

Behaviour for Learning at Dixons Broadgreen Academy

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

Dixons Broadgreen Academy is committed to ensuring that our students master the knowledge to achieve our academy mission. We are committed to ensuring that all students succeed at university, or a real alternative, thrive in a top job and live their best life. We believe that anyone who is successful (in the truly broad sense of the word) must develop self-discipline and be given autonomy to make the right choices. We also want our students to understand their role in developing a common purpose across our academy community and beyond.

'Dixons Broadgreen Academy Learning Habits' provide a framework to ensure our key drivers (Mastery, Autonomy and Purpose) and core values (Hard work, Have Integrity and Be Fair) are embedded within our daily practice and routines.

From the first day at Dixons Broadgreen Academy, children are expected to pick up and develop our six Learning Habits which we believe every student can demonstrate. In doing so, each student will thrive at our school and will have the skills they need to be successful at university and in the professional world of work.

We have high expectations and accept no excuses; because we support every student to meet our expectations. Whilst sometimes this may be challenging, we expect our students to live by our Learning Habits 100% of the time. If they do this, their hard work will be recognised. However, if any of the Learning Habits 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 his / her mistake. This allows the student to take the necessary next steps to be better tomorrow than today.

Aims

- To have the highest expectations of student behaviour in order to maximise opportunities to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create an environment in which students are supported to become self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active, three way partnership with families and students to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

These aims are supported by regular staff CPD staff practice sessions focusing on: core routines and developing appropriate strategies for managing behaviour; bespoke teaching and learning strategies and how to ensure the highest quality provision for all students including those with special educational needs and disabilities.

Recognition

At Dixons we know that an intrinsically motivated community, one that is driven to do something by the enjoyment and challenge of the act and its inherent satisfaction, is a more successful community in the long term. We therefore recognise effort and long term success. We avoid rewards or one off products for meeting our expectations. We do regularly recognise students (and staff) in very specific ways.

Student appreciations

Each week, staff give student appreciations to students who have demonstrated our values in an exceptional way. Appreciations are shared during morning meetings and communicated to families too.

Verbal appreciations

Around the academy, and in lessons, staff members use positive language, specific descriptive feedback and reinforcement to signal to students that they are demonstrating good learning habits. Heads of Year share these in Morning Meetings. Advisors ring home regularly; this is an opportunity to provide family with positive information. During Morning Meeting, there is an opportunity for other students to support and recognise their peers in demonstrating the values and drivers.

Recognition expeditions

Three times each year, students who have demonstrated excellent learning habits are acknowledged with an invitation to a recognition expedition. The Senior Leadership Team and Heads of Year decide which students attend based on the number of corrections a student has received over the cycle and the student's attendance.



Annual Dream Team meetings

At the end of each year, students present their own, self-written report to their Dream Team which consists of key important adults in that student's life. This is usually members of their family, peers and their advisor. This event provides an opportunity for students to be recognised for their effort and progress over the academic year and to celebrate their success.

Learning Habits

Positive Response

Like a referee, sometimes a school community get things right and sometimes wrong, but they do their best with the information they have at the time. However, it is totally unacceptable for a child, as with a sports person, to disrespectfully answer back or question a decision in front of a class. It stops others from learning, and it undermines all respect for the teacher. This is a very bad learning habit to get into. Responses must be positive and fair for all parties involved. Students are taught how to respond and these responses include: nodding; immediately doing the right thing; apologising or respectfully requesting to speak to the member of staff at another point. If a student does not respond appropriately, they will either receive a correction or, potentially, receive a Red Line.

Uniform

Just as they will when they attend interviews for their top jobs in the future, it is important that our students take pride in themselves and their appearance. This means following the uniform expectations outlined in the Family Handbook, including on their way to and from school. If a student wears the incorrect uniform, this wouldn't be fair on everyone else and, therefore, they would receive a correction. The student would then either be able to borrow an item of clothing and go back into lesson, or they would be placed in Red Line until a family member could bring in the correct clothing for them.

Homework and Deadlines

Students are expected to complete homework each evening, including: 100% homework; DEAR and online tasks. Completing work outside of lessons is important to consolidate and master learning and helps students to develop their organisational skills. Homework deadlines must be met with work that meets the specific expectations set out and, wherever work is physically being handed in, it must have the student's name on it. If this is not the case, a correction will be issued.

On Task

On task behaviour means students following instructions in time, first time, every time, both in lessons and around the academy. Students are reminded regularly of the purpose of doing this: to ensure they and others around them can concentrate on their learning and make progress. Examples of on task behaviour include: tracking the speaker; remaining in silence (natural state) when directed and following instructions around the academy. On task applies both in and out of the classroom because outside the classroom a student's task is to conduct themselves correctly, safely, purposefully, and considering others. If a student displays 'off task' behaviour, they will be issued with a correction.

Punctuality

At Dixons Broadgreen Academy, everyone is expected to be on time to school, to lessons and to line up throughout the day. Each day, all students in Years 7 to 11 must be in their Line Up Location by 8:20am and be ready to learn with all of the equipment they need. If a student is late, it would not be fair on the rest of their class / year group and, therefore, they would receive a correction.

Equipment

Every student must carry with them: a pencil case with all of the expected equipment; their planner; DEAR book and any subject specific resources. Please see the Family Handbook for a full list of equipment. Students can purchase any missing equipment from student reception before 8.15 am.

Corrections and Red Line

At Dixons Broadgreen Academy, our sanction system is very simple; it is successful because of the excellent relationships between staff, students and families. Evidence suggests sanctions must always be immediate (a detention three days later doesn't work with children) and it must be specific to the issue. Therefore, corrections will always be set for the same day (unless in the final lesson of the day when it would be unreasonable to ask families to change their travel arrangements).

If a student receives three corrections in one day, they will be placed in Red Line, which means they will work independently in a designated area supervised by a member of staff. Other reasons for a student being placed in Red Line include: failure to attend correction, a serious incident or return from exclusion. Whenever a Red Line is required, we believe the most important thing is to have a restorative conversation with the student and their family; therefore, families will be asked to come into school for a meeting before the student is reintegrated into lessons following a period of time in Red Line.

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.

Classroom Expectations

While in lessons, all teachers operate a set system of warnings and consequences. These are consistently applied by all staff so that all students know what to expect in every lesson, every day. These expectations are clearly communicated to all students when they arrive at the academy. Therefore, they are rigid for all so that teachers can teach and students can learn.

The classroom expectations also form a vital method of communication between families and the school, as they utilise the school planner as a part of the system. Students must have their planner with them every day as part of the school expected equipment list. Failure to have it with them would be a breach of our equipment learning habit, leading to a correction. However, in the classroom, teachers will also use the planner as a method of warning to students that continuing with their behavior choices will next result in a correction. They will also, at times write a note to parents regarding a student's behavior for a parent to read and parents are expected to sign planners to say they have seen the messages and events of the week.

The classroom expectations follow the pathway of: verbal warning, planner warning, correction issued, red line removal from lesson.

Consequences

The table shows possible consequences for different behaviours.

	Teacher	Teacher / Head of Year	Head of Year / SLT	SLT	SLT	Head of School / Principal
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Managed Move
Off task behaviour in lessons	✓	✓	✓			
Answering back to staff	✓	✓	✓			
Breaking no contact rule	✓	✓	✓	✓	✓	
Chewing gum	✓	✓				
Being dishonest to member of staff		✓	✓			
Eating unhealthy food or drinks	✓	✓				
Misbehaving in correction		✓	✓			
Incorrect uniform		✓	✓			
Late to lesson		✓				
Late to school		✓				
Missing equipment (after 8:20am)		✓				
Missed homework / deadline		✓				
Mobile phone seen or heard		✓				
Off task after planner warning		✓				
Off task in line up	✓	✓				
Other non-permitted items		✓				
Overheard swearing	✓	✓				
Poor quality homework	✓	✓				
Homework handed in with no name		✓				
Planner not signed		✓				
Innapropriate hair cut		✓	✓			
Swearing at a student	✓	✓				



	Teacher	Teacher / Head of Year	Head of Year / SLT	SLT	SLT	Head of School / Principal
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Managed Move
Absconding school			✓	✓	✓	
Leaving a lesson			✓			
Missing a correction			✓			
Plagiarism			✓	✓	✓	
Refusal to follow instructions			✓	✓	✓	
Three corrections in a day			✓			
Truancy			✓			
Persistent off task behaviour			✓	✓		
Vandalism of school property			✓	✓		
Fighting			✓	✓	✓	
Swearing at a member of staff			✓	✓	✓	
Racist / trans / homophobic comments or behaviour			✓	✓	✓	✓
Prolonged bullying of a student				✓	✓	✓
Theft				✓	✓	
Sexual / homophobic / racist bullying				✓	✓	✓
Verbally threatening a member of staff				✓	✓	✓
Bringing drugs or a dangerous weapon into school					✓	✓
Physical violence towards staff					✓	✓
Using an implement to harm another person					✓	✓
Bringing fireworks into school					✓	✓
Inappropriate use of fire safety measures					✓	✓
Other unacceptable behaviour which undermines the academy way	✓	✓	✓	✓	✓	✓

The academy may also use the following consequences:

- Limiting student access to co-curricular sessions e.g. sporting teams or other clubs
- Removal of IT rights (e.g. email and internet academy access)
- Correction conversations for up to 10 minutes after school without informing families
- Removal of unstructured time e.g. break time
- Removal of devices from home (with family support)
- Extended corrections
- Working with the safer school police officer and other outside agencies



Where student behaviour is persistently below expectations, we will work with families and the student to put support in place to create individualised strategies to help the student get back on track. It is important to note that the table above does not account for the most important piece of work – the restoration process. The more severe the consequence, the greater the need for the restorative work. Therefore, we would always use targeted approaches to meet the needs of students based around knowing and understanding our students and their influences.

Communication

The backbone of our system and its success is the home-school partnership. The relationship between staff in school and families at home, which is key to supporting every student to making the right choices in and out of school. We will maintain regular contact with families by various means and we expect families to engage with us and get in touch with us directly when needed. To that end, it is parents and carers responsibility to keep the school apprised of accurate contact information. A fundamental part of the restorative process and the communication required for it to work within our behavior management processes is parental meetings. As part of the home-school communication agreement, we expect that families will attend all meetings when invited to do so.

