HARMONIZE ACADEMY

PROMOTING GOOD BEHAVIOUR POLICY

POLICY WRITTEN BY:	**PRINCIPAL**
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Trust, Respect, Compassion, Forgiveness

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INTRODUCTION

We aim to: To enable young people to develop self-confidence, respect, compassion and forgiveness based on the Christian values of the school. From which they can:

- enter adulthood as happy, responsible, caring and independent members of the community.
- built self esteem and a psychology of inclusion and choice
- follow individual programmes of learning with each student
- provide an exciting, friendly style of teaching to small groups and individuals, both on and off site, one that is culturally and socially relevant
- achieve useful skills, knowledge and experience for life and employment

LEGISLATION AND GUIDANCE

This policy refers to the following DfE guidance:
https://www.gov.uk/government/publications/behaviour-in-schools--2
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

See also: https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

POLICY PRINCIPLES
1. Rights and responsibilities

In Harmonize:

- everybody has the right to be able to work and learn without other people making it difficult for them
- everybody has the right to be treated with fairness and respect at all times
- everybody has the right to feel safe from physical or verbal threat
- each person has the responsibility to help themselves and others to get the best out of Harmonize Academy
- each student has the responsibility to be aware and understand the rules of Harmonize Academy
- SLT have the responsibility to impose fair consequences on students who significantly break these rules

2. Learner's Agreement

Harmonize students are expected to:

- Participate in all lessons, arrive on time and attend every day
- Be focused and follow instructions
- Support others by not bullying to help build trust and report any bullying, vandalism or racism to a member of staff
- Respect the room, equipment and other parts of the building
- Take responsibility for my own behaviour
- Respect the No Touch rule and keep my hands and feet to myself
- Help support others who may be having a difficult day
- Take support from staff if I am feeling angry or upset
- Respect the No Swearing at Any Time rule and respect others at all times
- Hand in mobiles and vapes to staff at the start of the day
- Listen to others – One speaker
- Only eat food and drinks during breaks and clean up afterwards
- Not smoke or vape in the building or outside areas
- Not bring or use alcohol or drugs/drugs paraphernalia on the premises *(I understand that if a member of staff suspects that I have taken drugs or alcohol, I will be sent home*)
- Not to bring a weapon on to school premises at anytime
- Not leave the premises without permission
- Obey Health and Safety Rules, act sensibly in ways that do not endanger myself or others
- Come prepared for sessions with appropriate equipment, clothing etc.
- **Aim to achieve, be an active and valuable member of the School and enjoy my time at Harmonize Academy!**

3. Unacceptable Behaviour

Unacceptable behaviour is behaviour for which exclusion (temporary or permanent) from the premises is likely. It can be regarded as unacceptable because of the severity of a particular behaviour or because of the frequency of less serious behaviour.

Unacceptable behaviour includes:

- Bullying, extortion, intimidation, racism or sexual harassment
- Use of illegal substances
- Damage to property
- Endangering self or others
- Carrying a weapon
- Physical or verbal aggression
- Throwing dangerously
- Stealing
- Dangerous refusal, defiance

4. Encouraging Positive Behaviour

Positive social and learning behaviour is encouraged through:

- Visible behaviour procedures and policy with a clear chain of command
- Consistent approach where all staff and volunteers operate to the same standards when dealing with issues
- Good Practice in classroom management and teaching, with high teacher/student ratios
- Good behaviour management and expectations between sessions
- Pastoral support so that every student has a member of staff to support them with their learning
- High intensity monitoring that enables identification of trouble 'hotspots' and effective strategies, and that also builds student and carer awareness and commitment
- Individual Learning Plans / Pupil Passports incorporating goals that are specific, measurable, meaningful, achievable, realistic and time-bound with high expectations of students learning and behaviour
- An education package based on subjects and activities that the students are interested in. A clear progression through their learning with reward and acknowledgements that relates to their behavioural and learning achievements
- Positive family contacts through a variety of formal and informal means
- Positive role modelling across the whole team combined with active teaching strategies for overcoming difficulties
- Personal Development where the class works as a whole and individually to understand and encourage positive behaviour
- Empowerment through participation in decision making
- Mentoring is done by an appointed member of staff. This staff member will have the relevant skills and relationship to offer the student the best opportunities to achieve the targets set and to avoid negative behaviour.

5. No-touch Policy

Harmonize Academy adheres to a no-touch policy and corporal punishment is not allowed in the Academy under any circumstances.

6. Monitoring

To bring about behaviour improvement we need to employ a high level of monitoring. First, this enables us to assess each student. Secondly, we are able to capture patterns of behaviour. A student, for better or for worse, may be affected by a certain student, a particular subject or teacher, or by factors outside Harmonize Academy. Thirdly, it builds awareness in the student and their family/carers. Finally, provides evidence of behaviour and change.

Following each lesson, the teacher will place the student at one of three levels, based on our Policy for Promoting Good Behaviour. While the levels are treated as discrete within the class, it is recognised that they are actually a continuum. The student's timetable reflects their level. The timetable is constructed to encourage a flow through the levels, 3 to 1* (see appendices

7. Rewarding Positive Behaviour Choices

<table>
<tr><th>CHOICE</th><th>CONSEQUENCES</th></tr>
<tr><td>Following instructions</td><td></td></tr>
<tr><td>Completing work</td><td rowspan="15">Each of the choices in the previous column can be rewarded individually or as a group or class.

The reason for each reward must be clearly stated to the student

Possible rewards include:
Certificate
Free five minutes at end of session
Home contact (letter, phone call)
Voucher for good behaviour
Reward based activity/trip</td></tr>
<tr><td>Keeping out of trouble</td></tr>
<tr><td>Improvement in attitude</td></tr>
<tr><td>Improvement in learning</td></tr>
<tr><td>Friendship skills</td></tr>
<tr><td>Sharing</td></tr>
<tr><td>Team work skills</td></tr>
<tr><td>Leadership skills</td></tr>
<tr><td>Being on-time</td></tr>
<tr><td>Being tidy</td></tr>
<tr><td>Telling about trouble</td></tr>
<tr><td>Positive body language</td></tr>
<tr><td>Good communication skills</td></tr>
<tr><td>Helping others</td></tr>
<tr><td>Calming behaviour</td></tr>
<tr><td>Being honest</td></tr>
<tr><td>Resolving conflicts maturely</td><td></td></tr>
</table>

Vouchers are awarded every week for good and outstanding behaviour and good/outstanding attendance and vouchers and prizes are awarded for **half-termly, termly and yearly** achievement and progress.

All certificates are based on objective measures taken from their academic work, one for each subject based on behaviour and work, attendance and punctuality.

8. Behaviour Records

Monitoring:
Monitoring of behaviour is done for every student for every lesson and recorded on SIMs for both positive and negative behaviour. Teaching staff complete SIMs behaviour records at the end of every lesson, they can inform the students of their marks each lesson. Behaviour records are analysed weekly with trends and incidents discussed within the team to ascertain causes and responses.

Incident Report Forms:
Incident Report Forms are used by students or staff to record the circumstances and details of an incident that has led to a fixed term exclusion. Incident report forms will need to be filled by the relevant staff involved in the incident at the earliest convenient time. Staff must complete incident report forms by the end of the day. At the bottom of the incident report there is a section for outcome/decision SLT will fill this in once the incident has been dealt with by SLT

Incident Management:
It is anticipated that the majority of incidents inside or outside the classroom will be dealt with through the above positive behaviour policies. Certain incidents will demand much more urgent attention. Teaching staff/facilitators and teaching assistants are responsible for discipline within the classroom. To assist them in reaching a desired standard and follow the 1*-1-2-3 behavioural level system. Care and thought should be given to any punishment meted out so as to avoid unprofitable work. It is sometimes useful to place students outside the classrooms for short cooling off periods or for the purpose of completing work, but only severe disruption or defiance should be referred to the Assistant Principal to deal with.

Minor incidents of skitting and play-fighting are best dealt with using conflict management techniques, as quickly as possible.

- Act as a positive role model, demonstrating respect, clear communication, impartiality and effective conflict resolution.

Any incident which involves abusive language or any form of violence, either threatened or actual must result in immediate referral to the Assistant Principal. Where possible the offender should be escorted from the area concerned to the Assistant Principal

- This needs to be dealt with quickly by the Assistant Principal.
- Separate students involved and get statement from them and any witness.
- The Assistant Principal will contact parents/ carers regarding any injury or day –off punishment and set up a meeting with the parent/carer for the student's return if a 3 day exclusion has been given

9. Off-site days (fixed term exclusions) and Limited Attendance Programmes

Off-site days and Limited Attendance Programmes are enforced where the student has demonstrated:

- High levels of aggression (verbal)

- High levels of disruptions.
- Physical violence to staff, students, property,
- Where other measures have failed to help the student control their behaviour.

In determining the appropriateness off-site days and limited programmes preliminary; whether the behaviour occurred on school premises; the extent of violation of the school's policy on behaviour; and whether the behaviour was committed alone or as part of a group.

APPENDIX 1
HARMONIZE BEHAVIOUR SUPPORT PLAN PROCEDURES

i. Behaviour Levels

Level	DESCRIPTION
1*/1	• No incidents in the classroom • No incidents at other times • A successful student • Self-motivated
2	• Classroom disruption • Incidents between class • No risk to others • Settles when told
3	• Refusing to work • Refusing to co-operate • Constant disturbance in class • Verbal abuse to people on site • Significant safety risk from careless, reckless or aggressive behaviour

ii) Response Hierarchy

All staff are requested to use the following hierarchy to deal with unwanted behaviour.

Managed in classroom Level **1*** / 1	• Praise and rewards for positive behaviour • Certificates • Telephone call home- Postcards • Acknowledgement of academic learning and progress
Managed in classroom Level 2	• A look, point, signal, joke, any other strategy • Positive behaviour strategies- see staff training manual • First reminder • Final reminder • Behaviour recorded on monitoring card
Elevated to manager level Level 3	• First incident – called out of lesson for discussion with SLT • Incident Report to be completed by member of staff • Decision made by SLT on appropriate consequence

ii) Consequences of Negative Behaviour Choices

INCIDENT	LEVEL	ACTION
Classroom disruption	Level-1, 2: Low level disruption	• Classroom strategies
	3-: require removing from class	• Details on decision sheet
Classroom defiance	Level-1, 2: temporary refusal to follow instructions	• Classroom strategies
	Level 3: permanent or aggressive refusal to co-operate	• Assistant Principal called to office to deal with situation • Details on card • Parents notified • Sanction agreed
Break- time disruption	Level 2: Running inside, throwing swearing	• Remove from area • Privileges removed
	Level 3: Play fighting, minor vandalism	• Assistant Principal called to deal with situation • Removed from area • Privileges removed, sanctions applied • E.g., break-times in office
Destruction of own work	Level 3: Intentional destruction that renders work un-mark able	• Repeat work during break
Refusal to follow instructions	Results in risk to self or others; or serious disruption to Harmonize	• Assistant Principal called to office to deal with situation • Details on card • Parents notified • Increase supervision • Privileges removed, sanctions applied
Verbal aggression	Level -1: between friend	• Stopped • Reminders of appropriate behaviour
	Level2: threaten intent	• Stopped • Statements • Conflict resolution
	Level 3: Intent to harm	• Stopped and separated verbally • Statements • Conflict resolution • Parents notified • Sanctions

Physical aggression	Level -1: accidental injury	• Stopped and separated • Statement as required • Conflict resolution
	Level 2: Play- fighting injury (both sides state that it was play-fighting)	• Stopped and separated • Statements • Sanctions/ privileges withdrawn
	Level 3:Intent to cause harm, on or off-site	• Stopped and separated • Statements • FTE • Review meeting with Parents and referring support worker. • Further sanction may apply
Physical aggression off-site	Level 3: Deliberate act	• Fixed term exclusion • Parent meeting • Possible sanctions
Retaliation	Level 3: Verbal or physical act of aggression	• Parent meeting • Possible sanctions /loss of privileges or FTE
Bullying: on or off-site	Level- 1: low level skitting between friends	• Reminders of appropriate behaviour
	Level 2: Low level but intentional put down, no between friends	• Stopped and separated • Reminders of appropriate behaviour and consequences • Statement if required • Apologies insisted upon
	Level 3: Intentional bullying by individual or group, on or off-site	• Stopped and separated • Reminders of appropriate behaviour and consequences • Statement • Fixed term exclusion • Parental meeting • Possible removal of privileges and additional sanctions
Vandalism	Level-1: Accidental! Careless	• Reminders of appropriate behaviour and consequences • Possibly involved in repair
	Level 2:	• Reminders of appropriate behaviour and consequences • Possibly involved in repair • Sanction or loss of privileges • Statements
	Level 3: Deliberate act	• Fixed term or permanent exclusion • Parent meeting • Possible sanctions or loss of privileges