

What to do - Behaviour

Behaviour for Learning

This document is written in conjunction with the Dixons Academies Trust Positive Behaviour Policy which is available on the Trust website: www.dixonsat.com/about/policies

Dixons Allerton Academy is committed to ensuring that our students master the knowledge, understanding and skills to achieve our academy sentence and mission. 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 students 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.

From the first day at Dixons Allerton Academy students are expected to pick up and keep our six learning habits which we believe every student has the ability to demonstrate. In doing so, each student will thrive at our academy and will have the skills they need to be successful at university and in the professional world of work.

We have high expectations and accept no excuses. Whilst this may sometimes be challenging we expect our students to live by our learning habits 100% of the time. If they do this their hard work will be recognised. However, if any of the Learning Habits are not met, a same day correction will be issued. It is vital that this is served on the same day so that the student is given the opportunity to reflect on his / her mistake. This allows the student the necessary steps to improve on the following day.

Aims

- To have the highest expectations of students' behaviour to maximise their opportunity to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create an environment in which students 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; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extracurricular activities; and academy social events aimed at pulling together the different life experiences of groups within the community.

Practice – Secondary Phase

Recognition

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

Descriptive Verbal Praise

Around the academy and in lessons, staff members use descriptive praise to signal to students 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 Period 1 staff and students have the opportunity to thank and praise each other for exhibiting the academy core values of Happiness, Industry and Responsibility.

Progress & Effort Certificates

At the end of each cycle, two students 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 students during our appreciation assemblies.

Acknowledgement Event

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

Random Recognitions

At DAA we believe that achieving the very best you can every day is the most valuable recognition. We also understand that living our values of happiness, industry and responsibility every day requires a lot of self-control. Each term we look at ways to recognise our students. This will be a surprise and acknowledge their achievements,

Positive contact home

Our three-way partnership between families, students and staff is the bedrock of our school community. Staff at DAA will make positive phone calls to families to acknowledge outstanding work in class or any outstanding contributions around the academy.

Our Cycle report to parents provides an opportunity for students 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

Students who wish to succeed wear perfect uniform. It is important that our students take pride in themselves and in our school. It is important that students contribute to our academy's common routines. It is important all members of our academy are treated fairly. If students 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 students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code and some don't.

Learning Habit 2: On-Task Behaviour

Students 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 students to remain on task but we will remind them that they learn best when they are concentrating. It also means that other students can learn without disruption and allows the teacher to teach what s/he has planned. We expect all students to track the person who is talking to demonstrate that they are listening carefully. When in whole year group lectures, lessons or assembly's students 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 students 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 students spending a period of reflection in RESET or suspension.

Learning Habit 3: Homework and Deadlines

Students 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 students 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. Students who fail to meet a deadline are issued with an academy correction on the same day the deadline is missed.

Learning Habit 4: Equipment

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

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

- Black pen
- Red pen
- Purple pen
- Black whiteboard pen
- Pencil
- Ruler
- Rubber



- Protractor
- Compass
- Eraser
- Pencil sharpener
- Highlighter pen
- Scientific calculator
- In addition students also require:
- A reading book
- Locker key
- Lanyard
- ID badge
- PE Kit in the academy PE bag (on the days they have PE)
- The academy bag

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 either be disposed of or 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 students 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 out of sight (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 day.

If students 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

Students who wish to succeed always attend and are on time. We are trusting that students 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 will result in an academy correction on the day the lateness occurs. Students who arrive late to school are expected to sign in at reception.

Students 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 students with serious medical issues. If students 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.

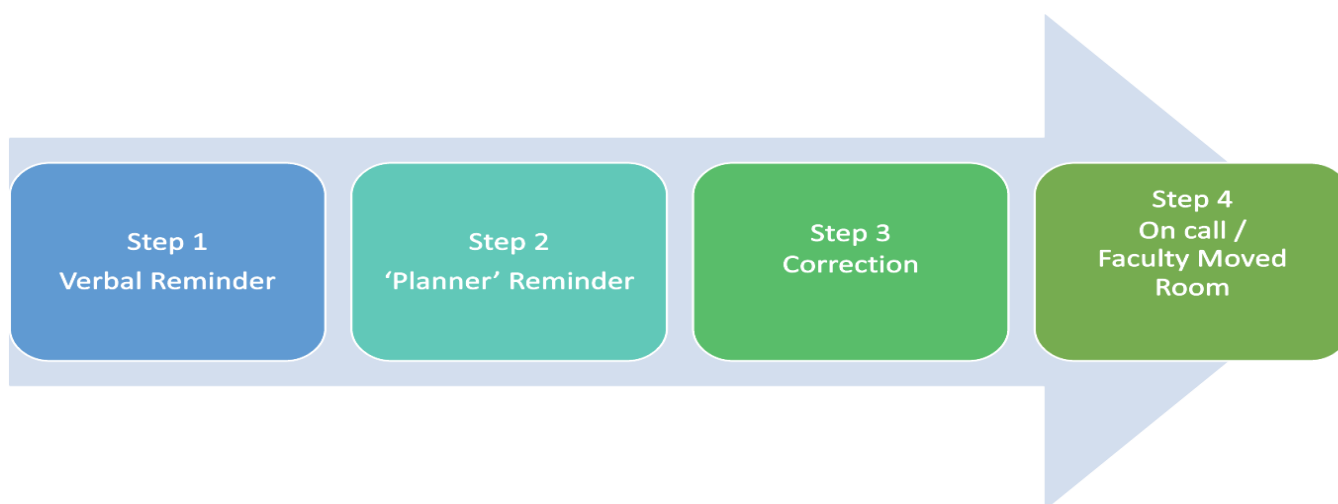
Learning Habit 6: No Answering Back

We know that students 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 students learn self-discipline. If an adult tells a student to do something, we expect it done straight away. We expect students to trust staff and never question an adult's decision anywhere in the academy. If students fail to demonstrate this learning habit it will result in a period of reflection in RESET or suspension. If a student feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. Students are expected to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff then they should speak to their, Director of Progress and Achievement (DPA), Year Manager or the Lead Behaviour Manager in the first instance.

Classroom culture

Every single second of learning time is a gift. Every lesson is planned to maximise the learning time to support students to make progress and achieve exceptional outcomes, that lead to ambitious life choices. In order to ensure that staff can teach, and students can learn we expect that every student is on task all of the time. If students are not on task, we have two steps where reminders are issued to support the students to realign with the expectations. After that point we issue corrections to support the student to align with the expectations. The full process used by staff in the classroom is below:





If a student is issued a correction the expectation is they complete that on the same day unless it has been given after the cut off point in the afternoon. Students are responsible for attending their correction on time and to use the time to reflect on their behaviour choice and complete work in silent independent study. The expectation is that families support the same day correction system.

Serious incident protocol

When a serious incident has occurred at the academy, a full investigation will be undertaken. This will involve taking statements from students 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 student 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 Reminder	<ul style="list-style-type: none"> First instance of off-task behaviour (e.g. talking during silent work,)
Immediate Correction	<ul style="list-style-type: none"> Not responding to an off-task reminder No equipment or missing equipment in lesson Failure to meet line up and corridor expectations Failure to hand in homework Late to the academy / lesson Chewing gum Using a mobile phone / MP3 player Failure to follow the academy dress code Inappropriate language over heard by a member of staff Misuse of school equipment Dropping litter in the academy Plagiarism / copying



RESET**(Internal RESET or Suspension)**

- Persistent refusal to follow the academy dress code (defiance)
- Persistent refusal to follow staff instructions (defiance)
- Three “**off task**” corrections in one day
- Truancy
- Use of any physical force in school
- Damaging school property or another student’s property
- Sexual harassment
- Inappropriate language directed at any member of DAA community
- Failure to attend a correction session
- Fighting with another student
- Bullying
- Racism
- Abusive language
- Smoking on school grounds
- Assaulting a member of staff
- Dangerous behaviour (including bringing illegal items into the academy)
- Theft / handling stolen goods

Where student behaviour is persistent, we will look to work with families and the student to put support in place in the form of a pastoral support plan to create individualised strategies to help that student get back on track.

Type of behaviour	Verbal reminder	A school Correction 30 minutes	A school Correction 1 hour	RESET	External Suspension
Failure to follow instructions – calling out	Issued in first instance	Second instance same lesson – correction written in planner	Repeated low-level disruption – room removed within Faculty and 1 hour correction given	Continued poor behaviour Refusal to comply Refusal to move to room removal	
Forgot a piece of equipment -- Checked by teacher in Period 1		Correction issued			
Punctuality to academy		Late and not in line up Correction issued	Once 3 lates in a week have been reached		
Punctuality to lesson		Not at lesson a suspension the second bell			
Homework not done		Homework not done			



Type of behaviour	Verbal reminder	A school Correction 30 minutes	A school Correction 1 hour	RESET	External suspension
Chewing, eating drinking in inappropriate place	Eating / drinking - warning given and opportunity to correct	No action or refusal from student - correction given. Chewing gum is a 30 minute correction		Repeated offences placed in RESET and FT / HoY contact parents	
Uniform incorrect / nail polish or false nails	Opportunity to correct- jewellery confiscated until end of the term, nail polish removed			Failure to correct could lead to a possible RESET	
Inappropriate hair – lines / patterns shaved				Letter sent home and isolated until corrected	
Refusal to follow instructions	Initial warning and explanation of consequences	If continued, correction given	If still refuses then longer correction	Further refusal results in removal by HoY / SLT. May result in RESET	Refusal to follow the RESETs instructions could lead to suspension
Inappropriate use of mobile phone or any Smart watch in school		Confiscated and given to reception – correction given	Second occasion phone confiscated and given to reception. Parent meeting to return phone.	Refusal to hand over phone may result in RESET.	
Internal / external truancy				Parents contacted. RESET to make up learning time lost	
Argumentative with staff failing to show respect	Initial warning given	Correction given if behaviour not corrected			
Inappropriate language		Correction if heard inside classroom or on site	Further Correction if repeated and Parents contacted		
Wilful damage of a student's property		Required to pay, apologise and correction given			



Type of behaviour	Verbal reminder	A school Correction 30 minutes	A school Correction 1 hour	RESET	External suspension
Acting with aggression towards another student causing a disturbance to the good order of the academy – including social media usage			Correction given and depending on severity this is the minimum	Depending on the level of disturbance and severity possible RESET or SUSPENSION	
Unprovoked assault on student				Internal Suspension as a minimum Parents contacted Apology expected	Depending on severity a suspension or permanent exclusion would be considered. Police may be called.
Swearing, aggression, insulting member of staff – including social media usage				Internal Suspension as a minimum Parents contacted Apology expected	Depending on severity may lead to a suspension or possible permanent exclusion
Assault on member of staff					Suspension or PX. Police may be called
Wilfully undermining the security of the academy (e.g. letting in strangers)				Internal Suspension as a minimum Parents contacted Apology expected	May be SUSPENSION depending on danger.
Sexual, homophobic, racist harassment				Internal Suspension as a minimum	Depending on level, SUSPENSION or PEX. Police may be called
Carrying dangerous items				Internal Suspension as a minimum	Depending on level, SUSPENSION or PEX. Police may be called
Theft and handling stolen goods				Internal Suspension as a minimum	Depending on level, SUSPENSION or PEX. Police may be called
Dealing taking or possessing illegal substances including vapes				Internal Suspension as a minimum	Depending on level, SUSPENSION or PEX. Police may be called

Behaviour Exemplification



Level	Type of Behaviour	Sanction
Green	<ul style="list-style-type: none"> Persistent low level behaviour i.e. not following any of the rules and expectations. Shouting out, presentation, talking in the line. Persistent swearing in every day language. Being unkind to other children. Answering back to staff when given a specific instruction. 	Warning that if behaviour happens one more time it will be straight to a yellow meeting.
Yellow	<ul style="list-style-type: none"> Continued use of aggressive or inappropriate language Deliberate and continued misuse of classroom resources ie. Scribbling on books, snapping rulers, ripping books Continued name-calling and teasing (verbal and non-verbal) Continued lack of effort and productivity Continuous disregard of routines, instructions and expectations (need to add: 'disrupting learning' into this section to cover shouting out, making others laugh, getting out of seats, talking etc Stealing 	<ul style="list-style-type: none"> Not allowed unsupervised time Not allowed to attend sporting competitions Removal of all clubs Removal of jobs/privileges/responsibilities Writing an apology letter (possible that the children do not do the actual writing) Complete a programme of study ie. Learning about racism/vaping Litter picking Not allowed to attend to school pets Missed break or lunch time
Red	<ul style="list-style-type: none"> Lack of improvement following yellow meeting (continuing behaviours) Fighting/threatening to fight Deliberately hurting another person (unprovoked) 	<ul style="list-style-type: none"> Complete a programme of study ie. Learning about racism/vaping Litter picking/ community service for school. Multiple missed break or lunch time. Internal exclusion
External Exclusion	<ul style="list-style-type: none"> Deliberate damage to school property (smashing a window, throwing a computer, trashing a classroom) Vaping Bullying 2+ red conversations 	

