

## Dixons City Academy

### What to do... Behaviour for Learning (updated October 2022)

This document is written in conjunction with the Dixons Academies Trust Positive Behaviour Policy, Dixons Academies Trust Anti-Bullying Policy, Dixons Academies Trust Child Protection Policy, and Dixons Academies Trust Exclusion Policy, which are available on the Trust website: [www.dixonsat.com/about/policies](http://www.dixonsat.com/about/policies)

### SLT Lead – Matt Sanderson Vice Principal

#### Purpose

At Dixons City Academy, our purpose is excellence. We focus on being the best version of ourselves to change our world for the better. We will consistently be in the top 1% of schools nationally.

Dixons City Academy is committed to ensuring that every student within our school community has the opportunity and support to achieve their full potential. Dixons City Academy is committed to providing every student with the knowledge, skills and understanding that will enable them to flourish in and out of the classroom so that every student is able to move onto university, or a real alternative and then choose the career they want, that that will help them to change our world for the better.

We believe the foundation to success is hard work and we have the highest expectations for every member of our school community, each and every day. Every single young person in our care has the responsibility for making Dixons City Academy a truly special place and we want all our students to use their time at the school to prepare themselves fully to be outstanding young people of our world.

Our purpose is excellence at Dixons City Academy and we live our PRIDE values in our actions.

- **Purpose** – We will change the world for the better. We are on time and we always work hard.
- **Respect** – We treat others in our diverse community as we wish to be treated. We always follow instructions: first time, every time.
- **Integrity** – We do the right thing because it is the right thing to do (especially when no one is watching). We are kind to everyone.
- **Determination** – Mistakes are learning opportunities. We never give up on our learning because when we work hard we achieve amazing results.
- **Excellence** – Success is a journey not a destination. We focus on controlling the controllables and being the best versions of ourselves.

Consistency is key to success. At Dixons City Academy our daily practice is not only supported by our PRIDE values but also by our learning routines. In every classroom we expect that 100% of our students are on task 100% of the time. The routines for learning help to support every student's progress:

- Set the Tone at the start and end of lessons.
- Do Now – students complete work in silence as soon as they enter your lessons (use your 100% Books

they are a fantastic resource).

- Track the Speaker and Active Listening (students are sitting up straight).
- Directed Questioning (No Opt Out).
- Learning Modes (Silent Independent Mode, Purposeful Pairs, Whole Class Respectful, Collaborative Groups).

From the first day at Dixons City Academy, students are expected to demonstrate our PRIDE values through their daily actions both in and out of school.

We have high expectations and accept no excuses. Whilst sometimes this may be challenging, we expect our students to live by our PRIDE values 100% of the time. If they do this, their hard work will be recognised. However, if any of our PRIDE values 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 their mistake. This allows the student to take the necessary next steps to improve on the following day. If a correction is issued after 2pm then the correction will be sat the following day.

## Aims

- To have the highest expectations of student behaviour and attendance so that every student can achieve their full potential.
- To ensure that every student develops into an outstanding young person that can have a successful and happy life.
- To recognise and celebrate the potential of all students, thus promoting high self-esteem, high expectations and the ability to be economically successful.
- To create an environment in which students are enabled to become mature, self-disciplined and industrious, accepting responsibility for their own actions.
- To form an active partnership with families to support the learning of their children and to support them during any period of difficulty.

These aims are supported by regular and appropriate in-service training as well as daily staff CPD, 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 extra-curricular activities, and Academy social events aimed at pulling together the different life experiences of groups within the community.

## Recognition

We want students to be motivated by the intrinsic value of being the best version of themselves each day. However, we are committed to acknowledging students for developing good learning habits. Therefore we have a reward and recognition system consisting of:

### ***Student recognition***

Teachers send positive postcards to students they teach recognising their hard work. These postcards are addressed to the student's family and sent out in the post. Students may receive a postcard for repeatedly demonstrating our PRIDE values, continued strong progress or for displaying a real commitment to the academy or the local community.

### ***Verbal recognition***

Around the academy, and in lessons, staff members use positive language and reinforcement to signal to students that they are demonstrating our PRIDE values and following our routines for learning. Positive and precise praise is a powerful way to provide students with specific feedback on what they are doing to help drive their own progress.

### ***Random Rewards***

Each term students who have demonstrated continued exceptional conduct (such as 0 corrections and 100% attendance) are recognised for their sustained hard work. A range of random rewards are used to celebrate success such as prize draws or special events led by their Head of Year. Activities may include watching a film in the theatre with popcorn, an extended lunch break, sports activities or other fun alternatives.

## Equipment

Students are expected to bring a fully equipped pencil case to school, containing:

- 2 black pens – required
- 2 green pens – required
- 2 pencils – required
- Rubber – required
- Pencil Sharpener – required
- Ruler – required
- Pair of Compasses – required
- Protractor – required
- Glue stick – required
- Scientific calculator – required
- A black dry wipe pen – required
- White board cloth or rubber – required
- A4 size mini whiteboard – required

***If students fail to have the correct equipment, they will receive a correction on the same day.***

Students should store their equipment and books in their personal lockers. Therefore, they should not be carrying bags or wearing coats around the academy. Students should return to their lockers to collect the necessary books and equipment they need for each lesson before Morning

Meetings start, at the end of break and lunch and at the end of the day. Items not permitted in the academy such as chewing gum, unhealthy snacks and jewellery (other than one plain watch) will be confiscated.

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 front entrance of school 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 a correction will be issued. In the first instance, the phone will be handed back to the student at the end of the day, further incidents will require a parent / carer to collect the phone from school.

### **Dress Code**

The Academy has a dress code which all students are expected to follow. There is an emphasis on being clean and tidy and students must appreciate that not all items of clothing are appropriate for a place of work. Our students have always understood this and recognise that conflict over the dress code is inappropriate. Our dress code is practical and allows a choice within very clear boundaries.

- Students are required to wear an Academy black V neck jumper with an Academy polo shirt.
- If students choose to wear polo shirts alone, there should be no visible T shirt / vest or jewellery underneath and they should only undo one top button.
- Girls must wear, full length black trousers / shalwar or plain black kameez and tunic / blouse with the polo shirt / jumper over the top.
- Boys' and girls' are required to wear black, tailored trousers with the Academy logo. No other trousers are acceptable.
- If socks are visible under trousers, they should also be plain dark coloured, not trainer style socks and must cover the ankle.
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain black and well secured.
- Shoes must be sensible and entirely plain black, leather or leather look (not dark brown), with no logo on view, laces must be fastened and be plain black. Pumps and trainers are not acceptable. Heels should be low. Knee length boots can be worn under trousers. Students wearing the wrong footwear will be asked to change into Academy footwear.
- Any student wearing jewellery other than; one plain pair of small silver or gold studs in earlobes and one plain unobtrusive ring and watch, will be asked to instantly remove it and it may be confiscated until the end of term. The only exception to this is where there is a known and accepted religious expectation, for example the Sikh Kara.
- All facial jewellery or visible body-piercing is not allowed.
- Make up, is not permitted until Year 10 onwards. This should be entirely discreet. No nail varnish, false nails, eyelashes, or coloured contact lenses at any time. If students wear excessive make-up, nail varnish, false nails, eyelashes, or coloured contact lenses, they will be requested to remove them.
- Hair should be appropriate to a professional place of work, i.e., no unusual styles or

colours, shavings or patterns, (this also includes eyebrows). Families will be contacted to restyle hair to ensure it meets the Academy's dress code. Hair must be of a natural colour. A student may be asked to tie hair back for health and safety reasons. Hair bands should be plain black, no other hair ornament is necessary.

- Belts, if worn, should be plain black and not worn as a 'fashion statement' over jumpers and polo shirts.
- Outdoor jackets, jumpers or cardigans other than school uniform, should not be worn at any time inside the Academy. During cold periods students will need an Academy jumper. Hats and caps need to be removed before entering the building.
- No caps at any time, in or outside of the Academy. Hats are permitted to be worn outside only and must be removed before entering the Academy.
- On dress down days, students are expected to dress sensibly and modestly and still observe the dress code in relation to jewellery. We recommend that students have all their equipment and clothing clearly named in order that items can be returned if they are found and sent to lost property.

### School Uniform

Our uniform can be purchased from The Uniform Shop, Natasha's Schoolwear and Rawcliffes. Below are examples of the branded school trousers and polo shirts. Students can choose from a range of colours for their branded polo shirts. School trousers and jumpers are all black with the school logo.



## PE Kit

Appropriate clothing is essential for the safe participation in physical education and Dixons City Academy PE kit is students' uniform for their physical education lessons.

Students in **Year 7, 8 and 9** are required to wear the branded DCA PE kit outlined below.

Students in **Year 10 and 11** are required to wear the branded DCA polo shirt outlined below. If

they choose to wear a hoody, they are required to wear the branded DCA one outlined below.

Students in **Year 10 and 11** are expected to wear black or navy blue tracksuit bottoms or shorts.

These can be any brand and can have a small logo on them.

All students are expected to wear their PE kit to school on the days they have PE.



**Navy & Blue Hooded Jumper**



**Navy & Blue T-Shirt**



**Navy Tracksuit Trousers**



### PE footwear

Students must wear appropriate footwear for PE. This can be any generic brand but needs to provide support for the student.

Students must wear a clean, correct PE kit for every lesson, even if they are ill or injured so they can still take an active part in the lesson. This will enable students to fully partake in the activity when they return to full health.

There are occasions when this would not be possible and this is at the school's discretion i.e. severe injury or illness, but as Physical Education is compulsory in school, only in exceptional circumstances will alternative arrangements be made for students. Otherwise, they will remain with their teaching groups and participate in the role of coach or official for the activity.

Should a student not bring appropriate PE kit for lesson, they will **always** be issued with a P2 PRIDE correction for 'lack of equipment' and they must borrow PE kit from the department. On the days students have PE, they must come to school wearing their PE kit.

### **Child –on-child abuse**

All staff and students are made aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All our staff have read and understand our Trust anti bullying policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

At DCA we have a zero tolerance any form of Child-on-child abuse. We train both our students and staff to look out for any signs of Child-on-child abuse and to challenge and report any concerning behavior. We explicitly teach our staff and students the meaning of being Upstanders (stand up when they see an issue and speak out – not being a bystander) and how to report any concerns. We teach students how to report concerns to their families, school staff and the safeguarding team. As Upstanders we expect all our students, staff and families to stand up against any form of bullying, prejudice or discrimination.

We educate our students and reinforce our school values, culture and expectations around treating everyone with respect and kindness. We ensure that all our staff receive regular training and professional development in this area.

We record incidents of child-on-child abuse on our child-on-child log and CPOMs.

### **Response for victims**

On discovering that there is any form of child-on-child abuse occurring, the first priority is to give protection and support to the victim, including ensuring that they feel safe. We assure all victims and their families that issues will be taken seriously, and that it will be managed sensitively and in a way that is not exacerbating (victims of bullying often fear that adult involvement will make the situation worse).

Our response is proactive, proportionate, and managed in a way that leaves the possibility of restoration and conciliation / reconciliation available. Student voice is of paramount importance in both supporting the victim and managing the issue itself and students will be asked to complete a statement incident sheet.

### **Response for perpetrators**

Incidences of child-on-child abuse will be responded to in line with the Trust Positive Behaviour policy, Safeguarding and Child Protection policy, and our own routines and protocols. We deal with each issue on a case by case basis and escalate to the appropriate level dependent on severity and whether it is a repeated or ongoing issue.

### **Sexual harassment and sexual violence**

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage, and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or another group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers. Ultimately, it is essential that

all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

At DCA we have a zero tolerance to any incidents of sexual harassment or sexual violence. We deal with any incidents on a case by case basis and follow the guidance outlined in Part 5 of KCSIE 2022. We train staff to maintain the attitude that 'it could happen here' so that they are vigilant and respond immediately to any concerning behavior. We do not accept any behavior of this type as "banter", "just having a laugh", "a part of growing up", or "boys being boys". We report any incidents of sexual harassment or violence to the relevant authorities and use our Safer Schools Police Officer to help support and educate any victims or perpetrators of sexual harassment or violence.

We teach students about what sexual harassment and sexual violence is and how to keep themselves and others safe. We also teach students about consent and the need to seek consent within all types of relationships. We educate students through regular assemblies on how they can report any concerns they may have to the safeguarding team or any member of staff in school.

## Safeguarding at Dixons City Academy – Keeping Yourself Safe

### Safeguarding at DCA

Our main priority at DCA is to ensure that our whole community is safe, happy and ready to be the best version of themselves.

The safeguarding of students, families and staff is everyone's responsibility. We must all make sure the things we do and say reflect our PRIDE values. Our highly trained safeguarding team has the responsibility for dealing with any safeguarding concerns that are raised by students, families or staff. Every member of the safeguarding team holds the relevant DSL training qualification and have a wealth of experience working with external agencies as well as within school to keep everyone safe.

We encourage students and families to tell a member of staff as soon as possible if they have any concerns or worries. We encourage students to tell a member of staff if another student has mentioned something that they are worried about or that they need support with.

It is important that if families have any concerns or worries about their child or any other student at DCA, they contact the safeguarding team or your child's Head of Year as soon as possible.

Every staff member at DCA is trained on how to deal with safeguarding concerns that are raised and how to pass on concerns to the safeguarding team. When a student raises an issue, worry, or concern they will be listened to, and the most appropriate form of support will be put in place to help them move forward and feel happy and safe. Please see below for the contact details of the safeguarding team and Heads of Year:

Mr Sanderson Vice Principal & DSL	<a href="mailto:M.Sanderson@dixonsca.com">M.Sanderson@dixonsca.com</a>	01274 776777 ext. 2280
Mr I Radcliffe Assistant Principal	<a href="mailto:IRadcliffe@dixonsca.com">IRadcliffe@dixonsca.com</a>	01274 776777 ext. 2286
Mrs Hall Head of Year 11	<a href="mailto:lhall@dixonsca.com">lhall@dixonsca.com</a>	01274 776777 ext. 2227
Mr Thacker Head of Year 10	<a href="mailto:C.Thacker@dixonsca.com">C.Thacker@dixonsca.com</a>	01274 776777 ext. 2261
Mr Jones Head of Year 9	<a href="mailto:RJones@dixonsca.com">RJones@dixonsca.com</a>	01274 776777 ext. 2227
Mr Sparks Head of Year 8	<a href="mailto:J.Sparks@dixonsca.com">J.Sparks@dixonsca.com</a>	01274 776777 ext. 2242
Miss Z Panayioti Head of Year 7	<a href="mailto:zpanayioti@dixonsca.com">zpanayioti@dixonsca.com</a>	01274 776777 ext. 2261

## Mental Health

Mental Health is a way of describing social and emotional wellbeing. Children need good mental health in order to develop in a healthy way, build strong relationships, adapt to change and deal with life's challenges.

### Top tips to promote mental health

- Talk! Talking to anyone from peer to friends, family or teachers, it is so important to be listened to and feel heard.
- Engage in physical activity such as running, walking, sports, PE, etc. Physical fitness will help you to stay healthy, have more energy, feel confident, manage stress and sleep well.
- Eat a healthy diet – eat more fruit and vegetables and less fatty and sugary foods.
- Get involved in activities – feeling like you are part of something, having support and sharing experiences is important to our wellbeing.
- Ensure you have time to relax.
- Sleep well – Teenagers need 8 – 10 hours of sleep each night. Sleep is needed to maintain a healthy body, keep your immune system working well, maintain good mental health, boost your energy levels, help you to concentrate, and store knowledge in your long-term memory.

### I'm struggling with my mental health, what should I do?

- Speak to your parents or a trusted adult.
- The pastoral team at school are there to support you – you could speak to your Form Tutor, Head of Year or the Safeguarding Team – Mr Sanderson, Mr Radcliffe or Mrs Hall.
- We also have a full-time School Counsellor. The School Counsellor speaks to approximately 30 different students each week and can help with issues such as stress, anxiety, bereavement, friendship issue etc.
- **Childline** is a free service which provides help, advice and counselling to children and young people. They have an app you can download and they also have a lot of useful information on their website: [www.childline.org.uk](http://www.childline.org.uk). Alternatively, you can call Childline on: 0800 1111.
- **Samaritans** is a registered charity aimed at providing emotional support to anyone in emotional distress, struggling to cope, or at risk of suicide throughout the United Kingdom and Ireland, often through their telephone helpline – 116 123.  
You can also visit their website for useful information: [www.samaritans.org](http://www.samaritans.org)  
You can also email Samaritans at: [jo@samaritans.org](mailto:jo@samaritans.org)  
You can write to them at: Freepost SAMARITANS LETTERS or use their self-help app which is accessible via the website.
- **Guide-Line Bradford** is a confidential telephone helpline which provides mental health support and information. You can call them on: 0800 1884884. There is also a live chat service which can be accessed via the website: [www.mindinbradford.org.uk/support-for-you/guide-line](http://www.mindinbradford.org.uk/support-for-you/guide-line).

- **First Response** is a crisis support service for those who need urgent mental health support. You can call them on: 0800 9521181.
- **Shout** is a free text service for anyone in crisis, anywhere. It is a place to go if you're struggling to cope and need immediate help. Text Shout to 85258.
- **PAPYRUS** is for young people who are not coping with life. You can ring – 0800 0684141, 07860 039967 or email [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)
- **Mind** is a mental health charity that helps people across Bradford, Airedale, and Wharfedale. There is a lot of very useful information on their website: [www.mindinbradford.org.uk](http://www.mindinbradford.org.uk).

**At Dixons City Academy, PRIDE is Everything!**

PRIDE VALUE	CLASSROOM PRIDE RULES - HABITS FOR GREAT LEARNING	WHOLE-SCHOOL PRIDE RULES – HABITS FOR GREAT LEARNING
<b>Purpose</b>	<p>Attend the Academy.</p> <p>Be punctual to the Academy &amp; lessons every day.</p> <p>Be organised and ready to learn.</p> <p>Keep focused on the task in hand.</p> <p>Take responsibility for considering the purpose of your learning.</p> <p>Think about how you are going to remember this learning.</p> <p>Reflect on your teachers' feedback.</p> <p>Consider the big picture and where your learning is going.</p>	<p>Only access lockers at breaks and lunchtimes (except DT/Science with kit bags).</p> <p>Walk purposefully, never running.</p> <p>Move around and conduct yourself in an orderly manner.</p> <p>Enter the building from outside play in a calm and orderly way.</p> <p>Distinguish between indoor and outdoor play.</p> <p>Reflect on leading a purposeful life.</p> <p>Be ambitious for your future.</p>
<b>Respect</b>	<p>Follow staff instruction, first time, every time.</p> <p>Track the speaker and show interest.</p> <p>Look after all learning resources.</p> <p>Respect other people's right to learn.</p> <p>Respect other people's contribution.</p> <p>Respect your learning environment and corridors.</p>	<p>Be polite and kind.</p> <p>Follow staff instruction, first time, every time.</p> <p>Respect other people's physical space.</p> <p>Bullying and violence are never tolerated.</p> <p>Keep our Academy environment clean and safe.</p> <p>Respect and look after all the Academy's resources and facilities.</p> <p>Contribute to the positive ethos and reputation of our Academy.</p> <p>Be proud of yourself and to be part of the Dixons Community.</p>
<b>Integrity</b>	<p>Support other people in their learning.</p> <p>Be honest and take responsibility when you get it wrong.</p> <p>Show sensitivity when difficult topics are being addressed.</p> <p>Show dignity and maturity even when others are not.</p> <p>Accept other people's differences and try to see the best in others.</p> <p>Hand in work that is entirely yours and competed to the best of your ability.</p>	<p>Never bring in anything dangerous or illegal including cigarettes, into our Academy.</p> <p>Remember where you are – no swearing, chewing, or unnecessary physical contact.</p> <p>Resolve all differences calmly, with the help of staff if necessary.</p> <p>Be honest and take responsibility when you get it wrong.</p> <p>Show concern and interest in the well-being and happiness of others.</p> <p>Be selfless in your actions, think of others.</p>



<p><b>Determination</b></p>	<p>Respond positively to critique and show a growth mind-set.</p> <p>Be determined to be the best you can at all times.</p> <p>Take responsibility for finding out more.</p> <p>Challenge yourself.</p> <p>When it's hard going, stick at it and ask for help.</p> <p>Never look for learning short cuts.</p>	<p>Aim for no less than 98% attendance.</p> <p>Find out about your world and how you can make a positive contribution.</p> <p>Find out how you can be more involved in Academy life.</p> <p>Think about what is coming up in your next lesson.</p> <p>Talk about your learning with your peers.</p> <p>Find out all you can about your chosen interest and / or future career.</p>
<p><b>Excellence</b></p>	<p>Work to the best of your ability at all times; use best quality written and spoken work (PRIDE in self and work).</p> <p>Demonstrate the desire to learn.</p> <p>Ask yourself how you can be a better learner.</p> <p>How will you apply what you have learnt?</p> <p>Spend time on furthering your subject knowledge and completing homework to the best of your ability.</p>	<p>Try to always be the best that you can be at all times.</p> <p>Respond positively to correction.</p> <p>Eat only in designated areas.</p> <p>Comply with the dress code.</p>

## Corrections

When a student disrupts learning or behaves inappropriately within the Academy there are consequences for those actions. The level of correction relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to the students.

## Correction Expectations

- Students are responsible for checking the correction board outside the Pastoral Office opposite IN at the end of school.
- Students are expected to make their own way to the designated correction area. They are expected to arrive within five minutes of the end of the school day, all their equipment, including 100% books as well as their coat and bag.
- Students are expected to work in silent independent mode throughout the correction. If a student fails to meet the clear expectations of the correction then they will redo the correction again the following day.
- At the end of the correction students will be instructed to leave the school via a designated exit and are expected to leave the premises straight away.
- Failure to complete a correction will result in an escalated correction / sanction and families will be contacted by either the HoY or a member of the Pastoral team.

### Corrections Chart – Monday to Wednesday

Year Group	Start time	20min finish time	40min finish time	60min finish time	Correction Location
Year 7	3.40pm	4.00pm	4.20pm	4.40pm	DCA Learning Hub
Year 8	3.40pm	4.00pm	4.20pm	4.40pm	DCA Learning Hub
Year 9	3.40pm	4.00pm	4.20pm	4.40pm	DCA Learning Hub
Year 10	3.40pm	4.00pm	4.20pm	4.40pm	Canteen – Middle
Year 11	3.40pm	4.00pm	4.20pm	4.40pm	Canteen – right hand side

### Corrections Chart – Thursday

Year Group	Start time	20min finish time	40min finish time	60min finish time	Correction Location
Year 7	3.00pm	3.20pm	3.40pm	4.00pm	DCA Learning Hub
Year 8	3.00pm	3.20pm	3.40pm	4.00pm	DCA Learning Hub
Year 9	3.00pm	3.20pm	3.40pm	4.00pm	DCA Learning Hub
Year 10	3.00pm	3.20pm	3.40pm	4.00pm	Canteen – Middle
Year 11	3.00pm	3.20pm	3.40pm	4.00pm	Canteen – right hand side

### Corrections Chart – Friday

Year Group	Start time	20min finish time	40min finish time	60min finish time	Correction Location
Year 7	2.45pm	3.05pm	3.25pm	3.45pm	DCA Learning Hub
Year 8	2.45pm	3.05pm	3.25pm	3.45pm	DCA Learning Hub
Year 9	2.45pm	3.05pm	3.25pm	3.45pm	DCA Learning Hub
Year 10	2.45pm	3.05pm	3.25pm	3.45pm	Canteen – Middle
Year 11	2.45pm	3.05pm	3.25pm	3.45pm	Canteen – right hand side



## PRIDE for Learning

Stage	What you have done	What happens now	What happens next
<b>P1</b>	You have broken one of our PRIDE rules for the first time.	<p>You will have a verbal warning.</p> <p>Your teacher will keep your planner for now.</p> <p>You may be asked to move seats to help you focus.</p>	If you continue to choose not to follow PRIDE rules you will be given a P2 PRIDE correction. This will be recorded in your planner.
<b>P2</b>	<p>You have not brought the correct equipment.</p> <p>You are late.</p> <p>You have failed to hand in homework.</p> <p>You have broken a PRIDE rule after a verbal warning (P1) from a member of staff.</p>	You will be given a P2 PRIDE correction. This will be recorded in your planner.	<p>If you continue to choose not to follow PRIDE rules you will receive P3 correction.</p> <p>If choose not to follow PRIDE rules and do not take a P2 correction seriously then you will be instructed to go to another space to learn.</p>
<b>P3</b>	<p>You have failed to follow our PRIDE rules despite being given a P2 correction. You have continued to disrupt the learning of others and need to be removed to another space.</p> <p>You have committed a serious one off offence outside of the classroom which requires a more severe correction.</p>	You will be given a P3 PRIDE correction. This will be recorded in your planner.	If you still choose not to follow PRIDE rules or do not move you will be removed from the department and be given an internal exclusion (which will be on your permanent record).
<b>P4</b>	<p>You have failed to follow our PRIDE rules despite a P3 correction issued.</p> <p>You have seriously undermined the safety or dignity of others and have to be removed immediately.</p> <p>You have not moved to a new space, or you have not followed PRIDE rules despite being given a P3 correction.</p>	<p>Depending on the seriousness, may be an internal exclusion or suspension immediately or at an arranged time.</p> <p>Your teacher will want to talk to you about this so that you can make amends.</p>	If you continue to ignore Dixons PRIDE Rules you will be given a P5 suspension.
<b>P5</b>	<p>You have failed to respond to the support given by the school.</p> <p>You have committed a very serious offence undermining the safety or dignity of others.</p>	Suspension.	You will be interviewed by a senior member of staff on your return and clear targets for improvement will be put in place. Your behaviour will be constantly monitored to ensure you have learnt from your mistake.



## Consequences

### Purpose

We have high expectations of all of our students so that they are the best versions of themselves. If a student fails to meet our PRIDE values, it is important that we support them through corrections so they do not repeat this behaviour. Sanctions may involve a same day correction or a more severe consequence. Possible sanctions are outlined below. However, professional discretion as well as context are considered on a case-by-case basis.

Table of Possible Consequences for Different Behaviours	Teacher	Teacher/HOY / SLT		Vice Principal / Principal	Principal	
	P1 Planner Warning	Correction P2 or P3	Internal Exclusion	Reflection Placement	Suspension	Permanent Exclusion
Off task behaviour in lessons	✓	✓				
Answering back to staff		✓				
Chewing gum		✓				
Lack of integrity to staff member		✓				
Eating food items in unauthorised areas		✓				
Misbehaving in correction		✓				
Incorrect uniform		✓				
Late to lessons		✓				
Late to school		✓				
Missing equipment (after 8.15am)		✓				
Missed homework / deadline		✓				
Mobile phone seen		✓				
No locker key by 8.10am		✓				
Off task after planner taken		✓				



Table of Possible Consequences for Different Behaviours	Teacher	Teacher/HOY / SLT		Vice Principal / Principal	Principal	
	P1 Planner Warning	Correction P2 or P3	Internal Exclusion	Reflection Placement	Suspension	Permanent Exclusion
Overheard swearing		✓				
Poor quality homework		✓				
Planner not signed		✓				
Argumentative toward a student		✓	✓			
Hair policy infringement		✓	✓			
Swearing at a student		✓	✓			
Absconding school			✓			
Leaving a lesson			✓			
Missing a correction			✓			
Plagiarism			✓			
Refusal to follow instructions			✓			
Four corrections in a day			✓			
Truancy from a lesson		✓	✓			
Persistent off task behaviour		✓	✓	✓	✓	
Vandalism of school property		✓	✓	✓	✓	

Table of Possible Consequences for Different Behaviours	Teacher	Teacher / HOY / SLT		Vice Principal / Principal	Principal	
	P1 Planner Warning	Correction P2 or P3	Internal Exclusion	Reflection Placement	Suspension	Permanent Exclusion
Defiance towards a staff member			✓	✓	✓	
Inappropriate behaviour that puts others at risk		✓	✓	✓	✓	
Fighting			✓	✓	✓	
Racist comments or behaviour			✓	✓	✓	
Swearing at member of staff			✓	✓	✓	
Trans / homophobic / misogynistic comments or behaviour			✓	✓	✓	
Child-on-child online abuse or bullying			✓	✓	✓	
Prolonged Child-on-child abuse of another student				✓	✓	
Theft of property			✓	✓	✓	
Bringing a dangerous weapon into the academy					✓	✓
Bringing drugs into the academy					✓	✓
Smoking inside or outside the school in uniform			✓	✓	✓	
Dealing drugs in the academy					✓	✓
Aggravated assault against a student					✓	✓
Physical violence toward staff					✓	✓

Table of Possible Consequences for Different Behaviours	Teacher	Teacher / HOY / SLT		Vice Principal / Principal	Principal	
	P1 Planner Warning	Correction P2 or P3	Internal Exclusion	Reflection Placement	Suspension	Permanent Exclusion
<b>Sexual / homophobic / racist harassment</b>				✓	✓	✓
<b>Sexual violence</b>					✓	✓
<b>Verbally threatening a member of staff</b>				✓	✓	✓

**The academy may also use the following sanctions:**

- Limiting access to extra-curricular activities.
- Removal of IT rights (e.g. email and internet access).
- Confiscation of item(s).
- Correction conversations for up to 10 minutes after school without informing families.
- Not allowing students to attend random reward activities or trip.
- Removal of break time.
- Extended corrections.
- Internal Exclusion.
- Suspension.
- Directing the student to alternative provision / managed move.
- Permanent Exclusion.
- Part time / reduced timetables made be used in exceptional circumstances and follow both Trust and DfE guidance.

**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.

A one off serious incident or an accumulation of serious incidents may lead to a permanent exclusion.

