

What to do... Behaviour for Learning

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

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:

- Threshold 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

Each week, every member of the academy staff sends positive postcards to students they teach. These postcards are addressed to the students 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 zero corrections and 100% attendance) 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 the following to school:

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

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 jewelry (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



At Dixons City Academy, PRIDE is Everything!

PRIDE VALUE	CLASSROOM PRIDE RULES - HABITS FOR GREAT LEARNING	WHOLE-SCHOOL PRIDE RULES – HABITS FOR GREAT LEARNING
Purpose	<ul style="list-style-type: none"> Attend the Academy. Be punctual to the Academy & lessons every day. Be organised and ready to learn. Keep focused on the task in hand. Take responsibility for considering the purpose of your learning. Think about how you are going to remember this learning. Reflect on your teachers' feedback. Consider the big picture and where your learning is going. 	<ul style="list-style-type: none"> Only access lockers at breaks and lunchtimes (except DT/Science with kit bags). Walk purposefully, never running. Move around and conduct yourself in an orderly manner. Enter the building from outside play in a calm and orderly way. Distinguish between indoor and outdoor play. Reflect on leading a purposeful life. Be ambitious for your future.
Respect	<ul style="list-style-type: none"> Follow staff instruction, first time, every time. Track the speaker and show interest. Look after all learning resources. Respect other people's right to learn. Respect other people's contribution. Respect your learning environment and corridors. 	<ul style="list-style-type: none"> Be polite and kind. Follow staff instruction, first time, every time. Respect other people's physical space. Bullying and violence are never tolerated. Keep our Academy environment clean and safe. Respect and look after all the Academy's resources and facilities. Contribute to the positive ethos and reputation of our Academy. Be proud of yourself and to be part of the Dixons Community. Remember there is a 'time and a place'.
Integrity	<ul style="list-style-type: none"> Support other people in their learning. Be honest and take responsibility when you get it wrong. Show sensitivity when difficult topics are being addressed. Show dignity and maturity even when others are not. Accept other people's differences and try to see the best in others. Hand in work that is entirely yours and competed to the best of your ability. 	<ul style="list-style-type: none"> Never bring in anything dangerous or illegal including cigarettes, into our Academy. Remember where you are – no swearing, chewing, or unnecessary physical contact. Resolve all differences calmly, with the help of staff if necessary. Be honest and take responsibility when you get it wrong. Show concern and interest in the well-being and happiness of others. Be selfless in your actions, think of others.



Determination	<ul style="list-style-type: none"> • Respond positively to critique and show a growth mind-set. • Be determined to be the best you can at all times. • Take responsibility for finding out more. • Challenge yourself. • When it's hard going, stick at it and ask for help. • Never look for learning short cuts. 	<ul style="list-style-type: none"> • Aim for no less than 98% attendance. • Find out about your world and how you can make a positive contribution. • Find out how you can be more involved in Academy life. • Think about what is coming up in your next lesson. • Talk about your learning with your peers. • Find out all you can about your chosen interest and/or future career.
Excellence	<ul style="list-style-type: none"> • Work to the best of your ability at all times; use best quality written and spoken work (PRIDE in self and work). • Demonstrate the desire to learn. • Ask yourself how you can be a better learner. • How will you apply what you have learnt? • Spend time on furthering your subject knowledge and completing homework to the best of your ability. 	<ul style="list-style-type: none"> • Try to always be the best that you can be at all times. • Respond positively to correction. • Eat only in designated areas. • Comply with the dress code.

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 – Wednesday

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

Corrections Chart – Thursday

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

Corrections Chart – Friday

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



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
- External Exclusion
- Directing the student to alternative provision / managed move
- Permanent Exclusion

Stage	What you have done	What happens now	What happens next
P1	<ul style="list-style-type: none"> You have broken one of our PRIDE rules for the first time. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
P2	<ul style="list-style-type: none"> You have not brought the correct equipment. You are late. You have failed to hand in homework. You have broken a PRIDE rule after a verbal warning (P1) from a member of staff. 	<ul style="list-style-type: none"> You will be given a P2 PRIDE correction. This will be recorded in your planner. 	<ul style="list-style-type: none"> If you continue to choose not to follow PRIDE rules you will receive P3 correction. 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.
P3	<ul style="list-style-type: none"> 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. You have committed a serious one off offence outside of the classroom which requires a more severe correction. 	<ul style="list-style-type: none"> You will be given a P3 PRIDE correction. This will be recorded in your planner. 	<ul style="list-style-type: none"> 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).
P4	<ul style="list-style-type: none"> You have failed to follow our PRIDE 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 PRIDE rules despite being given a P3 correction. 	<ul style="list-style-type: none"> Depending on the seriousness, may be an internal or external exclusion immediately or at an arranged time. Your teacher will want to talk to you about this so that you can make amends. 	<ul style="list-style-type: none"> If you continue to ignore Dixons PRIDE Rules you will be given a P5 fixed term exclusion.
P5	<ul style="list-style-type: none"> You have failed to respond to the support given by the school. You have committed a very serious offence under mining the safety or dignity of others. 	<ul style="list-style-type: none"> External exclusion. 	<ul style="list-style-type: none"> 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	Fixed Term Exclusion	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		✓				



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	Fixed Term Exclusion	Permanent Exclusion
Mobile phone seen		✓				
No locker key by 8.10am		✓				
Off task after planner taken		✓				
Talking during silent transition		✓				
Other non-permitted items		✓				
Overheard swearing		✓				
Poor quality homework		✓				
Planner not signed		✓				
Argumentative toward a student		✓	✓			
Hair policy infringement		✓	✓			
Swearing at a student		✓	✓			
Absconding school			✓			



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	Fixed Term Exclusion	Permanent Exclusion
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		✓	✓	✓	✓	
Defiance towards a staff member			✓	✓	✓	
Inappropriate behaviour that puts others at risk		✓	✓	✓	✓	
Fighting			✓	✓	✓	
Racist comments or behaviour			✓	✓	✓	
Swearing at member of 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	Fixed Term Exclusion	Permanent Exclusion
Trans / homophobic / misogynistic comments / behaviour			✓	✓	✓	
Online abuse / bullying			✓	✓	✓	
Prolonged bullying of student				✓	✓	
Theft of property			✓	✓	✓	
Bringing a dangerous weapon into the academy					✓	✓
Bringing drugs into the academy					✓	✓
Smoking inside/outside the school in uniform			✓	✓	✓	
Dealing drugs in the academy					✓	✓
Aggravated assault against a student					✓	✓
Physical violence toward staff					✓	✓
Sexual / homophobic / racist harassment				✓	✓	✓
Sexual violence					✓	✓



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	Fixed Term Exclusion	Permanent Exclusion
Verbally threatening a member of staff				✓	✓	✓

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.

Sexual harassment and sexual violence (as defined by KCSIE 2021 page 136)

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely 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. 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.

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 2021. 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 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.

