

What to do: Behaviour for Learning

2021 - 2022



What to do... 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 McMillan Academy is committed to ensuring that our scholars master the knowledge, skills and understanding to achieve our academy sentence and mission: we will do whatever it takes to ensure our whole community is highly employable and fully ready to lead happy and successful lives. We believe that anyone who is successful (in the broadest sense of the word) must develop a growth mindset to strive to be better tomorrow than they are today, and that they are developing the skills and attributes necessary to be highly employable. We also want our scholars to understand how important it is to develop positive relationships and how this contributes to one's happiness. 'Dixons McMillan Academy Learning Habits' provide a framework to ensure our key drivers (Mastery, Autonomy, Purpose) and core values (Excellence, Positivity and Respect) are embedded within our daily practice and routines. From the first day at Dixons McMillan Academy, children 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 school 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 sometimes this may 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 to take the necessary next 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 twice weekly staff practice sessions focusing on: core routines and developing appropriate strategies for managing behaviour; 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 / co-curricular activities; and academy community events aimed at pulling together the different life experiences of groups within the community.

Practice

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.

a. positive comments

Scholars get positive comments in their planners for demonstrating excellent effort in lessons and for demonstrating our core values of Excellent, Positivity and Respect.

b. Scholar appreciations

Each week, every member of the academy staff gives a scholar appreciation. Scholars may be appreciated for demonstrating our values, strong progress or for displaying a real commitment to the academy or the local community. Appreciations are shared during collective learning each week and communicated to families in the bi-weekly newsletter.

c. Verbal recognition

Around the academy, and in lessons, staff members use positive language and reinforcement to signal to scholars that they are demonstrating good learning habits. Advisors ring home regularly; this is an opportunity to provide family with positive information. During Family dining there is an opportunity for other scholars to support and recognise their peers in demonstrating the values and drivers.

d. Recognition expeditions

Three times each year, scholars who have demonstrated excellent learning habits are acknowledged with an invitation to a special expedition. The Senior Leadership Team decide which scholars attend based on the number of corrections and appreciations a scholar has received over the cycle, and the scholar's attendance and punctuality.

Recognition

B1 0 to -9 points per cycle	Celebration by all <ul style="list-style-type: none"> ▪ Notes in planner ▪ Phone call home ▪ Appreciations (MCAS & texts) ▪ Principal's list letter ▪ Reward Event (no Red Lines)
B2 1 -2 corrections per week -10 to -19 negative points per cycle	Advisor Action <ul style="list-style-type: none"> ▪ Seating plan reviews ▪ Family Dining conversations ▪ Parental meeting to identify barriers ▪ Organisational support ▪ 1 – 2 – 1 reading ▪ Sentence revisited ▪ 100% Book check ▪ Planner check
B3 -20 to -44 negative points per cycle	HOY Action (plus MS support if K / E code) <ul style="list-style-type: none"> ▪ Family meeting ▪ Letter to signal concern with next steps identified ▪ Re-induction into academy for scholars and families ▪ Removing any barriers ▪ Daily check in ▪ Liaising with HOS re: curriculum issues ▪ Behaviour Support Plan ▪ Re-write / amend profile K / E code
B4 45- or more negative points per cycle	SLT Link / SENCO / AVP Action <ul style="list-style-type: none"> ▪ Family meeting & creation of Pastoral Support Plan ▪ Follow up letter with barriers and support identified & behaviour contract ▪ Daily check in ▪ Assertive Mentoring ▪ Catch up programmes: MM, TT, DEAR, Oak National Academy, curriculum decisions e.g. Study Skills classes (Y9 – Y11) ▪ Refer to Matrix meeting for holistic view and referral to external agency / assign S code ▪ Amended day / timetable ▪ Regular communication and review with family

Learning Habits



All members of staff are expected to actively promote and model the 'Dixons McMillan Learning Habits'.

Learning Habit 1: Deadlines

Scholars who wish to be successful complete homework (including Stretch Projects) 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. Corrections will be issued for poor quality of homework (including poor effort in quizzes). 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, sat for 30 minutes on the same day the deadline is missed.

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. Scholars are expected to remain in silence in line-ups and dismissal and on the stairs and along corridors. When in whole year group lectures, lessons or collective learning, 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, or whilst walking to and from school, 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' and, therefore, being removed from lessons. Scholars may also receive a 'red line' or exclusion for poor conduct outside of school including fighting, anti-social noise or disrupting members of the public whilst in school uniform.

Learning Habit 3: Punctuality and attendance

Scholars who wish to succeed always attend and are on time. We are trusting that scholars will arrive at the academy by 7.55am each day so that they are ready for the day's learning. Failure to be on time collective learning 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 97% 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. The school will always offer work to be sent home on the third day of absence for any child. If attendance falls below 95%, parent meetings will be arranged with a member of the attendance officer or Head of Year. Any planned absence should be requested using the academy's leave of absence form and passed to the Principal. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

Meetings will be arranged with families and children who have a punctuality of less than 97%.

Learning Habit 4: 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 a scholar being removed from lessons and being placed in Mountain Challenge for a fixed period of time. In some circumstances, scholars may be excluded for displaying serious poor behaviour. 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, they should speak to their Advisor, HoY or the Vice Principal for behaviour in the first instance.

Learning Habit 5: 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 uniform code, they will either be given some temporary uniform to wear, sent home to change, or will be sat in 'red line' 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 details around specific uniform expectations can be found in the family handbook.

Learning Habit 6: 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 stationery is on sale each morning from the scholar support desk so that scholars can solve issues around lost equipment before lessons begin.

Scholars are expected to bring the following to school:

- 2 black pens
- 2 green pens
- Black whiteboard pen (provided by the academy) and eraser
- Pencil
- Ruler
- Rubber
- DEAR reading book
- Calculator (please see the Family Handbook for the exact model)
- Locker key

Scholars should store their equipment and books in their personal lockers. Therefore, they should not be carrying bags or wearing coats around the academy. Before the start of any session (i.e. 7.55am, 9.45/ 10.45am and 13.50), scholars should return to their lockers to collect the necessary books and equipment they need for each lesson during that session. Items not permitted in the academy such as chewing gum, unhealthy snacks, mobile phones and jewellery (other than one plain watch) will be confiscated and will only be returned to parents at the end of each academy term. Mobile phones are not permitted in the academy. If parents want their child to bring a phone to school for safety reasons, they must be switched off before scholars enter the grey metal gates 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, a Red Line Day 1 will be issued, and will be kept until a parent / carer collects it at the end of the term. 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.

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. We believe in isolation, education and reintegration to support scholars to do the right thing because it is the right thing to do. 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 a member of the pastoral team should be called upon to take the scholar out of the situation. The scholar will then spend time in Mountain Challenge and the sanction will be appropriate to the behaviour. Families will be contacted. Scholars will not be allowed back into school until a family member has spoken to a member of the pastoral or senior leadership team and where a longer red line has been issued a parent meeting will need to take place before the scholar exits Mountain Challenge. During their time in Red Line, scholars will complete relevant work, a behaviour reflection document as well as intervention packs linked to the behaviour type and they will receive a mentoring session to support their reintegration back into the academy. The length of a ‘red line’ will be determined by a member of the senior leadership team and related to the severity of the incident (see appendix). When returning from a fixed term exclusion, scholars will spend, at least, one day in ‘red line’ and there will be a restoration meeting with any members of staff who have been impacted by the scholar’s behaviour. Staff at Dixons McMillan Academy will not hold grudges and scholars will be welcomed positively back into the learning environment following an isolation or exclusion.

Exclusions

A fixed term exclusion will be issued for seriously poor behaviour (see appendix). Families will be notified of the circumstances and a meeting will be arranged with a member of the Senior Leadership Team. The length of the fixed term exclusion will be determined by the severity of the incident which could occurred inside or outside of the academy. Scholars will be issued work to complete. A reintegration meeting will be held following the exclusion to determine the reintegration package which will offer appropriate challenge and support. Scholars will not be allowed back into the academy until this meeting has taken place.

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.

Consequences

Warning (in classrooms)	First instance of off-task behaviour (e.g. talking during silent work) will result in a scholar’s planner being taken. This is a visual and clear reminder for scholars to be on task. In a public space, or in a whole year group, no warning will be given.
Immediate correction	<ul style="list-style-type: none"> • Not responding to a planner being taken • Missing piece of equipment in lesson

	<ul style="list-style-type: none"> • Missing a deadline • Late to the academy / lesson • Failure to follow the academy dress code • Misuse of school equipment • Dropping litter in the academy • Not following instructions 'first time, every time'
Red Line	<ul style="list-style-type: none"> • Three corrections in one day • Using a mobile phone / MP3 player without authorisation • Harmful and abusive behaviour • Sexual harassment • Bullying • Homophobic or Transphobic comments or behaviour • Racism • Dangerous behaviour (including bringing illegal items into the academy) <p>The decision to put a scholar in 'red line' will be taken by the senior leadership team and could include the above - or anything which is deemed to cross the 'red line' – including undermining members of staff, unkindness to others or persistent behaviour which breaks our learning habits and goes against our values. The decision of a fixed term external exclusion is taken by the Principal where behaviour is deemed severe. Scholars may be externally excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the academy.</p>

The academy may also use the following sanctions:

- Limiting scholar access to Co-Curricular Electives sessions
- Removal of IT rights (e.g. email and internet academy access)
- Confiscation of item/s
- Correction conversations for up to 10 minutes after school without informing parents
- Not allowing scholars to attend recognition expeditions
- Removal of unstructured time e.g. break time
- Directing the scholar to an alternative provision / managed move
- Extended corrections

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 behaviour plan or pastoral support plan to create individualised strategies to help that scholar get back on track.

Off task in lessons post planner warning		✓								
Eating / drinking in prohibited place		✓								
Off task behaviour at collective times and spaces / line-up		✓								
Answering back to a member of staff		✓								
Swearing in conversation to another scholar		✓								
Breaking no touching rule (touching)		✓								
Dishonest to member of staff		✓								
Returning iBase book late		✓								
Using staff toilets		✓								
Bringing in non-permitted item (mirror, sweets etc.)		✓								
Failed correction		Repeat correction								
Truancy of correction			With 1.5hr correction							

Being deliberately not covid safe			✓							
Refusal to take part in a lesson after Red Line Reversal			✓							
Persistent off task behaviour after correction issued and Red Line Reversal			✓							
Defiance of teacher instruction			✓							
Internal truancy from any lesson / session			With 1.5hr correction							
Lines in hair (RL until rectified)			✓							
Chewing			✓							
Plagiarism			✓							
Mobile phone not in locker – Phone kept until the end of term by AVP Beh			✓							
Swearing at another scholar in anger					✓					
Leaving a lesson without permission			✓							
Poor behaviour in a repeated correction			✓							
Public / visible defiance of teacher				✓						

Taking drugs on site *									✓	✓
Sharing inappropriate images *									✓	✓
Threatening to bring in dangerous item *									✓	✓
Using implement to harm another scholar *									✓	✓

* Police will be contacted, followed up and incident logged

* The Academy will sanction behaviour outside of the academy if it deems appropriate