

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 scholars 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 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.

From the first day at Dixons Allerton Academy scholars are expected to pick up and keep our six learning habits which we believe every scholar has the ability to demonstrate. In doing so, each scholar 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 scholars 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 scholar is given the opportunity to reflect on his / her mistake. This allows the scholar the necessary steps to improve on the following day.

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 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 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 Period 1 staff and scholars 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 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.

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.

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 assembly's 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:

- Black pen
- Red pen
- 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
- 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 Lead Behaviour Manager 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.
- The scholar has seriously challenged the dignity of a member of staff or another scholar.

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"><input type="checkbox"/> First instance of off-task behaviour (e.g. talking during silent work,)
Immediate Correction	<ul style="list-style-type: none"><input type="checkbox"/> 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
Red Line (Internal Isolation or External Exclusion)	<ul style="list-style-type: none">• 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 scholar’s property• Sexual harassment• Inappropriate language directed at any member of DAA community• Failure to attend a correction session• Fighting with another scholar• 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 scholar behaviour is persistent, we will look to work with families and the scholar to put support in place in the form of a pastoral support plan to create individualised strategies to help that scholar get back on track.



Type of behaviour	Verbal warning	After school Correction 30 minutes	After school Correction 1 hour	Isolation	External exclusion
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			

Type of behaviour	Verbal warning	After school Correction 30 minutes	After school Correction 1 hour	Isolation	External exclusion
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 after the second bell			
Homework not done		Homework not done			
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 one hour correction		Repeated offences placed in isolation 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 isolation	
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 isolation	Refusal to follow the isolation instructions could lead to exclusion



Inappropriate use of mobile phone or any Smart watch in school		Confiscated and given to reception – correction given 1ST Occasion phone returned at the end of the week.	Second occasion phone confiscated and given to reception. Parent meeting to return phone.	Refusal to hand over phone may result in Isolation.	
Internal / external truancy				Parents contacted. Isolation 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 warning	After school Correction 30 minutes	After school Correction 1 hour	Isolation	External exclusion
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 Isolation or FTE	
Unprovoked assault on student				Minimum isolation. Parents contacted apology expected	Depending on severity FTE or permanent exclusion would be considered. Police may be called.
Swearing, aggression, insulting member of staff – including social media usage				Minimum internal exclusion parents contacted apology expected	Depending on severity may lead to FTE or possible PX
Assault on member of staff					Exclusion FTE or PX. Police may be called



Wilfully undermining the security of the academy (e.g. letting in strangers)				Minimum internal exclusion parents contacted	May be FTE depending on danger.
Sexual, homophobic, racist harassment				Minimum internal exclusion	Depending on level, FTE or PX. Police may be called
Carrying dangerous items				Minimum internal exclusion	Depending on level, FTE or PX. Police may be called
Theft and handling stolen goods				Minimum internal exclusion	Depending on level, FTE or PX. Police may be called
Dealing taking or possessing illegal substances				Minimum internal exclusion	Depending on level, FTE or PX. Police may be called

Practice - Primary Phase

At Dixons Allerton Academy primary, our behaviour policy mission statement is simple. We want children to do the right thing because it is the right thing to do. Due to this, we rarely, if ever give extrinsic rewards such as stickers or treats. We want children to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging them for developing good learning habits.

Around the academy and in lessons, staff members use descriptive praise to signal to children that they are demonstrating good learning habits. Each week we recognise children who have worked hard to demonstrate the academy core values of Happiness, Industry and Responsibility. Parents are invited to join us at our celebration assembly every Friday.

Behaviour Management and Expectations

No adult will ever shout at any child at DAAP. Children must be dealt with fairly and consistently by all adults and must only be removed from class or playtimes once all other strategies have been attempted. The following points are key principles in our approach to behaviour management:

Principle	Strategy
Firm and fair	<ul style="list-style-type: none"> • 100% every day • 'I expect ...'
Specific Praise	<ul style="list-style-type: none"> • 'I like how you ...' • 'Thank you for ...' • Referring to children as good role models - 'Look how --- is doing it'



Clear and consistent	<ul style="list-style-type: none"> • Give time clear time frames. 'I expect you to --- by the time I ---' Use these transition points as learning opportunities (i.e. times tables, counting in multiples of, spelling, etc) • Give a clear consequence: 'If you do not ---- this will happen'. Always follow it through. Use the behaviour policy below (i.e. warning where needed) and other reasonable consequences. • Writing, reading or maths learning must never be used as a punishment / consequence
Give clear choices	<input type="checkbox"/> Give the child a real choice. 'Are you doing the right thing here or doing the right thing over there?'
Problem Free Talk	<input type="checkbox"/> Re-engage a child who has lost focus or who is about to make a poor choice by directing a question at them or distracting the 'What do you think?'
Clear instructions	<input type="checkbox"/> Ensure that instructions given are clear and concise. Using the Talk for Writing words (i.e. First, Next, After that, Then and Finally') will help younger children to be clear on your expectations.

Where these positive and consistent strategies do not work, we employ the following procedures in this order:

- **Verbal Warning** from an adult in the classroom.
- **'Reflection' inside the classroom** (children should not be sent to other classrooms).
- **Yellow letter home** (meeting between class teacher, parent and child). At this meeting a consequence should be agreed by all involved. The consequence should be meaningful to the child and decided on an individual basis; possible examples are removal of privilege/responsibility/participation in sporting competition. It is hoped that that discussion at this stage will support the child to make better choices in the future. **The details of this meeting must be recorded on CPOMs, with all relevant staff tagged in. This will include- HT, DHT, Phase Leader, Class Teacher, Nurture Leader, Support Staff in Year Group.**
- **Red letter home** (meeting between Phase Leader, class teacher, parent and child).
- Individualised behaviour support plan created by teacher and Phase Leader. The design of this will be tailored specifically to the needs of the individual. Review meetings held weekly.

If, after following all steps above, behaviour does not improve, parents and child will meet with the Primary Head to discuss a more severe course of action.

For some behaviours, stages 1 and 2 may not be appropriate and it may be necessary to issue a yellow/red letter immediately. The following table defines (but is not exhaustive) such behaviours to provide clear sanctions for children and adults.

Sanction	Type of behaviour
Yellow Letter	<ul style="list-style-type: none"> • Swearing • Misuse of school equipment • Name calling and teasing
Red Letter	<ul style="list-style-type: none"> • Fighting with another child • Kicking, hitting, biting etc
Sanction	Type of behaviour
	<input type="checkbox"/> Stealing
Internal / External Exclusion	<ul style="list-style-type: none"> • Refusal to follow staff instructions (defiance) • Damaging school property or another child's property • Inappropriate language/aggression directed at a member of staff <input type="checkbox"/> Bullying • 2+ red letters in a half term



Expectations – 100%

In line with our core value of 'responsibility', children are expected to show respect for the adults and other children in school. It is everybody's responsibility to challenge children around school to ensure consistency of expectation. High expectations underpin success.

	Expectation -100%
Indoor Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Quiet voices, resources and environment are treated with respect and used in a considered way.
Outdoor Learning	<ul style="list-style-type: none"> <input type="checkbox"/> All resources must be tidied away after use and stored safely. There should never be resources left on the floor.
Sitting on the Carpet	<ul style="list-style-type: none"> <input type="checkbox"/> Legs crossed, fingers fastened, eyes on the teacher, back straight
Sitting at a Table	<ul style="list-style-type: none"> <input type="checkbox"/> Chair tucked under, tummy touching the table, back straight
Moving Around School	<ul style="list-style-type: none"> <input type="checkbox"/> Children walk in single file without talking. Adults direct children to wait at various points to ensure the whole group remains in sight.
Lining Up	<ul style="list-style-type: none"> • Children should line up quickly and quietly, one behind the other. • Thin as a pin – Voices in
No Hands Up to answer questions about learning or understanding	<ul style="list-style-type: none"> • Direct questions to particular children, choose children at random to ensure children remain alert and ready to answer. • <i>See TLAC for questioning techniques and strategies</i>
Turn Taking/ Saying newly learned words	<ul style="list-style-type: none"> • 'My turn' (Hand to face or chest) – 'Your turn' (open hand to children) • 'I say ... You say ...', explicit and deliberate exploration of new vocabulary.
Answering questions and sharing ideas	<ul style="list-style-type: none"> • Children should use full sentences as much as possible and incorporate newly learned vocabulary. • <i>See TLAC for questioning techniques and strategies</i>
Presentation	<ul style="list-style-type: none"> • Where appropriate, the DUMTUMS rule should be applied for presentation. <i>Date, Underline, Miss a line, Title, Underline, Miss a line, Start.</i> • The long date should be used in English and short date in Maths. • Exercise books must be stored neatly to protect the covers- there should be no mark making on them and only labels for names to be used. Sticking in should be neat- trim sheets to ensure they fit. • Staff must model the highest standards of spelling and handwriting when giving written feedback.
Productivity	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for learning must be maximised. It is expected that no time is wasted through the use of 'Do Now' style tasks. These should be communicated clearly at every transition point and become part of the daily routine within the classroom. <p>Expectation -100%</p>



Key Facts	<ul style="list-style-type: none">□ Children have the opportunity to practise and consolidate key facts for their unit. Sheets are given in advance to support learning and are continuously referred to throughout the session.
Uniform & Jewellery	<ul style="list-style-type: none">□ Uniform rules (particularly PE Kit) must be adhered to and challenged by staff where they are not. Jewellery is limited to two small stud earrings.



