

Behaviour for Learning (updated: September 2026)

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

Central to the Dixons McMillan Academy Behaviour for Learning policy are our 'Learning Habits'. These 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 and maximise their learning time

Learning Habits

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

Learning Habit 1: 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 given to help them be successful. We expect students to trust staff and work with them collaboratively. 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 2: Perfect Uniform

Students who wish to succeed wear perfect uniform. It is important that our students take pride in themselves and in our academy. Wearing perfect uniform is a clear signal that our students belong to the Dixons McMillan community. This sense of belonging is essential success and happiness at school. Perfect uniform also ensures all our young people are treated equally. Further details around specific uniform expectations can be found in the family handbook and on our website.

Learning Habit 3: Homework & 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.

Learning Habit 4: On-Task Behaviour

Students who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Being on-task also means that other students can learn without disruption. We expect all students to track the person who is talking to demonstrate that they are listening carefully. Students are also 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. When staff members ask for silence it is expected that students respond immediately. Staff members will narrate the expectations to students in order to support them with getting this right.

Learning Habit 5: Punctuality and Attendance

Students who wish to succeed always attend and are on time. Students are expected to arrive at the academy by 7.55am each day so that they are ready for the day's learning. 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 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 before 8.00am on the morning of each day of absence. If attendance falls below 97%, parent meetings or home visits will be arranged with a member of the Pastoral Team. 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.

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
- Mini White Board,
- 2 Black whiteboard pens and 1 eraser
- 2 pencils
- Ruler
- Rubber
- Glue stick
- Prism
- Highlighter
- DEAR reading book
- 100% folder
- 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, 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. 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).

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.

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.

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.

Courtesy Points

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

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.



Corrections

Where our Learning Habits are not met, a same-day correction will be issued. These sanctions are served immediately so that the student is given the opportunity to reflect on their mistake. This allows the student to take the necessary next steps to improve on the following day. The only exception is when a student receives a correction after 1pm. In these circumstances the student will sit the correction the next day.

A student can sit up to 3 of these corrections in a day:

Correction 1 = 30 minutes after school

Corrections 2 = 60 minutes after school

Correction 3 = 90 minutes after school

Red Line

The concept of 'Red Line' has been devised to signal to students that a member of staff has a serious concern about a student's behaviour. Red Line then gives the student an opportunity to undertake a period of self-regulation and reflection.

During their time in 'Red Line', students will complete relevant academic work. They will also complete a behaviour reflection document as well as intervention packs linked to the behaviour type. The length of the 'Red Line' sanction will be determined by a member of the Pastoral Team and will relate to the severity of the incident. In addition, 'Red Line' students may also be sanctioned with 1, 2 or 3 Corrections in addition to the period of time they spend in 'Red Line'.

Suspension

For the most serious behaviour incidents a suspension will be issued. The length of the suspension will be determined by the severity of the incident. The decision to suspend and the length of the suspension will be determined by the Principal. When a suspension is issued, families will be notified of the circumstances, and a reintegration meeting will be arranged with a member of the Pastoral Team. These meetings are compulsory and it may be necessary for a student to remain in Red Line upon their return to the academy pending a reintegration meeting taking place. During reintegration meetings pastoral colleagues will discuss the incident with the family and identify any relevant actions that can be implemented to ensure such an incident does not occur again.

Other Potential Consequences

There are times when other consequences are used such as the below. Please note, this is not an exhaustive list:

- Limiting student access to enrichment.
- Removal of IT rights e.g. email and internet access.
- Removal of unstructured time e.g. break time.
- Directing the student offsite to an external alternate provision or another academy.

Where student behaviour is persistent, we will look to work with families and the student to put support in place. If poor behaviour persists families may be issued with formal warning letters.

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. At times, we may need to place a student in Red Line whilst an incident is investigated. When we have completed our investigation parents will be informed of the outcome of the investigation by the Academy.

Reasonable Adjustments

A very small minority of our students may require reasonable adjustments to help them meet our learning habits and expectations. These will be implemented on a case-by-case basis in consultation with the SENDCo and family and will be reviewed regularly. We do not lower our expectations for students, instead we support them to meet the high expectations that they deserve.



Consequences Grid

You can find the consequences grid for our academy below, which details the level of sanction which will be put in place for any infringement of our behaviour policy, along with which members of staff would lead on this.

CONSEQUENCE	Planner Warning	Correction 1 (30 mins)	Correction 2 (60 mins)	Correction 3 (90 mins)	Red Line	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 the student will be placed in Red Line until uniform is rectified)		
Missed/Poor Quality Homework (HORK)		✓					
Late to School (LTSL)		✓					
Late to Lesson/Line Up		✓					
Missing Equipment (FEQP)		✓					
Chewing Gum		✓					
Refusal to Hand Over Mobile Phone					✓	✓	
Using phone to video or photograph in or on academy grounds without permission					✓ (Safeguarding Team to search phone and delete images)	✓	
Truancy (including Walking Out of a Lesson)					✓	✓	
Inappropriate behaviour that puts others at risk					✓	✓	
Persistent defiance/Refusal to follow instructions					✓	✓	✓
Failed Correction			✓ (If CORR 1 failed)	✓ (If CORR 2 failed)	✓ (If CORR 3 failed)	✓	✓ (Persistent concerns)
Truancy Corrections			✓ (If CORR 1 truanted)	✓ (If CORR 2 truanted)	✓ +3 corrections (If CORR 3 truanted)	✓	✓ (Persistent concerns)



	Planner Warning	Correction 1 (30 mins)	Correction 2 (60 mins)	Correction 3 (90 mins)	Red Line	Fixed Term Suspension	Off-site Direction Alternative Provision Permanent Exclusion
Swearing at a student		✓	✓	✓	✓		
Swearing at a member of staff					✓	✓	✓ (Persistent concerns)
Racist Abuse				✓	✓	✓	✓ (Persistent concerns)
Trans homophobic / misogynistic comments or behaviour				✓	✓	✓	✓ (Persistent concerns)
Threatening another student				✓	✓	✓	✓
Fighting/Physically assaulting another student*				✓	✓	✓	✓
Threatening staff						✓	✓
Persistent Behavioural Concerns					✓	✓	✓
Physical violence towards staff				✓	✓	✓	✓
Theft				✓	✓	✓	✓
Vandalism				✓	✓	✓	✓
Possession of a banned item (including jewellery)				✓ (Item confiscated and returned at school discretion)	✓ (Item confiscated and returned at school discretion)	✓ (Item confiscated and returned at school discretion)	✓ (Item confiscated and returned at school discretion)
Possession/use of illegal substances						✓	✓
Selling/Supplying illegal substances						✓	✓
Possession/Use of dangerous weapons/items					✓	✓	✓
Sexual Harassment or Assault					✓	✓	✓
Inappropriate use of social media or sharing inappropriate images				✓	✓	✓	✓
Accessing academy computers/Breach of GDPR				✓	✓	✓	✓

