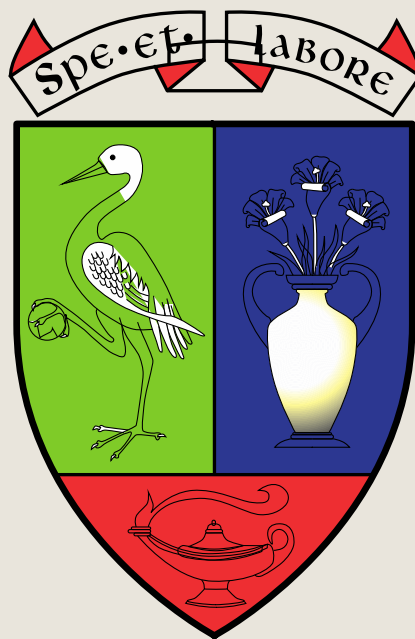


Harris Academy Standard

RELATIONSHIPS FOR LEARNING POLICY



2023

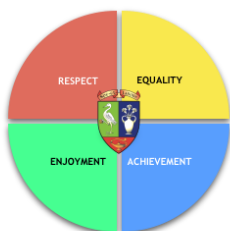
Harris Academy

Relationships for Learning Policy

Introduction

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.

The Relationships for Learning Policy was developed by staff, pupils and parents and underpins our school values of *Respect, Equality, Enjoyment and Achievement*.



The purpose of the policy is to create a calm, ethos where everyone feels they are included, they belong and are cared for. We work in partnership to remove barriers, creating an engaging and empowering climate for learning. We want our young people to become responsible and successful citizens who fulfil and surpass their potential.

As a school community, Harris Academy felt the need for a refreshed Relationships for Learning (RFL) policy to support our improvement plan, particularly following on from Build Back Better due to the school context since 2020. Relationships For Learning links directly to each of our [school improvement priorities](#) (Add 2023/4 version) and ensures that we are considering the National context, namely [The Promise](#) and [UN Convention on the Rights of the Child](#).

Positive relationships in our learning community are central to the well-being of learners and staff, and underpin an effective learning environment. There is a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education. This policy should not be used in isolation, it links directly to the Harris Academy Standard for Learning and Teaching, specifically relating to planning learning and creating a positive learning climate. This guidance has been developed to promote consistent application of our Relationships and Behaviour Policy and our relationship-based practice.

As a Rights Respecting School, we believe positive relationships and behaviour to be integral to achieving a happy, healthy and safe learning community. We aim to place the young person at the centre of all decisions that affect their learning so that each individual within our community can be appropriately supported to be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, and Included.

This guidance document provides the ‘why’ to our relationships policy and is to be utilised by all staff in conjunction with the [operational guidance](#).

Aims and Principles

Aim of the Relationships for Learning Policy

- **We learn and work in a positive, supportive and calm learning environment.**
- Everyone has the opportunity to learn and achieve to be the best they can be.
- We will consistently use all techniques to prevent rather than react. Connect before correct principle.
- We will have a sequential hierarchy of responses to poor behaviour.
- All young people are in all classes all of the time.

When delivered consistently, this policy aims to:

- Reduce disruption to learning and teaching.
- Utilise a solution-focused approach to behaviour choices as part of a universal support package.
- Deliver more consistent and effective responses by all staff to poor behavioural choices.
- Build positive relationships with all young people.

How we will succeed

- ✓ We are consistent as a team of staff and have agreed visible routines.
- ✓ We have high expectations of all young people based on school values and rules.
- ✓ We create a warm and welcoming environment that predicts success.
- ✓ We have an approach centred on building and maintaining positive relationships.
- ✓ We are a Nurturing School where we believe that all behaviour is communication, and the environment provides a safe space.
- ✓ We use consequences that are understood, consistent, clear, and proportionate.
- ✓ We have a shared understanding of respect by using **respectful and appropriate language and behaving in a way that allows us all to learn.**
- ✓ We understand the profiles, needs and barriers to learning of individual young people.
- ✓ We maintain a high ratio of positive to corrective feedback.
- ✓ We share strategies and appropriate and relevant information about young people to allow staff to build relationships with young people.
- ✓ We provide a relevant and progressive curriculum to meet the needs of our learners.
- ✓ We meet the needs of all learners by differentiating work appropriately.
- ✓ We use restorative approaches appropriately and consistently.
- ✓ We consistently celebrate achievement by regularly using RFL positive strategies.
- ✓ We support young people by consistently using demerits/letters and phone calls home.

This policy has direct links to

Attendance	Learning & Teaching	Making Rights Real	Inclusion & ASN
Equality & Diversity	Health & Wellbeing	Parents as Partners	The Harris Pledge

Raising Attainment and Achievement

We make our policy work by	
Being rights respecting	In a Rights Respecting School we all know that everyone has rights, we know what are rights, and we know we have a responsibility to respect others' rights in all relationships in the community.
Being nurturing	Utilising the principles of nurture in our school environment and when making decisions about young people (See Appendix 1).
Being restorative	Being restorative is about being responsible for our actions. It is not permissive but is about learning how to behave in a way that is helpful not harmful and how to avoid conflict in the future. Key to restorative practice is repairing relationships after they have been damaged (See Appendix 2).
Being trauma sensitive	A trauma informed school is one that is able to support young people who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Click here for DCC staff training information.
Promoting wellbeing	When we are well, we feel: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, and Included.

The Harris Approach Rationale

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 Pivotal Approach. (See Appendix 3). 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.

Relational approaches are often mis-perceived as the 'soft' option that allows disrespectful or irresponsible behaviour to go unchecked. If implemented properly however they involve equal measures of challenge and support and create boundaries based on shared expectations or values which are proactive, preventative and positive.

Relational approaches build social capital. In other words they help to build environments that reflects knowledge and understanding of what it takes to be cooperative and behave in ways that provides emotional and physical safety for everyone. 'By doing so, a climate or environment for teaching and learning can be created, maintained and repaired when needed' (Thorsborne and Blood1, 2013: 31).

Relational approaches create emotionally safe environments (Nurture Principle 2), encourage cooperation, and discourage behaviour that hurts others. Adopting relational approaches at a whole school level takes time - time for staff to develop a shared understanding of the underpinning principles, time to learn, practice and refine the skills and strategies to support the approach, time to become confident and consistent in their use. They are not a quick fix. Learners and parents also need time to become familiar with and trust the relational approaches being used.

Boundaries are necessary to support emotional and physical safety. They provide points of reference for respectful interaction and are an expression of what is important to us and what we expect of ourselves and each other. Unlike rules which are directly linked to negative consequences if they are broken, boundaries can be explicitly linked to positive consequences that are a result of everyone in the learning community respecting them. Children's rights should be at the heart of agreeing boundaries, routines and shared expectations about how people treat one another. In line with Article 12 children and young people should be full partners in agreeing what the shared expectations and boundaries are.

A Whole School and Systems Approach to Positive Relationships

In line with the pivotal approach there are three responsibilities that everyone in the Harris Academy community will aim to 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.

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.

Planned Approaches to promote learner engagement and positive behaviour

These approaches should be part of regular planning, preparation, and practice. Managing the learning environment is the most effective and non-intrusive universal way to promote engagement in learning and positive behaviour. Use of CIRCLE or a similar framework for assessing the needs of a whole class will help to plan effective universal support.

Approaches include:

- Expectations are co-created with learners, they are visible, and are regularly referred to
- Classrooms routines are clear and well established
- Learning is well planned as part of a series of connected lessons
- Learning Intentions/Success Criteria are ready to be displayed, revisited, and used to summarise learning
- Lessons are effectively differentiated
- A range of activities and resources are used to engage learners with different learning preferences (audio/visual/kinetic)
- Resources are organised and accessible to learners
- Seating arrangements and plans are organised to ensure the most effective learning environment possible depending on the needs of the learners and the learning activities
- All transitions of activity, people/grouping, and/or seating/location are supported. For example, entrance and exit from class are consistent and calm - learners are welcomed at the door and calmly sent off to their next class/home with a friendly farewell

Classroom strategies to promote learner engagement and positive behaviour

These strategies are not intended to be sequential as what works most effectively will be determined by the needs of different classes and learners. However some strategies come with a higher degree of risk of non-compliance than others. For example, moving seats is a higher risk strategy than trying to distract a learner away from an inappropriate behaviour such as talking. How high the risk of using a particular strategy will be determined by how well you know the learner and their individual needs. The composition and needs of the class may also influence the strategies used.

- Connect before you correct - quietly asking the pupil if everything is ok
- Use proximity (move closer) - this can act as reassurance for the learner (you've 'noticed' them) and also act as a prompt back to task
- Use non-verbal communication effectively (a smile, eye contact, visual prompts towards the clock or towards their work/the board ..) -
- Distraction and re-direction (away from 'behaviour' and towards the 'learning task')
- Appropriate use of humour - when used well it can disarm and de-escalate
- Verbal prompt - 'what should you be doing'
- Provide hurdle help with a task if necessary with the learning task to get them back on track
- Quiet private warning
- Time and space - it may be necessary to give the learner time to regulate their emotions. This may also mean you need to physically move away from them as well or allow them to move to a quieter location in the class for a period of time.

- Create an opportunity to speak to the learner, listen to them, and potentially remind them of class expectations (if possible give them time to respond/change their behaviour)
- Remind the learner of the positive consequences of maintaining class expectations
- Remind the learner of times/activities that they've done well
- Calmly remind learners that harmful behaviour will not be ignored as this is not fair to the learner or to others
- Calmly moving the learner to another seat
- Have a restorative conversation (if possible at the time or later) with the learner(s)
- Always respect a learners dignity (this may be difficult if they are being disrespectful however remember we must always model the behaviour we want to see). For example, lateness is addressed privately in a way that minimises disruption (no public questioning or shaming).
 - ❖ Always use caution when talking about negative consequences to ensure these are not received as threats
 - ❖ Never leave a learner unsupervised if they are distressed

Formal Interventions to recognise positive and address negative behaviour

Recognition of Effort, Innovation, and Positive Behaviour

TBC with sub-group

Reporting concerns and consequences

Concerns may include lack of engagement in learning, wellbeing issues, behaviour that does not meet class expectations, and failing to follow instructions. Concerns should be recorded in order to prompt and inform future support for learners. At times it may be necessary to inform parents/carers of our concerns and work with them to coordinate support for their child.

Monitoring of Concerns and Consequences

Regular monitoring of reported concerns and consequences will allow for early intervention and support. Interventions may be planned at multiple levels concurrently to provide a learner with wrap-around support. Use of the least intrusive universal supports will be used all of the time with targeted supports used as required and for as long as required. For example, universal supports may be planned in advance with class teachers such as visual timetables and written task instruction cards for learners with attention difficulties and poor working memory which regularly leads to off task and disruptive behaviour. Alongside this a learner may be asked to attend regular check-ins with their House Team to closely monitor their progress and address any on-going issues quickly before they escalate.

Consequences – sequential application of a hierarchy of responses

At Harris Academy, consequences should be relevant to and appropriate for the learner, their behaviour and those impacted. The aim is to repair harm, restore relationships and develop the tools in our young people to make better choices. The language of our responsibilities and values should be utilised to emphasise our expectations.

Although the responses to concerns or poor behaviour may differ depending on the different needs of those involved the approach taken by all staff should be consistent.

Learners should feel that:

- we care about you.
- we are concerned about you, your learning, and your behaviour.
- we want you in class/school so that we know you are safe and you have the best opportunity to achieve
- we are also concerned about the impact of your behaviour on your class and how this might impact on their relationship with you.

The principle of ‘connection before correction’ should always be prioritised however when the interventions listed above have not been effective then a more formal approach to consequences is required. The intention behind applying a consequence should always be to help a learner understand the impact their behaviour has on their own and others learning. Consequences therefore should be natural, logical and the learner should know the reason behind it. Consequences related to undesirable behaviour can be used as learning opportunities. Learning a better way to behave that will benefit themselves and others. Some examples of natural consequences may include:

- being asked to finish uncompleted classwork during a social time or as homework.
- creating a mess may mean that a learner needs to use their social time to clean up.
- refusal to comply with a consequence may mean that a parent/carer is contacted and asked to support the learner to understand the reason behind the consequence and the importance of meeting the school expectations agreed by everyone – all of which can be directly related to positive consequences for the learner.

Learners should also know that if the concerning behaviour continues further consequences may be applied. Before moving through the sequence of consequences, the learner should be given time to reflect and the opportunity to stop the unwanted behaviours and make more positive choices.

Staff and pupils benefit when the hierarchy of application of consequences-Harris Academy Stepped Approach (See Appendix 4) is followed consistently across the school and recorded appropriately.

Positive Recognition

TBC

Monitoring and Support for Relationships for Learning

Monitoring the use of the RFL policy is essential for its effectiveness and ensuring consistency across the school community. Equally, support for staff by professional learning, opportunities for staff discussion/collegiate time and SLT reinforcement is key to the on-going success on a positive learning climate.

Monthly Monitoring

- SLT and PT Guidance meet and greet each morning to check uniform, reinforce expectations and build relationships with pupils.
- SLT assemblies with all house groups to reinforce the 3R's and expectations.
- Referrals, merits and demerits analysed by House Team and interventions put in place to support the young person and staff.
- Departmental Meetings to include standing item of RFL on agenda to discuss progress.
- RFL working group meetings to support initial implementation, then monitor thereafter.

Termly Monitoring

- Survey - staff, pupils, parents, partners. RFL Group and SLT to review returns.
- Professional learning continues to be supported by Education Scotland tailored to the needs of staff.
- Differentiated training for staff to develop skills around areas such as nurture, attachment, attainment, empathy, shame, regulation and restorative approaches.
- Classroom Walk Throughs to be carried out by Senior Leadership Team, Principal Teachers and RFL group. The purpose of the walkthroughs is to support all staff with the consistency of RFL routines, challenge pupils not displaying the 3 R's and build relationships. An agreed format will be used with minimal work for recording observations (See Appendix 5).

Recommended reading

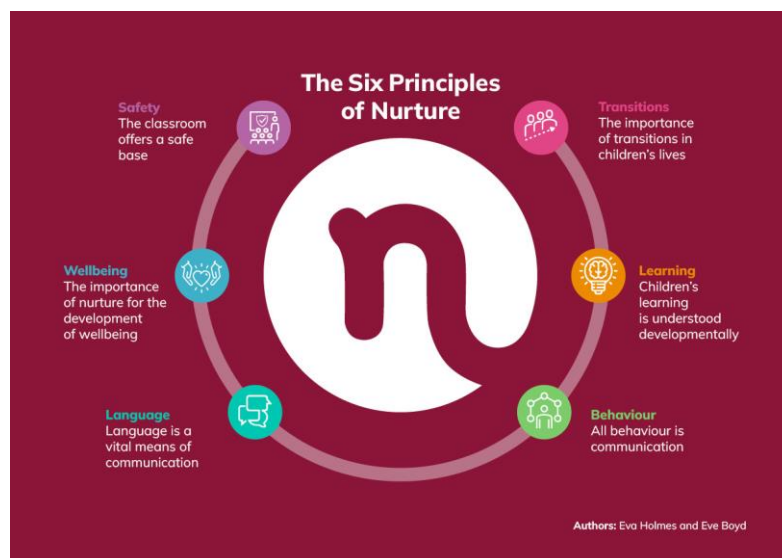
- Promoting Positive Relationships and Behaviour in Educational Settings-
<https://education.gov.scot/media/db0homxq/relationships-and-behaviour-resource-sept-2021.pdf>
- When the Adults Change Everything Changes, Paul Dix
- Restorative Approaches to Support Positive Relationships and Behaviour-
<https://education.gov.scot/media/oukk1iaf/restorative-approaches-draft.pdf>

Appendix 1 Principles of Nurture

The six underlying principles of nurture need to be understood and implemented by all staff across the establishment in order to promote positive relationships. These are:

- Children's learning is understood developmentally
- The learning environment offers a safe base
- The importance of nurture for the development of children's wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

These principles are based on attachment theory and child development and aim to support a young person to develop self-regulation skills. Nurturing Approaches can be used as a targeted intervention, but they are particularly effective when used as a whole school approach which creates a nurturing and inclusive community.



Nurturing Principle 1: Children's Learning is understood developmentally

- Nurturing schools have a high level of staff awareness and training about attachment and brain development. The practice of staff will reflect the belief that nurturing relationships bring about meaningful change.
- Nurturing schools understand where children and young people are developmentally, and offer differentiated opportunities for social and emotional learning of specific skills.
- Nurturing relationships are modelled by staff and respectful, consistent and positive interactions are clearly identified as the appropriate communication style within the school.
- Expectations are reviewed in the light of what we know about an individual's development and appropriately challenging targets are set for progress and shared with all staff who work with the young person.

Nurturing Principle 2: The classroom offers a safe base

- There is a welcoming and safe environment for all, that is, parents/carers, pupils and staff, which encompasses all areas of the school, inside and out.
- Boundaries are set and delivered clearly, fairly and with sensitivity (emotional warmth).
- There will be consistent evidence of highly attuned de-escalation practice during high stress situations, including use of positive body language, minimal use of language, body space awareness and appropriate use of tone and volume.
- There is good provision of safe spaces, inside and out, to support emotional regulation and feelings of safety and security.
- Based on individual needs of children and young people, additional structure and supervision is provided by staff across the school, including at key times and in key areas.
- The school is sensitive in maintaining and promoting key nurturing relationships for the most vulnerable pupils, for example by giving key time with a specific staff member.

Nurturing Principle 3: Nurture is important for the development of wellbeing

- The overall approach balances the need to support self-esteem and provide challenge and develop resilience as appropriate.
- Use of praise, reinforcement and feedback is consistent with a nurturing ethos; a high level of positive attention specifically rewards progress and effort, and is accessible to and suitably differentiated for all.
- The school identifies and shares personal achievements of pupils, including explicitly celebrating social and emotional competences and progress.
- The school devotes time and energy to identifying and celebrating broader achievements of pupils and builds opportunities for success.
- There are excellent opportunities for social and emotional development over the four contexts of learning.
- Young People are given support to challenge unhelpful and negative beliefs about themselves and build resilience.

Nurturing Principle 4: Language is understood as a vital means of communication

- All staff and young people work from a model of nurturing relationships, which clearly identifies respectful, consistent and positive interactions as the appropriate communication style within the school.
- Specific, positive, expected behaviours: listening, showing empathy, caring and having positive regard -are named and modelled explicitly by staff. Young people are given the appropriate level of support and challenge to develop these behaviours.
- Young people are helped to understand and express their feelings and given the opportunity for extended conversations if needed.
- The language used suits the developmental needs of the child.
- The language used by adults with young people and families is consistent with nurture, so that all are supported to feel:
 - ✓ You belong here
 - ✓ You are welcome here
 - ✓ I like you
 - ✓ You are safe here
 - ✓ You can explore and learn

- ✓ Your feelings are okay with me
- ✓ You can work with me on this problem that is getting in the way right now
- ✓ I will be thinking about you, and keeping you in mind.

There is effective awareness and use of non-verbal language in all interactions and this is consistent with a nurturing approach. Schools consider the application of this principle in all forms of communication with parents and children and young people, including meetings, written communication.

Principle 5: All behaviour is communication

- There is high staff awareness of the relevance of young people's non-verbal language, and staff are attentive in tuning in to it.
- Staff are supported to show high level of awareness of their own emotions and how this links to their communication behaviour.
- There is good understanding of the function of negative behaviour, generally, and good systems for exploring the function of more challenging behaviours, including high quality collaborative problem solving.
- The overall approach should aim to be restorative "in essence".

Nurturing Principle 6: Transitions are significant in the lives of children

There is a high level of awareness of transitions and disruptions in the lives of children and young people, in planning and providing for the meeting of needs. Transition points, internal and external, are well managed. Appropriate information is shared and, where necessary, there is high quality agency and family work.

There are clear welcome routines at transition points:

- At the start of classes/sessions
- At the start of the day
- At the start of term

Where appropriate, there are opportunities to touch base with key staff early in the day. Young people are consulted about changes to routines and are supported to cope with these.

Practical Approaches – The Nurturing Classroom

Some specific strategies that align with nurturing approaches and support relationship-based practice in the classroom are:

- Young people are supported to feel they belong
- Clear welcome routines, e.g. meeting and greeting all learners with a smile and focusing on opportunities to build on relationships and connect with learners
- Expectations are clear, modelled and reinforced at the class level
- Ensure positive behaviour gets more attention than negative, through feedback and recognition,
- Boundaries are set and delivered clearly, fairly and with sensitivity (emotional warmth).
- Unwanted behaviour is corrected in private
- Staff know young people well and seek to give praise, recognition and feedback in response to knowledge of individual circumstances
- Consequences are used rather than punishments (stepped approach)
- Communication is authoritative and nurturing
- Ensure emphasis is placed on attuned de-escalation practice
- Overall, staff have a good familiarity with the nurture principles, and how to apply them

An authoritative and nurturing teacher has:

- Established routines for young people e.g. how to gain attention, enter a class
- Is well prepared and has clear expectations of the lesson
- Gives clear instructions to the class group while moving towards students who are beginning to display distressed or unwanted behaviours
- Gives attention to individuals and small groups without having his/ her back to the rest of the class
- Scans the class frequently
- Has brief interactions with many students rather than lengthy ones with a few
- Changes the direction and pace of a lesson if students are becoming restless
- Prepares children and young people for transitions between activities, through a range of approaches
- Lets children know by their presence, eye contact or gesture that he/she is aware of any unwanted behaviour
- Pays minimal attention to minor disruptions, however, so as not to disrupt the flow of the lesson
- Informs children regularly how they are doing and gives positive feedback
- Keeps all children involved and active
- Encouraging demonstrations of engagement such as asking questions (Roffey 2004)

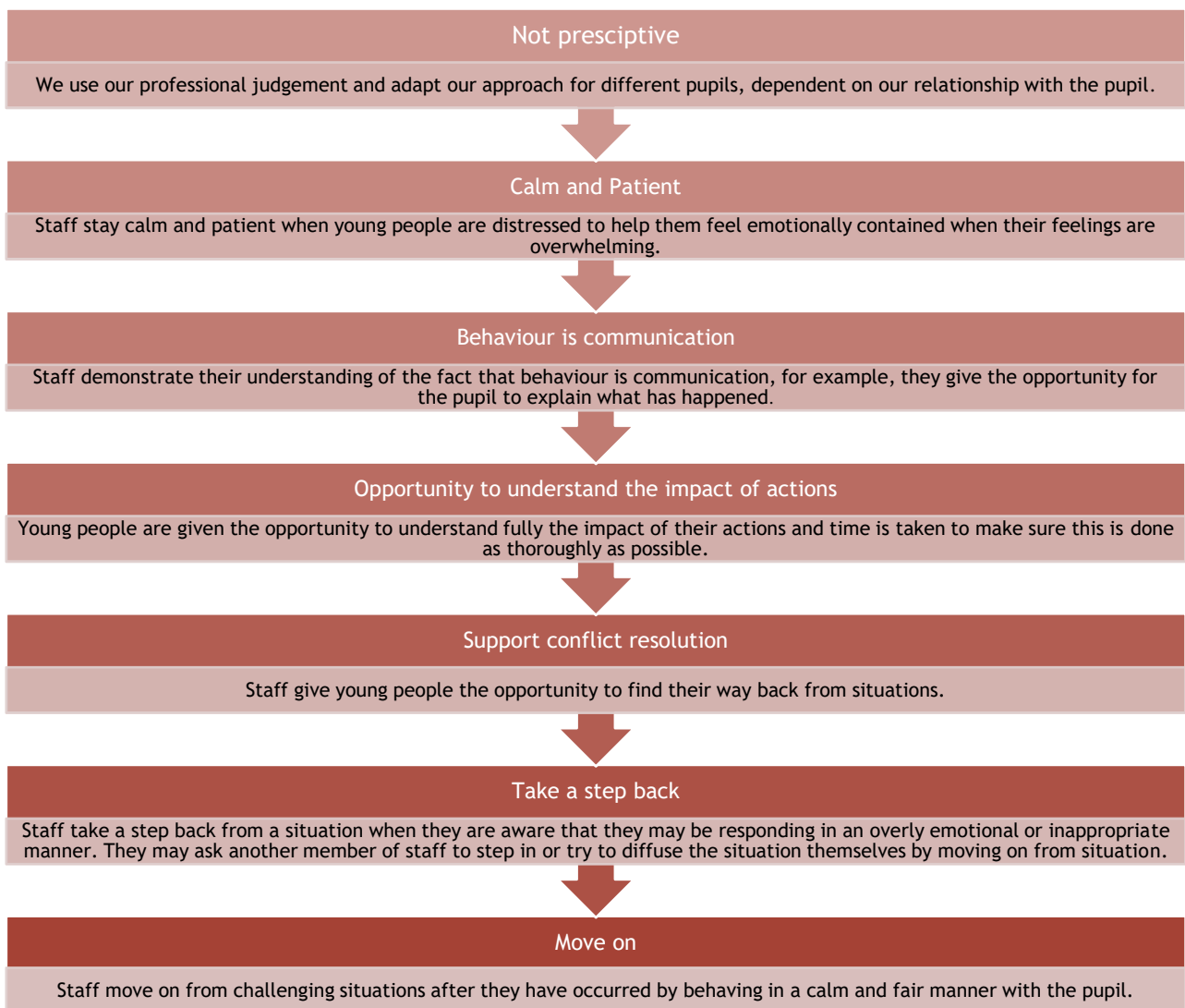
Appendix 2 Restorative Practice

The readiness of the learner to participate in a restorative conversation is key to the success of repairing the relationship that has broken down. The conversation may need to take place at interval, lunch, or at another agreed time.

The conversation may be between a member of staff and the learner (s), it may be supported by another member of staff, or it could be between the referred to PT/SLT and the learner.

In some situations, time and opportunity may prevent the member of staff involved being part of the restorative conversation. This situation is not ideal, if this does happen, the member of staff should be informed as soon as possible of the outcome of the conversation. It may also be necessary to arrange a follow up conversation at a later stage to repair the relationships between the member of staff and the learner.

Restorative Approaches – when relationships need repaired.



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 CT/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?*

For more support with restorative approaches click [Restorative Approaches Ed Scot](#)

Appendix 3 Paul Dix the 5 Pillars of Pivotal

Consistent, calm adult behaviour.
Emotional control, teacher expectations. 1.

First attention to best conduct.
Rewards, recognition, praise motivation, engagement 2.

Relentless Routines.
Rules, routines, follow-up, teacher habits, non verbal cues. 3.

Scripting difficult interventions.
De-escalation, disruption. delivering sanctions, confrontation 4.

Restorative conversations.
Restorative practice, structuring sanctions, working with the most troubled. developing relationships. 5.

Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone, or sharp word. Do not allow yourself to shout, point, or even give a whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it becomes routine, easy, normal. Even working in the most extreme circumstances.

10 Steps to Clarity

1. When a young person escalates take them back to the original behaviour before you deal with the secondary behaviours.
2. Display your consistency clearly on the walls of the classroom, encourage the young people to keep you on track.
3. Manage escalating inappropriate behaviour with an emotionless almost scripted response.
4. Use phone calls and positive notes home to reinforce your positive certainty. This works in even the most inconsistent homes.
5. Map rules, routines, learning habits for individuals for more specific activities that are becoming difficult to manage.
6. Have a clear tariff for appropriate and inappropriate behaviour. Send it home to parents and be prepared to concede when you have a bad day and cannot apply yourself correctly.
7. Use the term when you are speaking to a young person about their behaviour 'if you choose to ignore the routine/distract others/getting out your seat, you will receive a sanction I will enforce'.
8. Do not judge yourself too harshly when you fall off the wagon and behave inconsistently. Apologise and get back to your constant habits and routines.
9. Resist the temptation to deal with a minor indiscretion with high level sanctions. In effect you are crying wolf, so when you really need support for behaviour that does warrant a high-level sanction your colleagues – may not be so keen to support you.
10. Aim to deliver and execute on the same day that the young person can start each day with a clean slate.



Appendix 4 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, Ready, Respectful, Responsible delivered privately where possible. <ul style="list-style-type: none"> • 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. <u>Mini restorative</u> could be appropriate here (See Appendix 2).
Step 5 – Intervention	<p>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:</p> <ul style="list-style-type: none"> • Move seat within the classroom. • Use good neighbour (in conjunction with PT) • Self-reflection tasks (See Appendix 2 in operational guidance). 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. <p>Classroom teacher issues <u>standardised demerit group call (text home)</u>. Pupils must be told when they receive a demerit, again done privately.</p> <p>Referral sent to Principal Teacher Subject (information only), informing them that a group call will be issued for behaviour concerns.</p> <p><u>Prepared list of pupils who cannot receive messages home available by House Team and updated when required.</u></p>
Restorative (See Appendix 2 for some short examples)	<p>This step should be led by the classroom teacher, with the aim of the young person to return to the classroom for learning.</p> <p>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.</p> <p>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).</p> <p>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.</p>
Department Input	<p>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 –</p> <ul style="list-style-type: none"> • Speaking with the pupil to reinforce expectations. • Arranging for the pupil to work with a good neighbour or alternative space for the next lesson. • Arranging a restorative conversation with the young person and the class teacher • Making a phone call home to the parents

House Team Input	<p>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.</p> <p>Examples of interventions that may be implemented by the House Team include:</p> <ul style="list-style-type: none"> • Parent/carer contact – calling home or meeting. • Daily monitoring behaviour card • Learning hub referral • SLT detention <p><i>*The emphasis is always on returning the young person to learning.</i></p>
Serious Misconduct	<p>Where there is an incident of serious misconduct, the pupil will be referred immediately to the House Team or a member of the Senior Leadership Team. 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.</p> <p>Example of serious misconduct</p> <ul style="list-style-type: none"> • Violence • Verbal abuse • Discriminatory language or behaviour <p>Referral process</p> <ul style="list-style-type: none"> • Classroom teacher always refers to PT subject first, unless incident occurs out of the department i.e., playground. This would be a referral to PTG. • Principal Teacher Subject then decides if they can deal with it or sends to PTG. PTG decides if it should then be passed to DHT. • If incident occurs in a cover class, the covering classroom teacher sends referral to the subject PT of the department they are covering.
Fresh Start	<p>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.</p>
Corridors/School Grounds	<p>When a young person does not follow the ready, respect and responsible expectations of the school during social times or between classes:</p> <ul style="list-style-type: none"> • Minor incident-Staff member to redirect pupil (Step 1) or Step 2/3 • Serious incident-Class Teacher refers directly to PTG but make PTS aware. If Principal Teacher Subject, they refer directly to PTG. <p>Staff are to be visible at classroom doors during the changeover of periods and Principal Teacher to have a presence in department.</p> <p>De-merit group call system could be used here if appropriate for the poor behaviour. Pupil must be made aware of this.</p>
Demerit	<p>Demerits should be logged by the classroom teacher on SEEMIS from step 3 onwards as soon as possible after the lesson.</p> <p>Demerit recording is helpful for house team discussions and monitoring pupil behaviour. Demerits are key to timeous and useful feedback for parents.</p>
Feedback	<p>When class teacher refers to the Principal Teacher Subject, feedback must be given to the class teacher timeously.</p> <p>When Principal Teacher Subject refers to the House Team, feedback must be given back to the Principal Teacher Subject.</p> <p>When a staff member refers to the House Team for a corridor/school ground incident, feedback must be given to the class teacher timeously.</p>

Appendix 5

Walk Through Pro forma

Purpose of Walkthroughs

- Support all staff with the consistency of RFL routines.
- Challenge pupils not displaying the 3 R's and Harris Academy values.
- SLT presence around classrooms and knowledge of pupil behaviours across learning.
- Build relationships with pupils across the school in different learning contexts.

Approach

- SLT to update the period(s) they will be in classes well in advance of the week.
- Each visit will be 5-10 minutes.
- Feedback from SLT only if any observed issues with routines – after lesson, reminding staff of expectations and asking if any support was needed, and discussion with PT if further supports identified by SLT/teacher.
- No recording other than SLT keeping data on number of visits and the consistency of routines.

Key aspects to be observed

- Meet and greet
- First attention to best conduct
- Uniform and outdoor clothing
- No mobile phones
- No eating
- Toilet passes usage
- Merits/Demerits
- End and send

