

Behaviour Policy

Last Review: November 2011

Next Review: November 2012

The purpose of the policy is to clearly set out the expectations for behaviour in the Academy to 'aspire, learn and succeed'. We aim to create and maintain a community which is considerate and where education and interaction is based on mutual respect. The policy supports and fosters excellent teaching and learning so that students can achieve their full potential and become caring citizens who contribute positively to the world in which they live.

We believe that good behaviour is a prerequisite to successful teaching and learning and that well organised, high-quality teaching and learning minimises incidents of poor behaviour. The behaviour policy is rooted in an ethos of rewarding good behaviour and demanding good quality work, and we take very seriously the disruption of other student's learning.

Students have to learn positive behaviour and sometimes they have to learn from their mistakes. As in all aspects of managing behaviour **CONSISTENCY** is the key to success.

Expectations of Staff

- Be consistent, fair and persistent.
- Communicate clearly and effectively your intentions to the student.
- Act rather than react.
- Impose appropriate, fair and effective sanctions relevant to the misdemeanour.
- Be confident and let your voice and manner make it clear what you expect.
- Seek advice and support from colleagues
- Consistently follow the Academy procedures.

Expectations of Students

Harris Manners...

1. We always walk on the left around the buildings and corridors.
2. We don't shout or raise our voices.
3. We greet people politely when we meet them around the academy.
4. We hold doors for people and show courtesy at all times.
5. We eat only in the dining room and outside - not in any other building.
6. We don't drop litter or damage property in any way.
7. We wear our uniform properly at all times.
8. We show respect by being punctual to all lessons.
9. We always leave the table in the dining room clear and tidy.

We are leaders - if we see a problem we deal with it...

Harris Classroom Expectations

I will do as I am asked by any member of staff, promptly and with courtesy.

I will be met by my teacher in the corridor. I will go in, sit down and get ready for the lesson. This means getting out my planner and lesson equipment, sitting down and getting straight on with a starter activity.

I will use Harris Manners at all times.

When moving from one place to another with a teacher, I will follow the teacher calmly in a pair.

I will remove any outer garments, scarves etc as soon as I enter a classroom. If I don't, my teacher will request any inappropriate items which will then be logged on e-portal and removed from me.

I will listen carefully and participate fully during the lesson.

I will pack away at the end of the lesson only when I am invited to do so by the teacher, and will then do so promptly.

Positive Consequences

- Verbal and or written praise
- VIVO Miles
- Subject Commendations
- Postcards
- Principals Commendations
- Learning Hero Commendations
- Achievement Nominations

Negative Consequences

- Choosing to disrupt learning is an unacceptable choice and will be taken very seriously. Staff will use appropriate behaviour strategies to modify behaviour. These would include amending seating plans, giving a verbal warning, reiterating academy rules and reminding a student of the expectations of their behaviour, asking the student to refocus onto the learning being done, checking with the student whether there is a problem with which they need help (to ascertain any possible cause of poor behaviours), giving the student time out before returning to them to try and resolve the matter. These strategies are used quietly and without significant attention being drawn to a child in a classroom setting.
- Continuing to disrupt learning will result in the use of formalised sanctions in line with the Harris Consequences system.

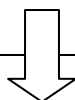
Negative Consequences beyond the Classroom

- Choosing to behave in a way that does not follow the Academy protocols will result in the sanctions being used.

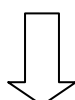
- If a student is in uniform (even outside of Academy hours) she will be considered to be representing the Academy. If poor behaviour is chosen, bringing the Academy into disrepute then serious consequences will occur.
- Any form of bullying (including cyber bullying of students and staff) will be dealt with through the sanction system. Please refer to the anti-bullying policy for further details. Bullying conducted outside of the academy and out of hours still falls within the remit of the Academy to address through the sanction systems.

Harris Consequences Guidance

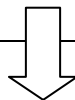
| A1 | | |
|------------------------------------|---|---|
| | Behaviour | Lateness |
| You will be put on this level for: | A first exit | 3 lates to the academy – arriving after 8:40 |
| The consequences are: | Parents are informed by letter Report card for 4 weeks – daily review with Coach Exiting teacher sets targets at conference on day of first exit PC Marcus and Welfare Officer to do home visit re behaviours and consequences | Parents are informed Report card for 4 weeks – daily review with Coach Weekly monitoring by Attendance Manager PC Marcus and Welfare Officer to do home visit re punctuality and need to develop this key life skill One hour detention for each late |
| Who you report to: | Coach | Coach |
| How long A1 lasts: | 4 weeks | 4 weeks |
| What happens next? | Review with Coach Coach sends recommendation to HoH Letter home to parents | Review with Coach Coach sends recommendation to HoH Letter home to parents |



| A2 | | |
|------------------------------------|--|--|
| | Behaviour | Lateness |
| You will be put on this level for: | Failure to make good progress during A1 with behaviour; including any additional exit | Ongoing punctuality issues despite A1 report |
| The consequences are: | Meeting between home and HoH to explain need for improvement and explanation of implications of A3 Weekly phone call home by HoH Report card for 4 weeks – daily review with HoH Beg of break and lunch, report to HoH ISP written with parental involvement Support/intervention discussed and set up if needed by HoH | Referral to academy Education Welfare Officer Report card for 4 weeks – daily review by HoH Meeting set up by academy between parent, student and Education Welfare Officer Additional monitoring by Education Welfare Officer weekly One hour detention for each lateness |
| Who you report to: | Head of House | Head of House |
| How long A2 lasts: | 4 weeks | 4 weeks |
| What happens next? | Review meeting with Head of House HoH to recommend next step and involve AP where progression to A3 is decided Letter sent home | Review with Head of House and Attendance Manager HoH to recommend next step and involve AP where progression to A3 is decided |



| A3 | | |
|------------------------------------|---|---|
| | Behaviour | Lateness |
| You will be put on this level for: | Failure to make good progress during A2 with behaviour | Ongoing punctuality issues |
| The consequences are: | <p>TAC mtg held in week 1 to look at offering additional support – withdrawal from specific lessons for 1-1 and academic mentoring; unique timetable created and implemented using Fresh Start provision ISP reviewed Withdrawal of free unstructured time is a possibility dependent upon where the issues are manifest and what they are Withdrawal of other privileges eg representing the Academy, attendance on trips Report card for 6 weeks – daily review- to AP Beg of breaktime and lunchtime report to HoH Weekly phone calls home to discuss progress</p> | <p>TAC meeting held in week 1 to look at offering additional support and investigate whether any other external agencies need to be asked to engage. Align academic progress to punctuality and put in academic support to address underperformance caused by absence Meeting with parent to discuss legal responsibility for attendance and to issue court warning where appropriate/fixed penalty warning where appropriate Withdrawal of other privileges eg representing the academy, attendance on trips Report card for 6 weeks – daily review to AP Beg of breaktime and lunchtime report to HoH Weekly phonecall home by Attendance Manager</p> |
| Who you report to: | Assistant Principal for House | Assistant Principal for House |
| How long A3 lasts: | 6 weeks | 6 weeks |
| What happens next? | Review with Head of House – parents come in for this meeting; student to contribute to review; consider need for further TAC; HoH to e-mail reviewed ISP to JF. Letter to go home | Review with Head of House, Attendance Manager and EWS to consider whether to escalate to A4 or whether progress is being made |



| A4 | | |
|------------------------------------|--|--|
| | Behaviour | Lateness |
| You will be put on this level for: | Failure to make good progress during A3 with behaviour | Ongoing punctuality problems |
| The consequences are: | <p>Poor behaviour will lead to off site fixed term exclusions – for each exit TAC meeting held for review Meeting with parent and student which explains that failure to improve at this level will result in consideration of permanent exclusion PSP is written and set up; fortnightly reviews Free unstructured time may be withdrawn Individual timetable may be created and or/Fresh Start used Alternative education/provision will be considered in consultation with parent and their wish for student Report card with daily review – to Vice Principal – 6 weeks Beg of breaktime and lunchtime report to HoH</p> | <p>Meeting with parent and student involving EWS, Attendance Manager, HoH, SLT member and any other involved agency Commencement of court proceedings or issue of Fixed Penalty Notice where appropriate Review of holistic needs of student to ensure no other factors being missed which need additional support Consider alternative and additional provision which may be needed to avoid underperformance caused by lateness or by associated factors</p> |

| | | |
|--------------------|---|--|
| | Weekly phone call home | |
| Who you report to: | Vice Principal | Vice Principal |
| How long A4 lasts: | 6 weeks | 6 weeks |
| What happens next? | Failure to improve would result in inability to retain student on site. Alternative provision to be aim but where this cannot be agreed, permanent exclusion remains as serious consideration | Failure to improve would result in legal action as described above. It may necessitate alternative provision to ensure avoidance of impact on learning of individual or other students |

All members of the Academy community must play their part in ensuring that we develop and maintain an outstanding and inclusive learning environment. This is best achieved by:

Students: knowing how they are expected to behave and knowing the consequences of their behaviour

Staff: presenting good role-models of behaviour and managing behaviour in a fair consistent manner

Parents/Carers: agreeing to the Academy –Home Contract and supporting the Academy in maintaining an ordered learning environment for all members of the community