

Dixons City Academy

What to do... Behaviour for Learning (updated May 2026)

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

SLT Lead – Jacob Sparks, Vice Principal

Our Vision

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.

In order to make our vision a reality, Dixons City Academy focuses on three key drivers:

- **Mastery** – which is the urge to get better and better at something that matters;
- **Autonomy** – or our desire to direct our own lives;
- **Purpose** – which is our yearning to do what we do in the service of something larger than ourselves.

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 for 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 of 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 Values in our actions.

- **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.

Consistency is key to success. At Dixons City Academy our daily practice is not only supported by our Values but also by our Learning Habits.

Here are the six habits that we will insist on, day-in and day-out:

Positive response

The term 'positive response' focuses on the behaviours and actions we want to see from students. To develop and build this learning habit, positive responses mean that we do not answer back when given instructions or when a warning is given. To develop and build this learning habit, positive responses mean that we are not defiant when given instructions.

Uniform

We will insist on perfect uniform: not nearly perfect but perfect. This is because we want children at Dixons City Academy to be proud. Excellent uniform is a representation of excellent culture.

Homework

We will insist on all homework being completed on time and to a good standard, neatly and with pride. We have clubs after school to help with homework, supervised by teachers. We also open our Library at lunchtime and afterschool. No child, therefore, has any reason not to do it. All homework must be done for the right day and time. If it seems too hard, every child should still show that they have demonstrated determination by what they bring in.

On-task

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other students are trying so hard, there is nothing worse than a child or children being off-task and distracting learning for themselves and others.

Punctuality

We will insist on punctuality to school and to each and every lesson. Every child should be in school for the start of the day (8.15am) and will be considered late after that time to school and / or each lesson and will be issued a 30-minute detention. Please support this by keeping to bedtime and preparation time in the morning before school. Students should demonstrate their integrity by moving to their lessons with purpose.

Equipment

We will insist that every child carries an appropriate pencil case, the right exercise books, homework books and textbooks (where relevant) to every lesson. At first, you could help by packing bags with your child, but you should expect them to check their timetable each night and learn for themselves very quickly. Your child will worry at first but a quick check each night will help. Equipment should be placed in the student's locker at the start of break and lunchtime before students begin their social times. Students will be given three minutes at the end of social times to return to their lockers and get whatever equipment is required before transitioning to lessons. Students will be given their own specific locker and must not share a locker with another student.

From the first day at Dixons City Academy, students are expected to demonstrate our 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 values 100% of the time. If they do this, their hard work will be recognised. However, if any of our 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 to develop 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 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 values and following our learning habits. 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.

Recognition events

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 recognition events may be used to celebrate success such as prize draws or special events.

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 topbutton.
- 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 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 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 the 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 Pastoral Team:

Mr J Sparks Vice Principal & DSL	jsparks@dixonsca.com	01274 089 850
Mr J Yale Vice Principal & DDSL	jyale@dixonsca.com	01274 089 850
Mr J Sandhu Assistant Principal & DDSL	jsandhu@dixonsca.com	01274 089 850
Mr S Lafferty Assistant Principal	slafferty@dixonsca.com	01274 089 850
Mr Q Mohammed Head of Year 11	mqasim1@dixonsca.com	01274 089 850
Miss Z Panayioti Head of Year 10	zpanayioti@dixonsca.com	01274 089 850
Mrs S Mason Head of Year 9	smason@dixonsca.com	01274 089 850
Mr T Hargreaves Head of Year 8	thargreaves1@dixonsca.com	01274 089 850
Mr S Shazad Head of Year 7	sshazad@dixonsca.com	01274 089 850
Ms S Kausar Senior Assistant Head of Year	skausur@dixonsca.com	01274 089 850
Miss T Braithwaite Assistant Head of Year	tbraithwaite@dixonsca.com	01274 089 850
Miss A Khan Assistant Head of Year	akhan12@dixonsca.com	01274 089 850



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. 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 You can also email Samaritans at: 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.

- **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
- **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.

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 Consequences 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.

Demonstrating our Values

Stage	What you have done	What happens now	What happens next
P1	You have broken one of our rules for the first time.	You will have a verbal warning. Your teacher will keep your planner for now. You may be asked to move seats to help you focus.	If you continue to choose not to follow rules you will be given a P2 correction. This will be recorded in your planner.
P2	You have not brought the correct equipment. You are late. You have failed to hand in homework. You have broken a rule after a verbal warning (P1) from a member of staff.	You will be given a P2 correction. This will be recorded in your planner.	If you continue to choose not to follow rules you will receive P3 correction. If choose not to follow rules and do not take a P2 correction seriously then you will be instructed to go to another space to learn.
P3	You have failed to follow our rules despite being given a P2 correction. You have continued to disrupt the learning of others and need to be removed to another space. You have committed a serious one-off offence outside of the classroom which requires a more severe correction.	You will be given a P3 correction. This will be recorded in your planner.	If you still choose not to follow rules or do not move you will be removed from the department and be given an Reset (which will be on your permanent record).
P4	You have failed to follow our rules despite a P3 correction issued. You have seriously undermined the safety or dignity of others and have to be removed immediately. You have not moved to a new space, or you have not followed rules despite being given a P3 correction.	Depending on the seriousness, may be an Reset or suspension immediately or at an arranged time. Your teacher will want to talk to you about this so that you can make amends.	If you continue to ignore Dixons Rules you will be given a P5 suspension.
P5	You have failed to respond to the support given by the school. You have committed a very serious offence undermining the safety or dignity of others.	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 values, it is important that we support them through corrections so they do not repeat this behaviour. Consequences may involve a same day correction or a more severe consequence. Possible Consequences are outlined below. However, professional discretion as well as context are considered on a case-by-case basis. **These possible consequences are indicative, not definitive.**

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

The academy may also use the following Consequences:

- 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.
- Reset.
- Suspension.
- Directing the student to alternative provision / Off-Site Direction.
- Permanent Exclusion.
- Part time / reduced timetables made be used in exceptional circumstances and follow both Trust and DfE guidance.

Searching and confiscating items

Staff have the power to conduct a non-intimate search (i.e. instructing the student to empty pockets etc.), and to search their lockers, bags or coats, with consent from the student themselves. Searches may also include the use of metal detector wands.

The age and ability of the student should be taken into account. Family / carer consent is not required and consent does not need to be in writing or formally recorded.

The Principal, and those authorised by the principal, have the power to search without consent if they have reason to believe there may be “**prohibited items**” in the student’s possession. This includes but is not limited to:

- knives and weapons
- alcohol and illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property

Banned items at Dixons City Academy:

- Laser pens
- Energy drinks
- Large quantities of medication (must be given to the Academy Nurse)
- Aerosols not used for personal hygiene
- Glass bottles
- Sharp objects
- Smartwatches
- Recording devices (including camera/AI glasses)
- Chewing gum
- Fidget toys (unless agreed with staff)
- Water pistols / prank items
- Offensive materials (e.g. inappropriate images, symbols, or language)
- Permanent markers/paint pens
- Tippex correction fluid
- Nuts / Food containing nuts

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 place a student in Reset 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.