



## Behaviour Policy

Please also see:

- individual academy 'Behaviour Management Procedures' for all Harmony Trust academies

### Document Control

<b>Description</b>	<b>By Whom</b>	<b>Date</b>
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At The Harmony Trust we want all our academies to have a calm and caring atmosphere where everyone feels safe and happy. We aim for all our children to achieve to their highest potential. We are aware that excellent behaviour is fundamental to ensuring every child succeeds. We believe that we all have a part to play in building a positive foundation for behaviours and attitudes to learning and that positive relationships are the root of this. We are aware that a child's home-life and previous experiences can have a strong impact on their behaviour and recognise the need to be aware of these. We work to support the child and their family to reduce the negative impact any current or historical experiences may have on their lives now and in the future.

## Aims

- To encourage a calm, purposeful and happy atmosphere within each academy
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for her/his own behaviour
- To identify how pupils' emotional well-being can be supported
- To have a consistent approach to behaviour throughout each academy and the Trust with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help pupils, staff and parents have a sense of direction and feeling of common purpose

## Roles and Responsibilities

To ensure we achieve our aims and to achieve a positive learning culture in all our academies, everyone has a role to play -

### Children's responsibilities:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults

### Staff responsibilities:

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To use a range of strategies to support pupils' emotional well-being
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently

- To be a good role model
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim
- To recognise each child as an individual
- To be aware of the potential impact a child's life experiences can have on their emotional well-being and behaviours
- To be aware of any additional needs a child may have

### Parents' responsibilities:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support academies in the implementation of this policy
- To be aware of the school rules and expectations

### Trustee responsibilities:

- To monitor the implementation of the policy
- To ensure adequate resources and training have been allocated to ensure this policy is successfully implemented

### Good practice

There are some general principles which encourage consistent, successful behaviour in school.

- Deal with situations in a calm, firm manner avoiding confrontation where possible
- Give frequent praise for good behaviour as well as for good learning
- Use positive language whenever possible and as often as possible
- Think carefully about what is being said and set realistic sanctions
- Where possible and appropriate, staff should try to deal with situations themselves to enhance their own credibility and authority
- Praise children who are doing the right thing as an incentive for others to follow
- Be consistent whilst still taking into account each child's individual needs
- No adult in school should ignore unacceptable behaviour and positive behaviour should be praised as frequently as possible
- Behaviour management needs to be consistent at all times and in all locations, including on the playground

## **Our Approach to Positive Behaviour**

Within The Harmony Trust, we understand that the most effective strategies for managing behaviour are those which focus on recognising and rewarding positive behaviour. Each academy employs a range of positive behaviour strategies. The specific strategies used at each academy are to be found in the academy's behaviour management procedures documents, but may include:

- Smiles
- Non-verbal recognition (e.g. thumbs up)
- Verbal praise (e.g. well done)
- Written feedback
- Stickers
- Table points
- Class reward charts
- Sharing examples of good behaviour
- Certificates
- Star of the day/week
- Phone calls home / messages to parents
- Extra responsibilities for pupils (e.g. prefects, friendship monitors, class monitors, sports leaders, council representatives etc.)
- Celebration assemblies
- End of year awards
- Sending to other members of staff for praise

## **Our Approach to Negative or Challenging Behaviour**

The vast majority of our children are well-behaved but we must address any negative behaviour issues that occur. If a child behaves in an unacceptable manner we use the language of Choice and Consequence. Pupils choose their behaviour and choices always bring consequences. We understand that mistakes are normal and therefore consequences should be supportive. The specific sanctions used at each academy are to be found in the academy's behaviour management procedures but these may include:

- "The look"
- Praising others for making the appropriate choice
- Highlighting choices
- Warning (linked to academy procedures)
- Adult support
- Time out (in own or partner class)
- Contact with parent
- Sent to SLT
- Use of behaviour contract
- Support from learning mentors
- exclusion

## Exclusion and Suspension

In rare, serious cases, one of the following sanctions may be necessary:

- Isolation at playtime/lunchtime
- Lunchtime exclusion
- Internal exclusion from own class
- Fixed term suspension
- Permanent exclusion

These will be sanctioned by the academy Principal (or in his/her absence another member of the senior leadership team).

Fixed term and permanent exclusions should only be made by the academy Executive Principal or Principal and must be reported to the Trust via the Head of Inclusion. Where a child is at risk of repeated suspension or more seriously permanent exclusion the support of the Trust should be urgently obtained. Initially support should be sought from the Head of the Inclusion Service or in her absence the Director of Education. Please see the Exclusions Policy and Guidance Manual for further information.

## Seclusion / Isolation rooms

In rare circumstances, a disruptive pupil might be placed in an area away from other pupils for a limited period. This is with the intention to protect and ensure the safety and well-being of the child and others they may be in contact with. The sole purpose is to enable the child to calm their behaviours, to be supported by adults and to be able to return to their learning as soon as reasonably possible. This procedure would be internally managed and relevant risk assessments would be in place prior to the intervention taking place. Adequate staff supervision will be in place at all times. Where a child is in need of frequent seclusion then the Head of Inclusion should be made aware. A behaviour plan should be developed with parental involvement and all available services and support should contribute to ensuring that the appropriate provision is made available to that child.

Seclusion should not be used for long periods and the time used as constructively as possible. The academy has the responsibility to ensure that all the steps of the behaviour policy are followed prior to this intervention taking place.

## The use of 'reasonable force'

In very rare circumstances, staff may use "reasonable force" to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This is always used as a last resort and the action taken will be proportionate.

This may take the form of "control" (e.g. standing between pupils, blocking a pupil's path or leading a pupil by the arm away from harm) or "restraint" (holding back a pupil physically to

prevent harm). It may also include searching pupils and property without consent if looking for prohibited items (as defined in the Education Act 1996).

There are a number of principles we follow regarding the use of reasonable force:

- Physical intervention is used only as a last resort when other appropriate strategies have failed
- Any physical contact is only at the minimum required
- Consideration for the safety and dignity of all concerned is considered at all times
- The Principal should be made aware of the incident as soon as reasonably possible and should support and advise colleagues as to the appropriate strategies and actions
- Incidents are recorded thoroughly and shared with the Head of Inclusion
- Parents are informed of each incident, their responses are also recorded
- A behaviour plan should be in place for any child needing this type of intervention and services and agencies should contribute to the writing of that plan

The use of reasonable force is rare. For disabled pupils or for those with Special Educational Needs or Disabilities (SEND), there is a legal duty to make reasonable adjustments and this would be considered on an individual basis.

The Trust follows the DFE guidance on the use of reasonable force.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Malicious Allegations

Very rarely, a pupil may make an allegation against a member of staff. The academy should follow all guidance as per the Trust Safeguarding Policy. The Head of Inclusion and Head of Safeguarding should be made aware of the allegation and advise accordingly including referral to the LADO. All allegations will be investigated thoroughly. If, after investigation it is deemed that the pupil has made malicious allegations, they are likely to have breached academy behaviour policies. The academy would then apply an appropriate sanction, which could include temporary or permanent exclusion/suspension (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## Children Leaving School Premises Without Permission

Children are not given permission to leave the academy premises and we put safeguards in place to minimise the risk of this happening. However, if a child chooses to leave the premises without permission, every effort will be made to

- Find the child
- Contact the family

If the child is not found within 25 minutes, the police will be informed.

## Racist Behaviour

Racist behaviour of any kind will not be tolerated in our academies and must be dealt with swiftly and effectively.

### Definition of Racist Behaviour.

Our definition of racist behaviour is that taken from recommendation 12 of the Report of the Stephen Lawrence Inquiry:

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher or teaching assistant overhears a child calling a Traveller child a 'gyppo'. The adult records this as a racist incident, even though the child does not complain to him or her.

### What does Racist Behaviour look like?

Racist behaviour may include:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language
- Refusal to co-operate with others because of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments
- Racist graffiti
- Written abuse
- Damage to property
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist badges or 'insignia'
- Bringing racist material such as leaflets, magazines or computer software onto the premises
- Recruiting other young people to racist organisations or groups

### Dealing with Racist Incidents

No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation. When dealing with an incident of racist behaviour staff should make it explicit to all involved that any racist behaviour is unacceptable and contravenes the school's culture and ethos. If a member of staff is unable to resolve the matter, it should be referred to the Principal. The action to be taken will depend on whether the perpetrator is known and whether he/she is a pupil, a member of staff or an outside perpetrator. The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

### Reporting Racist Incidents

All incidents of racist behaviour should be reported to the Principal or a senior leader in the academy. All incidents should be reported to the Head of Inclusion using the form at App. 1. The level of racist incidents in academies will be monitored by the Head of the Inclusion Service.

The following criteria should be used in the reporting and decision making process -

- The victim believes the behaviour was motivated by racism
- The victim has been subjected to the behaviour on more than one occasion
- There was more than 1 perpetrator
- The perpetrator has been spoken to previously about similar behaviours
- Recognised derogatory terms were used by the perpetrator[s]
- The racist behaviour appears to have been planned in advance
- The perpetrator appear to have racist intentions by the behaviour

Reporting forms will be collated by the Head of Inclusion and termly overviews provided and shared with the CEO, the Director of Education, the Safeguarding team and trustees where needed. Academy Principals will maintain records of incidents within their own academy. The delivery of staff training should be annually and further guidance will be given by the Inclusion Service. Our scheme of work for personal, social, health emotion education [PSHE] details the curriculum input for pupils.

CPOMs and other academy electronic safeguarding report systems should be updated for all incidents.

### Training for Staff

**All academy staff will receive training annually on racist behaviour using a range of Ihasco modules -**

- 1. Equality and Diversity Training – completed by all Trust staff**
- 2. Unconscious Bias for Employees – completed by all staff without line-management responsibilities**

### **3. Unconscious Bias for Managers – completed by staff with a line management responsibilities**

Training will be undertaken by all staff during spring and summer term 2021 and will be revisited at least every 3 years unless an update is required sooner. Racist training as shown above will be incorporated into induction training for staff.

## **Sexualised Behaviour, Sexual Violence & Sexual Harassment**

See ‘**Sexual violence and sexual harassment between children in schools and colleges**’  
**DfE Sept. 21**

The Harmony Trust acknowledges that sexual violence and sexual harassment can occur between children **of any age and sex**. As set out in part one of Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of ‘**it could happen here**’.

### What do we mean by Sexualised Behaviour

Inappropriate sexual behaviour can take many forms and includes online behaviour. It includes but is not limited to -

- Gender based name calling
- Grabbing bottoms, breasts and genitalia
- Pulling down trousers
- Flicking bras
- Lifting up skirts [up-skirting is a criminal offence]
- Sexual comments such as telling sexual stories or making lewd remarks including about clothing or appearance or calling someone sexual names
- Sexual ‘jokes’ or taunting
- Physical behaviour such as deliberately brushing against someone or interfering with clothing
- Sharing pictures or photos of a sexual nature
- Online sexual harassment including sharing of nude or semi-nude images, sexual messages, coercion or threats

### Preventing Sexualised Behaviour in our Academies.

The Harmony Trust is aware that the best strategies to support the prevention of child sexual violence, sexualised behaviour and harassment are those which take a whole academy approach. This means involving everyone in the academy including all staff, children, parents, carers and trustees. Safeguarding and child protection are a recurrent theme running through all policies and procedures and the prevention and management of any sexualised behaviour form part of this process.

All staff, pupils and parents should be made aware that within The Harmony Trust:

- there is a zero-tolerance approach to sexual violence, sexual harassment and sexualised behaviour and that it is never acceptable.
- Sexualised behaviour will not be tolerated and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.
- Incidents of sexualised behaviour of any kind should be reported to any adult by a pupil and a member of the academy leadership team by staff or parents.

Our Personal, Social and Health Education and Relationships Education Policies include details of our whole trust approach to supporting pupils in developing positive relationships and an understanding of appropriate and inappropriate behaviours.

See also *‘Sexual violence and sexual harassment between children in schools and colleges. Part three: A whole school or college approach to preventing child on child sexual violence and sexual harassment’* [DfE Sept. 21].

#### Dealing with Sexualised Behaviour

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Whereas dismissing or tolerating such behaviours risks normalising them.

Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours can lead to a culture of unacceptable behaviour within the academy. This can lead to an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. It is essential that all staff understand the need to address any incidents of ‘everyday sexist stereotypes and everyday sexist language’.

Each academy determines the sanctions that will be applied to incidents of sexualised behaviour and these can be seen in the academies ‘Behaviour Management Procedures’.

#### Support for Victims and Perpetrators

Children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Academies also need to provide support for the alleged perpetrator(s) with safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

**Children with Special Educational Needs and Disabilities (SEND)** are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENCOs).

#### Reporting Incidents of Sexualised Behaviour

Systems must be in place in all academies for children to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views. Procedures for reporting should be well promoted, easily understood and easily accessible.

A record of all incidents will be made on the academy safeguarding records and include a confidential record of the victim, perpetrator, detail of the behaviour and the actions taken, including whether parents were involved.

All incidents of sexualised behaviour must be included in the report collated by the Head of Safeguarding and shared with trustees in the termly safeguarding report.

## Misbehaviour Not on School Premises

The behaviour of pupils outside the school gates is generally a matter for parents or carers to follow up. However, there are circumstances where it is appropriate for in-school investigations and sanctions to occur.

These include misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Identifiable in some other way as being a pupil at the school

Or when:

- There could be repercussions for the orderly running of the school
- There is a threat posed to another pupil or member of the public or staff
- The reputation of the school could be adversely affected.

Sanctions would be the same as those for incidents occurring in school.

## Strategies to Support Pupils to Improve Their Behaviour

Some children may need additional support with their behaviour. Where necessary, individual behaviour plans will be put into place (in liaison with parents and other agencies where relevant). There may also be referrals made to other agencies (e.g. Educational Psychology, Healthy Young Minds or Jigsaw) where it is felt this would support the child's behaviour.

The Harmony Trust is committed to the approaches identified in the Education Endowment Fund Guidance Report, 'Improving Behaviour in Schools' and the 6 recommendations identified in the report.

**Recommendation 1** Know and understand your pupils and their influences

**Recommendation 2** Teach learning behaviours alongside managing misbehaviour

**Recommendation 3** Use classroom management strategies to support good classroom behaviour

**Recommendation 4** Use simple approaches as part of your regular routine

**Recommendation 5** Use targeted approaches to meet the needs of individuals in your school

**Recommendation 6** Consistency is key

## Adverse Childhood Experiences [ACEs].

Recent research has identified the potential long term harmful impact of a range of adverse childhood experiences [ACEs] on a child's behaviour, educational outcomes, physical and mental health, life chances, quality and length of life. ACEs include neglect, emotional, sexual and physical abuse, living in a house where there is mental illness, drug and alcohol abuse, domestic violence and parental incarceration. As a Trust we are developing staff's

understanding of ACEs, how these can lead to toxic stress and the role academies can play in mitigating the impact of these.

Further information and on-line training can be found at -  
<https://www.acesonlinelearning.com>

This training identifies a number of risks factors which all our academy staff are aware of-

- Bullying
- Discrimination
- Breakdown in or lack of positive friendships
- Deviant peer pressure
- Poor pupil to teacher relationships

Consequently each academy has the following protection factors -

- Positive school climate that enhances belonging and connectedness
- Clear policies on behaviour and bullying
- 'open door' policy for children to raise problems
- A whole-school approach to promoting good mental health.

To support all pupils manage the impact of ACEs and toxic stress all academies have focused on helping pupils develop resilience and implemented positive behaviour management strategies which show unconditional positive regard.

## Mental Health & Well-Being

Following the allocation of resources from Opportunity Areas in both Derby, Tameside and Oldham, all academies appointed a senior leader for mental health and well-being to lead on work in this area with staff and pupils. Training received by these leaders has been cascaded to staff to further reinforce understanding of the link between good mental health and well-being and learning and behaviour. Support is provided to whole school cohorts and individuals to develop each child's understanding of how to manage and improve their own well-being through approaches such as spending time outdoors, getting enough sleep, having a healthy diet and spending time with friends.

## Involving Parents and Carers

Supporting pupils to develop positive behaviour is a partnership between school and home. Parents should be informed of both positive and negative events. When parents are approached, it should be with a view to seeking their help and support as well as to inform them of any incident which has occurred.

## Training

Staff will receive training in how to manage and support pupils' behaviour as part of their CPD entitlement. Updates will also be provided regularly and whenever a particular aspects of need is identified e.g. preventing, managing and reporting sexualised behaviour in September 2021. Staff can request additional training by speaking to their line managers at any time.

## Related Documents



Positive Behaviour  
Management training



EEF\_Improving\_beha  
viour\_in\_schools\_Repc

**Sexual violence and sexual harassment between children in schools and colleges'**  
**DfE Sept. 21**

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe it is in line with the Equality Act 2010 and it is fair, it does not prioritise or disadvantage any pupil and it helps to promote and encourage equality in our academies.

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Data Protection Policy	Any personal information including personal sensitive information	Required to be retained as part of education, statutory process	Principal / SLT, Trust central team, staff or other representative as required as part of the relevant process	Kept on file at academy (and Trust central where appropriate).	Held on file following relevant retention periods (dependent on nature of personal information)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓



### Reporting Form - Racist Incidents

All incidents of racist behaviour must be recorded by the academy. **More serious incidents should be reported to the Trust Behaviour Lead. All incidents involving the behaviour listed below should be reported to [JGreen01@TheHarmonyTrust.org](mailto:JGreen01@TheHarmonyTrust.org)**

- the victim believes the behaviour was motivated by racism
- the victim has been subjected to the behaviour on more than one occasion
- there was more than 1 perpetrator
- the perpetrator has been spoken to previously about similar behaviours
- recognised derogatory terms were used by the perpetrator[s]
- the racist behaviour appear to have been planned in advance
- the perpetrator appears to have clear racist intentions by the behaviour

Academy

Date of Incident

Location of Incident within academy-

Ethnic Origin of Victim –

Ethnic Origin of Perpetrators-

Victim gender

Perpetrator gender

Please **mark all** the behaviour[s] of the perpetrator[s] –

Derogatory name-calling, insults, racist jokes and language, racist comments		Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language	
Verbal abuse and threat		Refusal to co-operate with others because of any of the above differences	
Physical assault		Racist graffiti	
Written abuse		Stereotyping on the basis of colour, race, ethnicity, etc.	
Damage to property		Provocative behaviour such as wearing racist badges or insignia	
Bringing racist material such as leaflets, magazines or computer software onto the premises		Incitement of others to act in a racist manner – please include details	
Recruiting other young people to racist organisations or groups		Other – please detail	

Brief description of incident –

Action Taken and name of person who dealt with the incident–

Consequences for perpetrator

Support for victim

Academy level implications

Parents of Perpetrator and Victim notified on

Signed

dated

Definition of Racist Behaviour.

Our definition of racist behaviour is that taken from recommendation 12 of the Report of the Stephen Lawrence Inquiry:

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher or teaching assistant overhears a child calling a Traveller child a 'gyppo'. The adult records this as a racist incident, even though the child does not complain to him or her.

Please send this form to [Jane.Green01@TheHarmonyTrust.org](mailto:Jane.Green01@TheHarmonyTrust.org)