

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 students 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 students 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 (Resilience, Integrity and Courtesy) 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 student has the ability to demonstrate. In doing so, each student 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 while sometimes this may be challenging, we expect our students to live by our learning habits 100% of the time. If they do this, they will build positive relationships with staff, maximise their learning time and progress so that their hard work will lead to success. However, if any of the Learning Habits are not met, a same-day correction will be issued. It is vital that this is served immediately so that the student is given the opportunity to reflect on his / her mistake. This allows the student to take the necessary next steps to improve on the following day.

Aims and Purpose

- To have the highest expectations of student behaviour in order 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 staff practice sessions focusing on core routines and developing appropriate strategies for managing behaviour; close parental and community links and student leadership. .

Practice 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.

a. Courtesy points

Students can earn courtesy points for recognition of demonstrating courtesy to staff, students and other key stakeholders. These are tracked and used for a separate reward each half term.

b. Student appreciations

Staff can appreciate students at any time for their resilience and hard work in lessons / other times in school. Students may be appreciated for demonstrating our values, strong progress or for displaying a real commitment to the academy or the local community.

c. Verbal recognition

Around the academy, and in lessons, staff members use positive language and reinforcement to signal to students 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 students to support and recognise their peers in demonstrating the values and drivers.

d. Recognition events

Three times each year, students who have demonstrated excellent learning habits are acknowledged with an invitation to a special event. The Senior Leadership Team decide which students attend based on the number of corrections and appreciations a student has received over the cycle, and the amount of courtesy points that they have received.

Learning Habits

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

Learning Habit 1: Deadlines

Students 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 students 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. Students 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

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. Students are expected to remain in silence in line-ups and dismissal, or when being escorted to lesson. During transitions between lessons, we expect a purposeful atmosphere in which students are expected to move quickly and respectfully on the left hand side of the corridor. In transition between lessons, students are given the opportunity to exercise self-regulation and self-control in conversation with their peers.

When in whole year group lectures, lessons or collective learning, 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 call for "3...2...1 for focus" to show that they want silence and it is expected that students respond immediately. Staff members will narrate the expectations of students in order to support them to master good learning habits. 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 students crossing the 'red line' and, therefore, being removed from lessons. Students may also receive a 'red line' or suspension 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

Students who wish to succeed always attend and are on time. We are trusting that students 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 for collective learning 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 who arrive late to a lesson will also be issued with a correction. Leaving a lesson without permission or truancy of a lesson will lead to an extended correction or a more serious sanction.

Students 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 students with serious medical issues. If students are ill, then parents / carers must contact the academy on the morning of each day of absence. If attendance falls below 95%, parent meetings or home visits will be arranged with a member of the attendance team 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 students who wish to succeed follow instructions first time, every time. This means that they 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 gives an instruction, 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 they may then cross the 'red line' resulting in a student being removed from lessons and being placed in Red line for a fixed period of time. In some circumstances, students may be suspended for displaying serious poor behaviour, rudeness or defiance. If a student feels unfairly treated they must still follow the instruction first time, every time. Later, at an appropriate time, students may approach the adult to discuss the situation. Students are expected to speak to all members of the academy politely and respectfully. If a student feels uncomfortable approaching the member of staff, they should speak to their Advisor, Head of Year or SLT link.

Learning Habit 5: 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 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 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. Further details around specific uniform expectations can be found in the family handbook.



Learning Habit 6: 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 stationery on sale each morning from the student support desk so that students can solve issues around lost equipment before lessons begin. Students are expected to bring the following to school:

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

Students should store their equipment and books in their personal lockers. Therefore, they should not be carrying bags or wearing coats around the academy. Before school and at break and lunch, students can 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, mobile phones and jewellery (other than one plain watch) will be confiscated and will only be returned to parents at the discretion of staff. 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 students enter the academy 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. 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.

Red line

The concept of the 'red line' has been devised to signal to students that a member of staff has a serious concern about a student's behaviour and to give students an opportunity to self-regulate before an incident escalates into something more serious. We believe in isolation, education and reintegration to support students to do the right thing because it is the right thing to do.

A 'red line' may be given when:

- the student has not responded to being given a correction and their behaviour has not improved
- the student has seriously challenged the dignity of a member of staff or another student

When the 'red line' has been crossed a member of the pastoral team should be called upon to take the student out of the situation. The student will then spend time in Red line and the sanction will be appropriate to the behaviour. Families will be contacted. Students 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 may need to take place before the student exits Red line.

During their time in Red Line, students will complete relevant Academic work, following a long term plan and resources designed for their year group. They will also complete a behaviour reflection document as well as intervention packs linked to the behaviour type. When being reset to lessons, they will receive a 1:1 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 suspension, students will complete intervention on their return and there will be a restoration meeting with anyone who has been impacted by the student's behaviour.

Staff at Dixons McMillan Academy will not hold grudges and students will be welcomed positively back into the learning environment following an isolation or exclusion.

Suspension

A suspension 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 suspension will be determined by the severity of the incident which could occur inside or outside of the academy. Students will be issued work to complete. A reintegration meeting will be held following the suspension to determine the reintegration package which will offer appropriate challenge and support. Students 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 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.



Appendix 1: Sanctions Grid

BEHAVIOUR	TEACHER/ADVISOR				HOY/SLT		SENIOR VP	PRINCIPAL
	Depending upon seriousness of incident, one or more of the consequences indicated below may be used. Off-site Direction/Alternative Provision/Permanent Exclusion can be used for a single serious incident (without taking into consideration previous behaviour profile).							
	PW	CORR 1	CORR 2	CORR 3	RL	BP	Fixed Term Suspension	Off-site Direction Alternative Provision Permanent Exclusion
Off Task Behaviour (OTSK)	✓	✓	✓ + Removal to Red Line					
Answering Back (NABK)	✓	✓	✓ + Removal to Red Line					
Incorrect Uniform * (UNIF)		✓	Where a student is in incorrect uniform – student will be placed in Red Line until uniform is rectified		✓			
Missed/Poor Quality Homework (HORK)		✓	✓ (2 consecutive occasions)					
Late to School (LTSL)		✓ (First late in a week)	✓ (Second late in a week)	✓ (Third late in a week)				
Late to Lesson/Line Up		✓						
Missing Equipment (FEQP)		✓						
Chewing Gum		✓						
Inappropriate use of toilets		✓	✓	✓	✓			
Mobile Phone Seen/Used	Phone Confiscated for 1 Week after which parent/carer to collect from main reception (Reception to send message to advise of confiscation)							
Refusal to Hand Over Mobile Phone					✓	✓		
Using phone to video or photograph in or on academy grounds without permission *					✓	✓	✓	
Truancy (including Walking Out of a Lesson)				✓	✓	✓ (Persistent truancy concerns)		
Inappropriate behaviour that puts others at risk					✓	✓		



BEHAVIOUR	TEACHER/ADVISOR				HOY/SLT		SENIOR VP	PRINCIPAL
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	PW	CORR 1	CORR 2	CORR 3	RL	BP	Fixed Term Suspension	Off-site Direction Alternative Provision Permanent Exclusion
Persistent defiance/Refusal to follow instructions					✓	✓	✓	
Failed Correction					✓ +3 Corrections	✓	✓	
Truantiing Corrections			✓ (If 1 CORR truanted)	✓ (If 2 CORR truanted)	✓ +3 Corrections (If 3 CORR truanted)	✓	✓	
Swearing at a student		✓	✓	✓	✓	✓		
Swearing at a member of staff					✓	✓	✓	
Racist Abuse				✓	✓	✓	✓	
Trans homophobic / misogynistic comments or behaviour				✓	✓	✓	✓	
Threatening another student				✓	✓	✓	✓	
Fighting/Physically assaulting another student				✓	✓	✓	✓	
Threatening staff						✓	✓	✓
Persistent Behavioural Concerns					✓	✓	✓	✓
Physical violence towards staff				✓	✓	✓	✓	✓
Theft				✓	✓	✓	✓	✓
Vandalism					✓	✓	✓	✓
Possession/use of illegal substances					✓	✓	✓	✓
Selling/Supplying illegal substances					✓	✓	✓	✓



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	Depending upon seriousness of incident, one or more of the consequences indicated below may be used. Off-site Direction/Alternative Provision/Permanent Exclusion can be used for a single serious incident (without taking into consideration previous behaviour profile).							
	PW	CORR 1	CORR 2	CORR 3	RL	BP	Fixed Term Suspension	Off-site Direction Alternative Provision Permanent Exclusion
Possession/Use of dangerous weapons/items					✓	✓	✓	✓
Sexual Harassment/Assault					✓	✓	✓	✓
Inappropriate use of social media or sharing inappropriate images					✓	✓	✓	✓
Accessing academy computers/Breach of GDPR					✓	✓	✓	✓

Notes

- where appropriate, any consequences issued will be logged on Bromcom and / or CPOMS and families informed
- Head of Year / Pastoral Team will monitor students who display behaviour concerns and where necessary will work with families to provide appropriate support and challenge

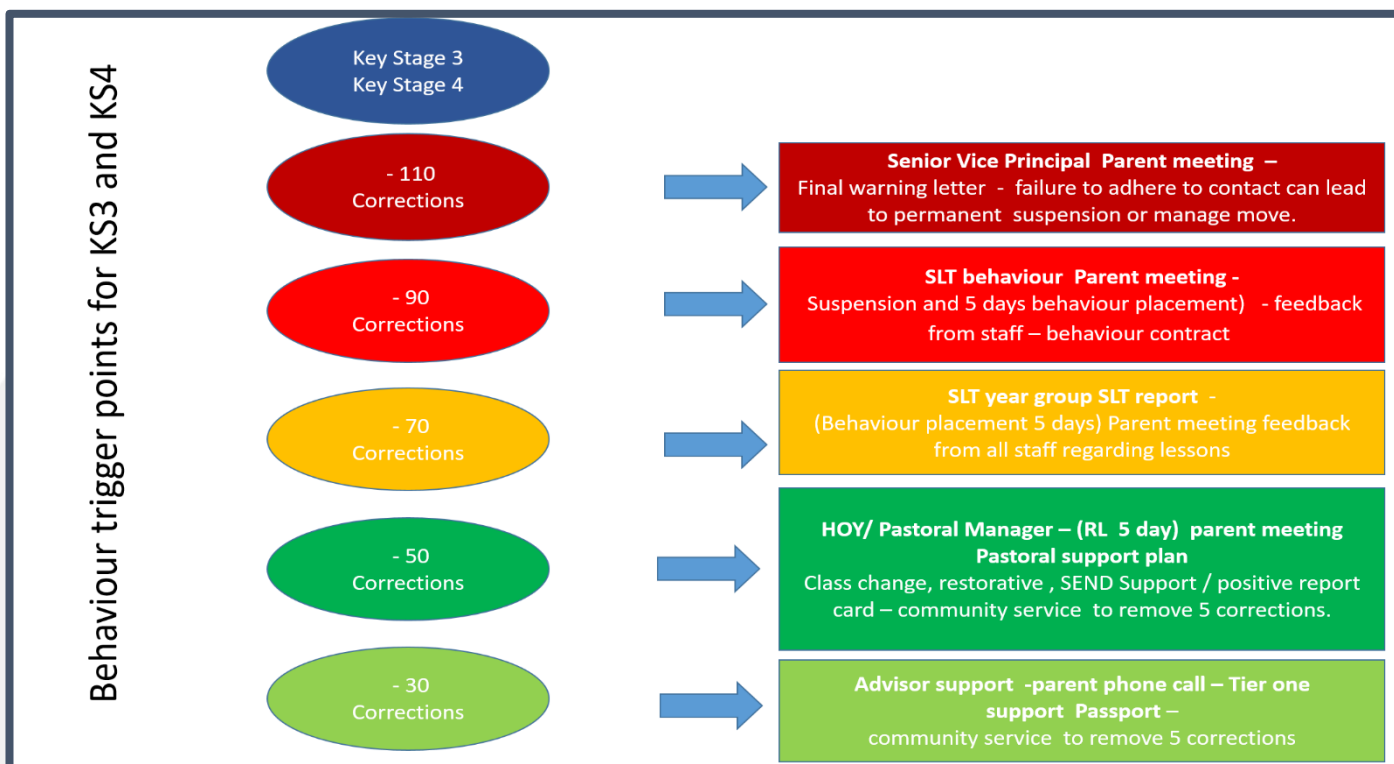


Appendix 2: Prevention Procedure

Prevention Procedure to support behaviour

In our school's Positive Behaviour Policy, we prioritise collaboration between students, families, and our staff when addressing persistent negative behaviour. Our approach is to develop personalised strategies aimed at guiding the student back towards positive behaviour.

We firmly believe in a proactive stance, intervening early to prevent negative behaviours from becoming habits. Throughout the process, students will receive support to improve their behaviour. The initial two stages emphasise positive behaviour strategies and provide opportunities for students to engage in community service as a means to offset corrections and reduce their cumulative total. As we progress through the trigger point stages, sanctions become progressively more stringent than in the preceding stage.



Trigger 1 (30 corrections) – Advisor Support

Intervention:

- Phonecall home to families for weekly reviews
- Pastoral Passport
- Community Service (leading to removal of 5 corrections from behaviour record)
- Restorative conversations between students and / or staff
- Daily check-ins from pastoral team

Trigger 2 (50 corrections) – Head of Year & Pastoral Team Support

Intervention:

- Red Line for 5 days
- Face-to-face meetings with families for weekly reviews
- Head of Year / Pastoral Intervention Plan
- Class and set changes as appropriate
- Restorative conversations between students and / or staff
- Positive Report Card
- Daily check-ins from pastoral team
- Community Service (leading to removal of 5 corrections from behaviour record)
- SEND Support as required from Mountain Rescue team



Trigger 3 (70 corrections) – SLT Link Support

Intervention:

- 5-day Behaviour Placement
- Face-to-face meetings with families for weekly reviews
- SLT Intervention Plan
- Feedback from all staff regarding progress in lessons
- Electronic report
- Referral to Matrix

Trigger 4 (90 corrections) – SLT Lead for Behaviour Support

Intervention:

- Suspension and 5-day Behaviour Placement
- Face-to-face meeting with SLT Lead for Behaviour
- Feedback from staff regarding progress in lessons
- Issue and sign new copy of the Home-Academy Agreement

Trigger 5 (110 corrections) – Meeting with Senior Vice Principal

Final Warning Letter issued which if conduct does not adhere to academy policy could lead to:

- Suspension
- Managed Move (Information shared with other schools for managed move process would include safeguarding history, SEND and medical information, behaviour record and academic progress reports)
- Permanent Exclusion

