranging a restorative conversation with the young person and the class teacher</li> <li>Making a phone call home to the parents</li> </ul>	

House Team Input	Where a Time Out or departmental intervention has been used by a department more than once and the desired impact has not yet been achieved, a referral, via SEEMIS will be made to the relevant guidance teacher from PT subject detailing the concerns and the actions taken to date. The Guidance teacher, in consultation with the House Head, will support the department to achieve the desired change with that young person's behaviour.  Examples of interventions that may be implemented by the House Team include:  Parent/carer contact – calling home or meeting.  Daily monitoring behaviour card  Learning hub referral  SLT detention  *The emphasis is always on returning the young person to learning.
Serious Misconduct	Where there is an incident of serious misconduct, period support with attend. Appropriate action will be taken when the required member of the House Team is available to do so (this may not be that period). Feedback will be issued to the member of staff who reported the incident by the House Team and information will be recorded in Pastoral Notes on SEEMIS.
	<ul> <li>Example of serious misconduct</li> <li>Violence</li> <li>Verbal abuse</li> <li>Discriminatory language or behaviour</li> <li>Referral process</li> <li>After the initial incident call, classroom teacher always sends SEEMIS referral to PT subject, unless incident occurs out of the department i.e., playground. This would be a referral to PTG.</li> <li>Principal Teacher Subject then sends on to PTG. PTG decides if it should then be passed to DHT.</li> <li>If incident occurs in a cover class, the covering classroom teacher sends referral to the subject PT of the department they are covering.</li> </ul>
Fresh Start	It is vital that after any intervention, young people are given the opportunity of a fresh start for the next lesson. The fresh start will involve a positive interaction with the staff member before learning recommences.
Corridors/School Grounds	<ul> <li>When a young person does not follow the ready, respect and responsible expectations of the school during social times or between classes:</li> <li>Minor incident-Staff member to redirect pupil (Step 1) or Step 2/3</li> <li>Serious incident-Class Teacher refers directly to PTG but make PTS aware. If Principal Teacher Subject, they refer directly to PTG.</li> <li>Staff are to be visible at classroom doors during the changeover of periods and Principal Teacher to have a presence in department.</li> </ul>
	De-merit group call system could be used here if appropriate for the poor behaviour. Pupil must be made aware of this.
Demerit	Demerits should be logged by the classroom teacher on SEEMIS from <b>step 3 onwards</b> as soon as possible after the lesson.
	Demerit recording is helpful for house team discussions and monitoring pupil behaviour. Demerits are key to timeous and useful feedback for parents.
Feedback	When class teacher refers to the Principal Teacher Subject, feedback must be given to the class teacher timeously.  When Principal Teacher Subject refers to the House Team, feedback must be given back to the Principal Teacher Subject.  When a staff member refers to the House Team for a corridor/school ground incident, feedback must be given to the class teacher timeously.

# **Positive Recognition**

As part of the RFL policy, we actively encourage positive recognition as much as consequences and will have a formal process for recording and celebrating positive behaviour.

This is still being devised by the sub-group of the RFL group and will be out for staff consultation in October.

#### **Mobile Phone Policy**

Mobile devices are a key part of everyday life, and for most young people and adults these devices are a vital form of communication; however, we need clear guidelines related to their use in school.

#### Positive aspects of their use

- Can be used in the classroom to enhance learning.
- Use of educational applications.
- Use of electronic diaries and calendars.
- Access to school social media.
- Social use during break and lunchtime.

#### Negative aspects of their use

- They can be used to cyber bully and create conflict between pupils.
- Their misuse in class can undermine classroom discipline distracting the teacher and class from learning and teaching.
- The misuse of mobile devices with cameras could lead to child protection and data protection issues.
- They are valuable items which could be lost or stolen during the school day.
- Health and safety issues arise from their use when pupils move between periods.

#### The following directions for their use must be followed:

- All young people and staff are expected to adhere to the 'Pack it or Park It' Mobile Phone Policy see next page.
- Mobile devices and earphones should not be out while moving between lessons.
- The photographing, videoing, or recording of a member of staff, other pupil or other person, without their permission, is strictly prohibited. It is unacceptable to distribute the image or recording to any other person by any means such as mobile device, email, and social networking site.
- Refusal to follow the 'Pack It of Park It' policy will be dealt with as with any other incident where a pupil refuses to follow a staff instruction and consequences will apply.
- Bullying by mobile device or social networking sites which impacts on other pupils in school will be dealt with in accordance with the school's Anti-Bullying policy.
- Phones and earphones can be used during break and lunchtime.



# PACK IT OR PARK IT!

#### YOU WILL BE REMINDED TO PACK YOUR PHONE AWAY INTO YOUR BAG AT THE START OF THE LESSON

You will get one reminder from your teacher to pack it away into your bag

IF YOUR PHONE IS OUT IN CLASS YOU WILL NEED TO PARK IT ON THE TEACHERS DESK

You will get your phone back at the end of the lesson. No teacher will keep your phone after the bell

- At the start of each lesson, all young people are expected to either:
   Pack their device in their bag; OR
   Park their device on the teacher's desk in a designated box/bag
- Stage 1 IF a young person is seen using their device, or has their device out in class, they will be given one reminder to 'Pack it or Park it'
- Stage 2 If a young person is seen using their device, or has their device out in class again, they will be instructed to 'Park it' on the teacher's desk. A mobile phone demerit should also be issued.
- The phone will be returned to the young person at the end of the period

#### **Toilet Policy**

Any young person who is allowed out of class to go to the toilet must adhere to the following guidelines.

- The young person will place their mobile phone on the teacher's desk.
- The teacher will issue a floor level coloured toilet pass with the time and date noted.
- The young person must use a toilet on the floor correlating colour of the pass.
- The young person must return to class as soon as they can.
- On their return, the young person puts the pass in the bin and collects their phone.

If a pupil is found out of class with a coloured pass that does not match that floor, they use step 1 of the stepped approach-redirection. This can then progress to step 2, 3 etc if the pupil does not follow the instruction. This pupil will be referred to their Principal Teacher Guidance if the staff member feels they are abusing their pass.

#### **Pupil out of Class**

Any young person who is allowed out of class to attend a meeting, go to the office etc must be issued with an 'out of class pass' by the class teacher or the teacher who has arranged the meeting with the date and time clearly marked.

On the return to class the young person must put the pass in the bin.

#### All staff responsibility

- Staff challenge any young person who is out of class and ask to see their pass.
- If the young person does not have a pass, ask where they should be and escort them back to class.
- If a staff member has a concern about a young person not being in class, they should report this to PT Subject using the referral system on SEEMIS. This could just be for information, but it is important to keep a record of this.

#### Appendix 1

#### **Restorative Approaches** – when relationships need repaired.



# Move on

Staff move on from challenging situations after they have occurred by behaving in a calm and fair manner with the pupil.

Take a step back

Staff take a step back from a situation when they are aware that they may be responding in an overly emotional or inappropriate manner. They another member of staff to step in or try to diffuse the situation themselves by moving on from situation.

#### **Mini Restorative Conversations**

Classroom Teacher- **quick** conversation (in private if possible). Quick repair and move on with language that supports co-regulation and keeping communication to a minimum.

For example ...

- How can I help?
- What went wrong?
- How can we fix it?
- I've noticed that you...
- It was rule... that you broke.
- You have chosen to...
- I need you to...
- I remember you were... last week.
- That is what I need to see.
- I will give you some time to get yourself together.
- Thank you for listening.

- ✓ De-escalate, wait until young person is calm.
- ✓ Use humour or distraction,
- ✓ Avoid asking 'Why?'
- ✓ Avoid asking questions.
- ✓ Avoid asking young person to look you in the eye.
- ✓ Talk side on to young person.
- ✓ Be aware of your and young person's body language and young person's personal space.

#### **Formal Restorative Meeting**

Requested by Class Teacher/PT/SLT – led by PT or DHT if it is for PT.

When **several** mini conversations have not had an effect or relationships have broken down.

- Opportunities are given for restorative meetings in a timely manner after an incident so that all involved have an opportunity to voice their feelings and thoughts.
- The individual characteristics of pupils needs to be considered, and it may be that they are unable to fully participate in a restorative conversation or meeting fully, at that moment, or at all.
- It is not always best to have the Restorative Facilitator role fulfilled in a hierarchical set up as this can take away from the restorative approach intended.
- What happened?
- What were you thinking/feeling at the time?
- Who has been affected by this?
- How have they been affected?
- How do they feel?
- How do you feel?
- What do you need to do to make things right?
- What will you do differently in the future?

# Appendix 2 Self-Reflection- Task Sheet 1

Name:	_ Class:	3	Subject:	Date:
		A A		
At Harris Academy there are	rules and	expectat	ions which	all young people must follow.

# Tick any rules which you have not followed.

Ready:	Tick here
Arrive at class prepared to learn.	
Come in and get settled quickly.	
Outdoor layers off	
Phones and other distractions put away	
Materials for class out and ready	
Respectful:	
Treat others respectfully	
Listen to others	
Be kind and polite	
Help create a positive learning environment for everyone in the class	
Responsible:	
Make an effort	
Complete classwork tasks to the best of your ability	
Allow others to focus on their learning	
Take responsibility for your behaviour	

RESPECT EQUALITY ENJOYMENT ACHIEVEMENT

# **Self-Reflection-Task Sheet 2**

What happened?
A cts In A
speret labore
What were you thinking at the time?
How do you feel about wh <mark>at's ha</mark> ppened?
Who else has been affected by what you have done and in what way?
TAA O
What do you need to do to repair the harm done?
what do you need to do to repair the harm done:

RESPECT EQUALITY ENJOYMENT ACHIEVEMENT