

# **Dixons Allerton Academy**

## **Policy Documentation**

### **Policy: Behaviour for Learning**

**Responsibility for Review: Vice Principal**

**Date of next Review: July 2020**

# Behaviour for Learning

## Principles

Dixons Allerton Academy is committed to ensuring that our scholars master the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices. We also want our scholars to understand their role in developing a common purpose across our Academy community and beyond. 'DAA Learning Habits' provide a framework to ensure our core values (Happiness, Industry and Responsibility) are embedded within our daily practice and routines. We fully believe that descriptive verbal praise can be very powerful in developing a happy and purposeful school environment.

## Aims

- To have the highest expectations of scholar behaviour in order to maximise their opportunity to achieve.
- To ensure all scholars develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all scholars through promoting independence and self-discipline.
- To create an environment in which scholars are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

These aims are supported by regular and appropriate in-service training; close parental and community links; scholar organisation which takes account of ethnic and gender balance; the boosting of scholars' self-esteem through positive reinforcement and extra-curricular activities; and Academy social events aimed at pulling together the different life experiences of groups within the community.

## Practice

### *Acknowledgements*

We want scholars to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging scholars for developing good learning habits.

### Descriptive Verbal Praise

Around the Academy and in lessons, staff members use descriptive praise to signal to scholars that they are demonstrating good learning habits. The Directors of Progress and Achievement (DPA's) and Heads of Year also ring home regularly; this is an opportunity to provide parents / carers with praise about their child. During appreciation assemblies, staff and scholars have the opportunity to thank and praise each other for exhibiting the Academy core values of Happiness, Industry and Responsibility.

### a) Progress & Effort Certificates

At the end of each cycle, two scholars from each class receive a certificate: one awarded for most progress and the other for consistently high levels of effort. These certificates are presented to scholars during our appreciation assemblies.

### b) Acknowledgement Event

3 times each year, scholars who have demonstrated excellent learning habits are acknowledged with an invitation to our event. The Principal, Vice Principal, DPA and Year Managers decide which scholars receive an invitation based on scholars' demonstration of the academy values, consistently following the academy learning habits and excellent attendance.

Our Cycle report to parents provides an opportunity for scholars to gain recognition for their effort and progress across all subject areas over the academic year.

## ***DAA learning habits***

All members of staff are expected to actively promote and model the Dixons Allerton Academy (DAA) Learning Habits.

### Learning Habit 1: Perfect Uniform

Scholars who wish to succeed wear perfect uniform. It is important that our scholars take pride in themselves and in our school. It is important that scholars contribute to our Academy's common routines. It is important all members of our Academy are treated fairly. If scholars breach any one part of our strict uniform code then they will either be given some temporary uniform to wear, sent home to change, or will be isolated until their uniform is perfect. We will do this to ensure that all our scholars take pride in their appearance and to make sure that our scholars are treated fairly. It is unfair if some scholars keep to our dress code and some don't. Further detail around specific uniform expectations can be found in the parent / carer contract.

### Learning Habit 2: On-Task Behaviour

Scholars who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for scholars to remain on task but we will remind them that they learn best when they are concentrating. It also means that other scholars can learn without disruption and allows the teacher to teach what s/he has planned. We expect all scholars to track the person who is talking to demonstrate that they are listening carefully. When in whole year group lectures, lessons or assemblies scholars are expected to remain in silence until they are invited to speak by the member of staff leading the lesson or assembly. Staff members will raise their hands to show that they want silence and it is expected that scholars respond immediately. Failure to be on-task in lessons or around the Academy will result in a correction on the same day as the off-task behaviour. Failure to be on-task on more than one occasion on any given day will result in an extension to the correction session. Continued disruption in one lesson may lead to scholars crossing the 'red line' resulting in isolation or exclusion.

### Learning Habit 3: Homework and Deadlines

Scholars who wish to be successful complete homework on time; completing work outside of lessons is very important to consolidate and master learning. It also helps scholars to develop their organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Scholars who fail to meet a deadline are issued with an Academy correction on the same day the deadline is missed.

## Learning Habit 4: Equipment

Scholars who wish to succeed always bring the right equipment to the Academy, for the right lessons, each day. We wish to develop our scholars' organisational skills for success in future life. For any important role in life, we need the right equipment and scholars need to make sure they provide it. We will have stationary on sale each morning so that scholars can solve issues around lost equipment before lessons begin.

Scholars are expected to bring the following to school in a clear pencil case:

- A black pen
- A red pen
- A purple pen
- Black whiteboard pen
- Pencil
- Ruler
- Rubber
- Protractor
- Compass
- Eraser
- Pencil sharpener
- Highlighter pen
- Scientific calculator

### **In addition scholars also require:**

- DEAR reading book
- Their AFL kit
- Locker key
- Lanyard
- ID badge
- PE Kit in the academy PE bag (on the days they have PE)
- The academy bag

Scholars can store their personal items, equipment and books in their personal lockers. Therefore, they should not be carrying or wearing coats around the Academy. Before the start of any session (i.e. 8.15am, 11.20am and 13.45pm) scholars should return to their lockers to collect the necessary books and equipment they need for each lesson during that session. Illegal items, chewing gum, unhealthy snacks and jewellery (other than one plain watch) are not allowed in the Academy. If any of these items are brought into school, they will be confiscated and will only be returned to parents at the end of each Academy term. Mobile phones are not to be switched on or seen in the Academy. We would strongly recommend scholars do not bring a mobile phone into the Academy. If parents want their child to bring a phone to school for safety reasons, they must be switched off and kept in lockers (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone it will be confiscated and will be kept until a parent / carer collects it at the end of the week.

If scholars fail to have the correct equipment, they will receive a correction on the same day that they failed to demonstrate this vital learning habit.

### Learning Habit 5: Punctuality & Attendance

Scholars who wish to succeed always attend and are on time. We are trusting that scholars will arrive at the Academy by 8.15am each day so that they are ready for the day's learning. Failure to be on time for registration or a lesson (DAA lessons begin at 8:30) will result in an Academy correction on the day the lateness occurs. Scholars who arrive late to school are expected to sign in at reception.

Scholars are expected to attend school every day of the Academy year. Anything less than 96% is not good enough and the Academy would expect this only to be the case for scholars with serious medical issues. If scholars are ill then parents/carers must contact the Academy on the morning of each day of absence. Any planned absence should be requested using the Academy's leave of absence form and passed to the Vice Principal. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

### Learning Habit 6: No Answering Back

We know that scholars who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful. We know it is important that scholars learn self-discipline. If an adult tells a scholar to do something, we expect it done straight away. We expect scholars to trust staff and never question an adult's decision anywhere in the Academy. If scholars fail to demonstrate this learning habit they may then cross the 'red line' resulting in isolation or exclusion. If a scholar feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, scholars may approach the adult to discuss the situation. Scholars are expected to ask politely and respectfully. If a scholar feels uncomfortable approaching the member of staff then they should speak to their, Director of Progress and Achievement (DPA), Year Manager or the Vice Principal in the first instance.

### ***Red line***

The concept of the 'red line' has been devised to signal to scholars that a member of staff has a serious concern about a scholar's behaviour and to give scholars an opportunity to self-regulate before an incident escalates into something more serious. A 'red line' may be given when:

- The scholar has not responded to being given a correction and their behaviour has not improved; in this situation scholars should be asked whether or not they are going to cross the 'red line'.
- The scholar has seriously challenged the dignity of a member of staff or another scholar at which point the teacher issues a 'red line'.

When the 'red line' has been crossed the 'on call' member of staff should be contacted to take the scholar out of the situation. The scholar will spend the rest of the day in isolation. If the red line behaviour is deemed to warrant an exclusion parents will be contacted. Scholars will not be allowed back into school until a parent has met with the Vice Principal or other designated member of staff. Staff at Dixons Allerton Academy will not hold grudges and scholars will be welcomed positively back into the learning environment following an isolation or exclusion.

### ***Serious incident protocol***

When a serious incident has occurred at the Academy, a full investigation will be undertaken. This will involve taking statements from scholars and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a scholar during an investigation. When we have completed our investigation parents will be asked to attend the Academy to discuss the incident and possible ways of resolving the situation.

### **Sanctions**

Verbal Warning	<ul style="list-style-type: none"> <li>• First instance of off-task behaviour (e.g. talking during silent work,)</li> </ul>
Immediate Correction	<ul style="list-style-type: none"> <li>• Not responding to an off-task reminder</li> <li>• No equipment or missing equipment in lesson</li> <li>• Failure to hand in homework</li> <li>• Late to the Academy / lesson</li> <li>• Chewing gum</li> <li>• Using a mobile phone / MP3 player</li> <li>• Failure to follow the Academy dress code</li> <li>• Inappropriate language over heard by a member of staff</li> <li>• Misuse of school equipment</li> <li>• Dropping litter in the Academy</li> <li>• Plagiarism / copying</li> </ul>
Red Line (Internal Isolation or External Exclusion)	<ul style="list-style-type: none"> <li>• Refusal to follow the Academy dress code (defiance)</li> <li>• Refusal to follow staff instructions (defiance)</li> <li>• Truancy</li> <li>• Use of any physical force in school</li> <li>• Damaging school property or another scholar's property</li> <li>• Sexual harassment</li> <li>• Inappropriate language directed at any member of DAA community</li> <li>• Failure to attend a correction session</li> <li>• Fighting with another scholar</li> <li>• Bullying</li> <li>• Abusive language</li> <li>• Smoking on school grounds</li> <li>• Assaulting a member of staff</li> <li>• Dangerous behaviour (including bringing illegal items into the Academy)</li> <li>• Theft / handling stolen goods</li> </ul>
<p>The Academy may also use the following sanctions:</p> <ul style="list-style-type: none"> <li>• Limiting scholar access to enrichment activities</li> <li>• Removal of IT rights (e.g. email &amp; internet academy access)</li> <li>• Confiscation of item/s</li> </ul>	

- Not allowing scholars to attend reward events
- Directing the scholar to an alternative provision / managed move
- Exclusion