

## Dixons Broadgreen Academy Positive Behaviour Policy

The Dixons Broadgreen Academy Policy should be read in conjunction with the following Trust policies which inform its content are:

- the Dixons Academies Trust Exclusion Policy
- the Dixons Academies Trust Attendance Policy
- the Dixons Academies Trust Anti Bullying Policy
- the Dixons Academies Trust Special Educational Needs and Disabilities Policy
- the Dixons Academies Trust Child Protection and Safeguarding Policy
- the Dixons Academies Trust Looked After Child Policy

All Trust policies are available on the Trust website at [www.dixonsat.com/about/policies](http://www.dixonsat.com/about/policies).

Please see Appendix 1 for details on other Trust policies and government guidance that inform the creation of this policy.

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## Mission and Policy Principles

Our mission is "to ensure all students succeed at university, or a real alternative, thrive in a top job and live their best life." To accomplish this mission, we are committed to creating a transformative culture that ensures the safety and happiness of all members within our community.

This commitment is reflected in our behaviour policy principles, which are based on our core values and drivers:

- **Clear Expectations: A clear understanding of what constitutes acceptable and unacceptable behaviour.**

We believe that when students are aware of the expected standards, they are better equipped to make informed choices.

- **High Expectations: Standards which promote academic excellence & strength of character in a culture of continuous improvement.**

We believe a culture of high expectation nurtures independence, self-discipline and inspires students to reach their full potential.

- **Purpose over Power: A clear understanding that each expectation has a purpose and what that purpose is.**

We believe that every expectation should serve the community. We do not believe in expectation for expectation's sake.

We believe that we should never apply an expectation to students that staff are not expected to follow themselves.

We believe in over-communicating the purpose behind each expectation to create a culture of respect and cooperation.

- **Positive reinforcement: A well-defined system of acknowledgement and reward.**

We believe the explicit development of character promotes the intrinsic motivation to sustain habits for success.

We believe a well-defined system of acknowledgement and reward, reinforces intrinsic levels of motivation, and plays a vital role in establishing an empowering learning environment that promotes exemplary behaviour.

- **Warm-Strict: A commitment to behaviour management practice, which is consistent, warm & professional.**

We believe in certainty not severity; certainty of consequence and a warm, supportive relationship are not mutually exclusive.

We believe students feel safer knowing that certain behaviours have highly predictable consequences.

We believe in consistency of practice; a behaviour policy is only effective when it is applied by all staff, equally to all students.

We believe all staff have a responsibility to model the courtesy and kindness we wish to see.

## Academy Values and Drivers

Academy life is the embodiment of our 3 core values and our 3 drivers. These core principles provide a framework for our approach to character development as well as the behavioural expectations outlined in this policy.

Our values inform our beliefs and our actions. They are:

- **Work Hard:**

- We do whatever it takes for as long as it takes, and we never give up.

- **Have Integrity:**

- We do the right thing because it's the right thing to do. We support each other without excuses.

- **Be Fair:**

- We play by the rules, we are polite, courteous, and fair with everything we do.

Our drivers motivate us and drive us forward. They are:

- **Mastery:**

- The drive to get better at things that matter.

- **Autonomy:**

- The drive to direct our own lives.

- **Purpose:**

- The drive to connect to a cause larger than ourselves.



## The Home-School Partnership

At the core of our Behaviour Policy lies the belief that a strong home-school partnership is the backbone of its success. We understand that optimal character development and positive outcomes are best achieved when significant adults in a student's life, including parents/carers, teachers, and broader family members, are aligned in their approach. This is the cornerstone that allows students to develop strong character, make positive choices, and embrace life-long habits that lead to successful and purposeful lives.

We value the input and feedback from parents/carers and consider it an essential element in shaping our school policies and practices to better serve the needs of our students and their families.

### Parents/Carers are expected to support their child's school attendance by ensuring:

- their child attends the Academy on time, every day during term-time, unless he/she is very ill.
- they inform the Academy promptly about any absences.
- they make appointments for their children outside of the school day.

### Parents/Carers are expected to support their child's progress and achievement by ensuring:

- their child has the correct learning equipment needed for the day, including a bag big enough to hold an A4 Lever Arch file.
- their child completes Homework on time and to the highest standard, by keeping track of their child's study habits, and assisting when needed.
- they check and sign their child's Student Planner each week.
- they attend Parents/Carers Evenings and any other meetings arranged at a mutually convenient time.
- their child attends Parents/Carers evening unless they are very ill.
- they support compulsory attendance at Homework Club and catch-up sessions if your child's progress is unsatisfactory.

### Parents/Carers are expected to provide support their child's character development by ensuring:

- you read DBA's Positive Behaviour Policy and are familiar with the expectations it sets for student conduct.
- you discuss the academy's expectations with your child and reinforce the importance of adhering to them.
- you promote and reinforce our core values home through encouragement, guidance, and praise.
- you set clear & consistent behavioural expectations at home that align with the Positive Behaviour Policy.
- you support the academy's consequence system, including the use of same day after-school corrections until 4.35pm by:
  - monitoring your child's behaviour on the My Child At School app.
  - making any necessary alternative arrangements to prioritise your child's attendance at corrections.
  - talking to your child and asking them to reflect on their choices when they get home.
- your child complies with the Academy uniform policy and the expectations of their appearance.
- you discourage your child from contacting home via their mobile devices during the school day & remind them to approach their Head of Year, Senior Leader link or another appropriate member of staff if they wish to contact home.
- you do not contact your child's mobile devices during the school day. Important messages can be relayed to your child throughout the day if you leave a message at reception or email their Head of Year.
- the replacement cost of any equipment, books, or property your child loses, or damages is paid for.
- you encourage your child's involvement in extracurricular activities to develop character and healthy relationships through positive social interaction.
- You do your best to support your child's commitment to Academy life by attending school matches, performances, and gallery evenings.

### Parents/Carers will support Home-School communication by ensuring:

- the academy has your most up-to-date contact details, and we are informed promptly of any change in appropriate personal information.
- you inform the Academy of any concerns that may affect my/our child's progress or behaviour.
- you contribute to the smooth functioning of the academy by scheduling appointments when you wish to meet with staff.
- all staff are spoken to with respect and courtesy.



## Clear Expectations - The Learning Habits

From the first day at Dixons Broadgreen Academy, we teach students our six Learning Habits. These expectations offer a clear understanding of what is acceptable and unacceptable behaviour in our learning environment. With the right support, we believe every student can demonstrate these habits. 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.

### 1. Punctuality

**Expectation: Be on time, all the time.**

All staff and students are expected to be on time to school, to lessons and to line ups throughout the day.

- School: All students in Years 7 to 11 must be 'ready to learn' in their Line Up location for the start of the school at 8:17am.
- Lessons & line ups: Each student has 3 minutes to arrive to their next lesson or line-up. If a student is 10 or more minutes late without signed permission from a member of staff their behaviour is classed as truancy until an alternative reason can be verified.

**The Purpose of the Expectation:**

To instil the characteristic of self-organisation and ensure an orderly learning environment.

**Student Support:**

- Main offer: A whistle/ bell clearly indicate when all members of our community should walk to their line-up or lessons.
- Main offer: Students arrive to most lessons in a guided transition, ensuring all students arrive on time and are ready to learn.
- Reasonable adjustment: The school provides bus passes to students who require one to support them getting to school on time.
- Additional & different: In exceptional circumstances, taxis are provided for students who have no other means of transportation.

### 2. Uniform

**Expectation: Be in full school uniform, worn appropriately.**

- In the same way that all staff are expected to abide by a professional dress code, all students are expected to follow the uniform & appearance expectations outlined in the Family Handbook, including on their way to and from school.

**The Purpose of the Expectation:**

To instil a sense of pride in our communal identity and promote equality in our professional learning environment.

**Student Support:**

- Main offer: uniform checks are done in each line up and the policy is routinely communicated in morning meetings.
- Reasonable Adjustment: students are aware that between 8:00am to 8.15am, the academy loans uniform items for free.
- Reasonable Adjustment: adjustments to the policy for medical conditions are granted based on medical documentation.
- Additional and Different: the academy offers financial support to families of students in receipt of Pupil Premium funding.

### 3. Equipment

**Expectation: Be fully equipped and ready to learn.**

- All staff and students are expected to come to work prepared and fully equipped.
- Every student must have with them the full complement of equipment outlined in the Family Handbook.
- Students must hold their planner and pencil case in the line-up and place them on their desk upon arrival to the classroom.

**The Purpose of the Expectation:**

To minimise disruptions to learning caused by missing supplies or the inefficient use of time.

**Student Support:**

- Main offer: equipment checks are done every morning and the policy is routinely communicated in morning meetings.
- Reasonable Adjustment: Students can purchase any missing equipment from student reception between 8:00am to 8.15am.
- Reasonable Adjustment: One-month planners are provided for free to ease financial pressure on families between pay days.
- Additional and Different: in exceptional circumstances the academy offers financial support to families who may be struggling.



## 4. Homework and Deadlines

**Expectation: Produce high quality work, on time, every time.**

- Just as all staff are expected to meet their deadlines, with the quality of work that is expected, every student is expected to complete classwork that appropriately showcases their ambition, pride, and abilities in the allocated time.
- Students should only submit homework that meets all the criteria outlined in the Family Handbook. It must be submitted on time.

**The Purpose of the Expectation:**

To reinforce powerful knowledge and develop essential characteristics that enable students to excel in school and beyond.

**Student Support:**

- Main Offer: Students are trained in the criterion for homework & given verbal feedback at the end of each day in advisory groups.
- Reasonable Adjustment: Homework Club is available every day after school for students who require additional support.
- Additional and Different: Students with specific additional needs are provided with enhanced support & different criterion.

## 5. On Task

**Expectation: Do the right thing, at the right time and remain focused on the task at hand.**

- All staff & students are expected to act promptly and be fully committed to the instruction or task given until it is completed. For example, in Morning Meeting, in class, in transition between classes, walking to line up & to the expectations for social time.
- Everyone is expected to respect our environment. All litter must go into the bin & behaviour in our toilets must be respectful.
- Everyone must walk in natural state in transition to and from lessons, so as not to disturb the learning of others.
- Everyone must move calmly and sensibly around the academy at all other times.

**The Purpose of the Expectation:**

To foster a diligent and respectful learning environment in which disruption free learning can occur.

**Student Support:**

- Main offer: Classroom expectations for On Task behaviour are clarified in 4 Learning Modes which are taught and practised.
- Main Offer: The expectations for routines are front loaded in each instruction and staff positively narrate to 'catch them being good'.
- Reasonable Adjustment: In each classroom, there are Learning Mode displays to support students with additional needs.
- Additional and Different: Enhanced support plans are used to plan lessons that enable On Task behaviour for higher levels of need.

## 6. Positive Response

**Expectation: All people are to be treated with kindness & respect (We use the right words, in the right tone, at the right time).**

- Everyone is expected to interact positively with every member of our community, showing patience, kindness, respect & gratitude.
- A student answering back or questioning the decisions of staff in front of other students is unacceptable. It stops others from learning, and it undermines all respect for the teacher.
- If students disagree with a consequence that has been issued, they are expected to wait for an appropriate moment to have a respectful conversation with the member of staff that issued the consequence.

**The Purpose of the Expectation:**

To nurture the characteristics of kindness and prudence in a mutually respectful environment.

**Student Support:**

- Main Offer: All students are taught how to respond positively in orientations. This is routinely reinforced in Morning Meeting.
- Reasonable Adjustment: Students on the 'Handle with Care' list receive a discrete extra warning & private intervention.
- Additional and Different: On site counselling, ELSA sessions & various workshops are provided for those needing additional support.

***For details regarding the consequences for students failing to meet these expectations, kindly refer to the information provided on the sanction system.***



## Clear Expectations - Contraband

In addition to the Learning Habits, there are certain items which are either prohibited from the school site or the use of those items is prohibited throughout the school day. They are as follows:

### 1. Jewellery

**Expectation: Students must not wear jewellery which is prohibited.**

- KS3 students must not wear jewellery of any kind.
- KS4 students may wear one pair of plain studs in each ear lobe.

**The Purpose of the Expectation:**

To facilitate a tiered progression towards autonomy, ensuring that as students mature academically and socially, they can appropriately balance their identity & personal choices with the requirements of the workplace.

### 2. Technology

**Expectation: Students are expected to adhere to the expectations regarding the use of phones, headphones & Smart watches.**

- Phones, headphones, and Smart watches should not be in evidence whilst students are on the school site. Students are expected to ensure these items are turned off & placed in their bag before walking through the gate.
- Students are not allowed to use these items in any part of the academy, during any part of the school day, including enrichment and evening events, such as, parents evenings or performances.
- Students will be able to contact home by approaching Heads of Year/Reception/duty staff/ staff running enrichment activities if they require to speak with their parent/carer.
- We will ensure that any important messages are relayed to your child during the day if you leave a message at reception or email their Head of Year.

**The Purpose of the Expectation:**

To maintain a safe and happy learning environment by minimising distractions and irresponsible online behaviour.

### 3. Chewing Gum

**Expectation: Students are not allowed to be in possession of or chew gum of any kind.**

- This expectation applies to all students during any part of the school day, including enrichment and evening events.

**The Purpose of the Expectation:**

To promote a professional climate of positive first impressions and to ensure school funds are invested in the learning and development of our students by preventing damage to school property.

### 4. Sugary Foods

**Expectation: Students are not allowed to bring sweets, crisps, or drinks containing sugar or caffeine on site.**

- This expectation applies to all students during any part of the school day, including enrichment and evening events.

**The Purpose of the Expectation:**

To promote the long-term health of students in a focused learning environment.

## See it, Hear it, Take it

We operate a 'See it, Hear it, Take it' policy for all contraband items. This means that any contraband which are seen, or heard\* on site can be confiscated by any member of staff who will then apply a sanction. After serving the sanction at the end of the school day, jewellery and technology are available for collection at reception.

\*Please note a member of staff may confiscate a phone if it is neither seen nor heard, but they are sure the student has been using it i.e., text has been sent to parents/ carers.

\*\* Where a student persistently brings/uses banned items during school hours, parents may be requested to come to collect.

***The stipulations above are in addition to the total prohibition of any items which are illegal, harmful, or disruptive. For example, water pistols, laser pens, fireworks, alcohol, cigarettes, vapes, smoking paraphernalia of any kind, pornography, or weapons.***

***Please refer to Appendix 2 for information relating searches.***



## Expectations Around the Academy

### A Safer School & Bullying

- Calm and sensible movement around the academy and safe, polite behaviour from all people is always essential.
- Unprofessional physical contact is prohibited. This includes hitting, pushing, shoving and playfighting.
- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying is not tolerated at the academy. We are a 'TELLING SCHOOL'. Every allegation is full investigated. We do not accept name calling or inappropriate language as 'banter'. (Please refer to the Anti-Bullying Policy for more information).

### During Lessons

- Any students outside a classroom during lesson time must have written permission in their planner from a member of staff. Exceptions to this are:
  - an emergency
  - a student who has pass or note in their planner confirming a medical condition. These students must carry their planners.
  - a student who has a peripatetic music lesson. These students must carry their planners which feature their timetable.
  - a student who has an authorised reasonable adjustment pass for lesson transitions due to an additional need.
- Students out of lesson without written permission will be presumed to be truanting until an alternative explanation can be verified.

### Outside Social Time Spaces

- No year 8, 9, 10, 11, 12 or 13 students should enter the year 7 only playground.
- The Oasis Yard is reserved for students with additional needs that have an Oasis Pass.
- Out of respect for residents, students may not walk down the back of the MUGA in the direction of Ringcroft Gate.

### The Canteen & the Bistro

- Students are expected to wait their turn calmly in a single file line. Students may not join friends who are further ahead in the line.
- The environment should be respected. This means:
  - all litter should be put into bins.
  - plates and cutlery should be taken to the trolleys and stacked responsibly.
  - on departure, furniture should be left in its original position, with chairs tucked in.

## Expectations In the Community: the power to discipline beyond the gates

On school trips, in public spaces before/after school and online, every student carries the responsibility of upholding our school's values, consistently demonstrating exemplary behaviour, and making decisions that maintain our collective integrity. The academy reserves the right to discipline any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the culture or reputation of the school. Our expectations are:

- All students are expected to wear their uniform correctly to and from school.
- Whether in public spaces or online, all students are to treat all members of the public & their peers with kindness & respect.
- In public spaces, all students are to show consideration by being aware of their noise level, language, and gestures.
- While using public transport, students are expected to display good character by being respectful to the bus driver and showing consideration for fellow passengers. For example, giving up their seats to those in need.
- All students are expected to dispose of waste responsibly and use designated bins.
- Students should not touch property that does not belong to them.
- Unprofessional forms of physical contact are prohibited on trips and to and from school.
- Students riding bikes are to wear helmets and ride responsibly, showing due regard for motorists and parked cars.

**Please note we take road safety extremely seriously. Any student seen riding their bike inappropriately outside of school will be sanctioned and a letter will be sent to the parents/carers warning them of their behaviour. If a student receives three letters about bike misuse, then they will have their bike shed permit revoked for the rest of the academic year. This means they will not be able to bring their bike onto the school site.**



## The House System: Appreciations, Acknowledgement and Rewards

Our House System aims to foster a sense of belonging, healthy competition, character development and commitment to academy life. There are 4 Houses (Andes, Alps, Atlas & Himalayas) that compete in our House competition. A clear and consistent points system exists which is based on strength of Achievement, Character, Engagement, & Charity. Students can earn House points through Appreciations which can be awarded by staff on Bromcom at any time during the day.

Staff also recognise the character of students in a variety of other ways:

- Weekly Appreciation Call Outs - Senior leaders highlight certain student appreciations every Thursday in Morning Meeting.
- Praise phone calls home
- Praise Postcards home.
- Appreciation badges for different appreciation milestones.
- Student Leadership Positions.
- Praise Letters emailed to parents as students hit different appreciation milestones to recognise their character.
- Hot Chocolate Friday with the Headteacher - for students who have not received corrections in the previous week.
- Rising Stars Meeting with the Headteacher - for students who are making a sincere effort to turn things around.
- Awards Assembly Nominations - for achievement, effort, and good character.
- Rewards Trips/ Events.

### The Mountain Climber Award Scheme

Each half term departments will nominate a student in each year group for the Mountain Climber award. The students will earn nominations by showing our values and drivers in everything they do, going above and beyond what is expected of them and exemplifying our ethos of 'Climbing Your Mountain'.

The 6th Form Leadership Team will then decide on a winner from each key stage, in each House, based on these nominations without knowing the names of the nominees. The winners will be given certificates in our House assemblies, have their name added to the noticeboard and the winning student each month will receive a voucher and an invitation to our end of year awards evening.

## Relationships

Staff are required to prioritise building positive and trusting relationships with students, showing empathy, understanding, and genuine interest in the well-being and academic success of all students. Moreover, every staff member must recognise the privilege of their responsibility to shape the character of our students and ensure their educational journey is a formative experience that boosts self-esteem and fosters a sense of belonging. We do this by following these core principles:

### **1. We are welcoming:**

- All students are made to feel welcome.
- We smile intentionally and celebrate diversity.

### **2. We are knowledgeable:**

- We learn preferred pronouns and names and ensure we pronounce them correctly.
- We strive to learn about the background, culture & interests of our students.

### **3. We are approachable:**

- We encourage students to respectfully share their thoughts, concerns, frustrations, and questions without fear of judgment.
- We make ourselves available at appropriate times.

### **4. We are patient:**

- We use trauma informed practice (please see appendix 4 for more details).
- We patiently teach students to express themselves using the Right Words, in the Right Tone, at the Right Time.

### **5. We are humble:**

- We actively listen to understand.
- We apologise when we get things wrong.



## The Sanction System

### A Warm-Strict School

Our approach combines clear & consistent boundaries with support, warmth, and compassion. Therefore, all staff are required to know the behaviour policy and maintain the clear boundaries it sets for behaviour & academic performance. When students do not meet these expectations, staff are expected to provide appropriate consequences while maintaining a caring & supportive demeanour. This approach helps students feel respected whilst being accountable, leading to improved levels of trust & co-operation.

### In the Classroom

We believe that every student is entitled to disruption free lessons and do not allow students to disrupt the learning of others. If a student fails to adhere to the Learning Mode expectations or any other reasonable expectation in the classroom, an incremental warning system is followed.

The warning system is used in conjunction with a variety of behaviour management strategies that teachers will use to either prevent/correct inappropriate low-level behaviour or avoid further escalation. These include:

- Front Loading: Giving instructions with specific, concrete, observable instructions that predict and avoid failure.
- Sequencing: Giving instructions in steps and checking for 100% compliance before moving on to the next step.
- Positive Narration: Motivating students to do their best by using a positive tone to deliver constructive live feedback.
- Be Seen Looking: Preventing off task behaviour by making monitoring obvious & reinforcing expectations subtly and non-verbally.
- Artful Consequence: Striving to ensure a consequence is given in a manner which is private, quick, & depersonalised.
- Bounce Back: Showing a student an issue is dealt with by looking for an opportunity to smile & give them precise & sincere praise.

We do not believe that teachers should ever be blamed for the poor choices that individual students make & we recognise our responsibility to support teachers being able to teach and students being able to learn. This support includes effective professional development, a clear and robust rewards and consequence system and our Class Culture Reflective Practice Framework (Appendix 5).

**Please note, DfE guidelines state: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'.**

### The Classroom Warning System\*

- **Warning:**
  - The teacher explains the impact of the student's current behaviour on the learning environment.
  - The teacher issues a verbal warning.
  - The teacher reminds the student that any further disruption will result in a Planner Warning.
- **Planner Warning:**
  - The teacher explains the impact of the student's current behaviour on the learning environment.
  - The teacher issues another warning and removes the planner from the student's desk.
  - The teacher reminds the student that any further disruption will result in a correction.
- **Correction:**
  - The teacher explains the impact of the student's current behaviour on the learning environment.
  - The teacher issues an On Task correction on Bromcom for persistent disruption to learning.
  - The teacher reminds the student that any further disruption will result in their removal from the classroom.
- **Red Line:**
  - On Call staff collect the student and take them to Beta (Internal Exclusion) for a period of at least one lesson.
  - This is followed by a restorative conversation before the next lesson.

**\*A student may be removed from the lesson immediately without going through the Warning System if their behaviour is serious enough. If a student walks out of the classroom without permission, they will be issued a full day of Beta and a 60-minute correction.**

### Outside the Classroom

Outside the classroom, to ensure standards are clear and straightforward, our expectations are binary. Therefore, warnings are not provided. We believe this approach fosters an equitable environment, where everyone is held accountable to the same standards. Warning systems outside the classroom are impractical and often result in subjectivity, inconsistency and lower levels of accountability that make the environment less safe. Therefore, our expectations are well communicated, and students respect the clear boundaries which are consistently applied.



## Sanctions (Please refer to appendix 2 for summary sanction chart)

### Corrections (KS3 & KS4)

At DBA, detentions are referred to as Corrections. We do this to positively reframe the consequence, focusing on growth and improvement and to foster a constructive, accountable, and supportive approach to addressing behavioural issues.

Evidence suggests sanctions must always be:

- Specific: Students must be clear about the specific issue that resulted in the correction.
- Immediate: The longer the time gap between the behaviour and the consequence, the less likely the child is to make a connection between the two.

Therefore, an initial correction 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.

#### **Punctuality: Late to School Corrections:**

- Grade 1 Late to School: Students who arrive during Morning Meeting (between 8.21am and 8:45am) will receive a 30-minute correction.
- Grade 2 Late to School: Students who arrive after Morning Meeting (from 8:46am onwards) will receive an immediate 60-minute correction.

*These consequences are subject to the reasonable adjustments outlined in the attendance policy.*

#### **Habit and Contraband Corrections**

- Except for Grade 2 Late to School Corrections, all initial corrections are 30 minutes in length.
- Students issued a contraband correction also have the contraband item confiscated.
- Technology and Jewellery contraband is available for collection from reception after students on 30-minute corrections are released.
- Unhealthy food and drinks are disposed of. Students may collect fruit as they leave their correction.

#### **Corrections Times:**

- Corrections are either 30, 60 or 90 minutes in length.
- From Monday to Thursday corrections run from 3:05 pm to 4:35pm.
- From Thursday to Friday corrections run from 2.15pm to 3.45pm.

#### **Expectations in Correction:**

Expectations of students:

- Arrive on time and form an orderly line in single file outside the canteen.
- Take outdoor jackets off and have your planner and pencil case in hand before entry.
- From the door to the canteen upon entry, pupils are expected to remain in perfect natural state (silence).
- Students take a seat as directed and place their bags and coats under their chairs/tables.
- Students are to always face towards. Students must not communicate with or attempt to distract other students.
- After taking their seat, students must immediately begin the work provided and remain active throughout.

#### **Expectations of staff:**

- Arrive on time.
- Supervise in a high profile/low key manner.
- Only the lead member of staff should speak to the whole detention – any student talking will fail the detention.
- The lead member of staff decides on any further consequence deemed appropriate after conversation with the Assistant Principal, Vice Principal or Principal depending on the seriousness of the behaviour.



## Communication, Attendance & Exemptions

Bromcom's My Child At School app serves as the main channel for home-school communication, offering parents real-time access to their child's performance within the academy. Through this app, parents can stay informed about their child's appreciations, attendance, and behaviour throughout the day, facilitating the ability to make necessary arrangements to ensure their child's safe journey home.

***As per the Home-School Agreement, all students are required to attend their correction session at the end of the school day and remain for its entire duration, unless reasonable adjustments are applicable (see below). Correction takes precedence over all extra-curricular activities, including match fixtures or external extra-curricular activities/ events arranged by parents/carers. A student wishing to attend such activities, must be fair to those involved by being mindful of the choices they make in school.***

Only the staff member who initially issued the correction has the authority to cancel a specific correction. Only the Assistant Principal for Behaviour, or the Vice Principal for Student Culture have the authority to grant exemptions from attending Correction. In their absence, the Senior Leader associated with the respective year group may also make such determinations.

### Corrections Support

- Main Offer:
  - Correction staff on the door reinforce the expectations for every student before entry and displayed visually on screens.
  - As students arrive, lead staff front load expectations and positively narrate good behaviour on a microphone.
  - As a default, students are sat facing in the same direction with one seat between each pupil to enable success.
  - To resolve issues and avoid repeat behaviours, Senior Leaders engage in data responsive mentoring discussions with students on 30- and 60-minute Corrections.
- Reasonable Adjustments:
  - Heads of Years direct the seating for their year group and seat students strategically to enable success.
  - Target students receiving Homework and Deadline Corrections are extracted for Homework Club intervention.
  - Alternative arrangements are made for Young Carers, allowing them to serve their Correction during the day.
  - Corrections are rescheduled for students with medical appointments, providing suitable evidence is provided.
- Additional and Different:
  - For vulnerable students requiring additional support, the implementation of sanctions alone is not appropriate. Please see page 15 for more details on how we provide this additional support.

### Correction Escalations: Non-Attendance, Failure, Refusal, Thresholds

- Non-Attendance:
  - For a 30-minute correction: parents/ carers are called and serve a 60-minute correction the following day in addition to any other correction received that day.
  - For a 60-minute correction; parents/carers are called & the student serves a 90-minute correction the following day. If they receive any other correction that day, they are placed into Beta the next day & complete a 90-minute correction.
  - If a student doesn't attend their 90-minute correction, they're placed into Beta the next day & complete a 90-minute correction.
- Failure:
  - Failure of a correction for making noise/talking or failing to follow instructions will result in the student being placed in Beta the next day until the end of the appropriate correction time. This is as follows:
    - Failure of a 30/60-minute correction - the student will stay until the end of the 60-minute correction time.
    - Failure of a 90-minute correction - they will stay until the end of the 90-minute correction.
  - 2 Corrections Failures in a week will result in:
    - A fixed term suspension
    - Reflection upon re-integration with parent/carers
    - A full day in Beta and a 60-minute correction when the student returns
- Refusal: If a student walks away they will be placed into Beta the next day until the end of the 90-minute correction time.
- Thresholds
  - If a student receives 4 corrections in a day, they will be placed the student being placed in Beta the next day until the end of the 90-minute correction time.
  - If a student receives 6 corrections in a day, they will be suspended for persistent breaches of the school's behaviour policy and placed into Beta on their return until the end of the 90-minute correction time.



## The Beta Room (KS3 & KS4)

At DBA, the Internal Exclusion is referred to as the Beta Room. This is an alternative to avoid a Fixed Term Suspension and is used as an area in which students are isolated from the rest of the Academy for serious or persistent breaches of the behaviour policy. In mountaineering, the term 'beta' refers to advice given to climbers to assist them solving a problem and planning a route. We do this to set a supportive tone and indicate the purpose of the consequence by positively reframing it to focus on the student's autonomy.

The room operates from the beginning of period 1 and is used:

- In accordance with the expectations & sanctions outlined in this policy.
- When a situation can be appropriately addressed by placing students in Beta.
- When uniform or appearance does not adhere to the uniform policy guidelines & cannot be immediately resolved.

Students are provided online work on Seneca that is matched to their curriculum to minimise loss of learning. All student activity is displayed on a whiteboard, allowing Beta Room staff to actively monitor engagement and offer timely support.

### Pupil Voice

Upon entry, all students are provided a pupil voice proforma to complete, giving them the opportunity to reflect and give their point of view. These statements are read by staff and used as a discussion starting point to offer guidance and resolve issues that may result in students getting back to class early. We always try to look for ways to minimise the time that students spend in Beta whilst protecting the integrity of policy.

### Red Line and Beta

There are two forms of consequence that require a student to spend time in the Beta Room: Red Line and Beta.

#### Red Line:

- Red Line is given for persistent classroom disruption, having already been given a Warning, Planner Warning & Correction.
- Students that arrive before lunch are required to spend at least 1 full period and a social time in the Beta Room.
- Students that arrive after lunch are required to spend at least one full period in the Beta room & serve a 30-minute correction.

#### Beta

- Beta is given to a student for a variety of behaviours which include: 90-minute correction non-attendance, correction failure & unprovoked unkindness (verbal - single incident).
- Students complete a full school day, which begins upon arrival, & includes a 60-minute correction at the end of the day.

**Students in the Beta Room at the end of the day serve their Correction in the Beta Room. The Warning System still applies.**

### Beta Room Expectations

#### Protocols:

- Outside the door: Before entering students remove their outdoor jackets, have their planner in hand.
- From the door: Students are expected to remain in perfect natural state (silence) & not distract other students.
- Storeroom: Students leave their outdoor coat & their belongings in their personal container in a secure storeroom which is locked. Prior to the door being locked, students must demonstrate that their phone is turned off and in their bag.
- Registration: Students are registered and expected to sit as directed.
- Pupil Voice: Students are given a pupil voice proforma and are expected to complete it, demonstrating the academy's core values.
- Support: Students wishing to receive support should raise their hands & wait for staff to approach for a whispered conversation.

#### Expectations of students:

- Conduct: The Beta Room is an Independent Silent Study environment. All students must remain in natural state & not attempt to distract other students by turning round, making noises or any other non-verbal communication.
- Body Language: Students are to always face forwards with their chairs tucked in. They must not place their head on desks.
- Engagement: Students must remain active and do their best to complete the work they are assigned.
- Respect: Respect the staff, Respect the routines, Respect the environment.

***Vandalism will not be tolerated and will result in an escalation of consequence with parents/carers being charged for any damages.***



### **Expectations of staff:**

- Be Punctual: Check the duty rota daily and arrive on time.
- Be Active: Supervise in a high profile/low key manner, by circulating the room, offering encouragement & applying the policy.
- Be Supportive: Read Pupil Voice statements as a starting point to relationship building and/or the resolution of issues.

### **The Beta Room Warning System**

#### • **Warning:**

- Staff issue a verbal warning.
- Staff remind the student that if they continue to not meet expectations, it will result in a Planner Warning.

#### • **Planner Warning:**

- Staff issue another warning and removes the planner from the student's desk.
- Staff remind the student that any further disruption will result in a further consequence.
- Head of Year is contacted & phone call to parents/ carers who are invited to discuss their child's behaviour with the child.

#### • **Escalation- for failure to meet the expectations of the room:**

- Staff inform the Head of Year and Senior Leader Link for the year group and process the escalation (see below).
- Staff inform the child when the appropriate support is available to reset or remove the student.

***Walking out of Red Line or Beta without permission will result in immediate failure an automatic escalation.***

### **Student Support**

#### • **Main Offer:**

- Students are briefed on the expectations which are clearly displayed on the door and above every desk in the Beta Room.
- All students have access to a laptop and headphones to access engaging content, matched to their curriculum and responsive to the knowledge and skills, they demonstrate, providing live feedback to aid student progress.
- The Beta Room is well lit, and students are provided lunch and have access to water throughout the day.

#### • **Reasonable Adjustments:**

- Students complete a Pupil Voice which is used to build relationships, provide guidance, and resolve issues that may result in a reasonable adjustment being applied and the student returning to class early.

#### • **Additional and Different:**

- Students with ADHD and on the 'Handle with Care' list are:
  - given an extra Verbal Warning before a Planner Warning is issued.
  - provided with Beta Time Out cards, allowing students to take 3-minute breaks.
  - taken for one morning & one afternoon walk or a 10-minute break (weather dependent).
- Students will be extracted if they are scheduled to attend multi-agency meetings, mentor meetings, Place2Be counselling, an ELSA session, a social skills workshop, or a literacy or numeracy intervention.
- A small number of vulnerable students with EHCPs who demonstrate repeat behaviours are recommended for Bridge provision.

### **Red Line and Beta Escalations: Refusal, Failure and Threshold**

#### ***Refusal:***

#### • Refusal to go to Red Line will result in:

- a Fixed Term Suspension
- reflection upon re-integration with parent/carer
- full day in Beta

#### • Refusal to go to Beta will result in:

- Fixed Term Suspension
- reflection upon re-integration with parent/carer
- 2 full days in Beta (for 1 day owed & 1 day as an escalated consequence for their defiance)



## **Failure - for continued to failure to meet the expectations of the Beta Room after a Planner Warning has already been issued:**

- Red Line Failure:
  - escalated to Beta and a 60-minute correction.
  - to preserve the culture of the room they are given one additional warning before further escalation.
  - 2nd phone call to parents/ carers who are invited to discuss their child's behaviour with the child.
- Beta Escalation:
  - Fixed Term Suspension
  - reflection upon re-integration with parent/carer
  - a full day in Beta + 90-minute correction

### **Escalation Thresholds**

- 2 Red Lines (3 for adapted policy students) in a day or 4 Red Lines (5 for adapted policy students) in a week will result in:
  - Fixed Term Suspension & reflection upon support review in re-integration with parent/carer
  - a full day in Beta + 60-minute correction
- 2 Betas in a week will result in:
  - Fixed Term Suspension & reflection upon support review in re-integration with parent/carer
  - A week of 90-minute corrections on return.
  - A week of early morning report at 7:30am.

## **Additional Support**

Every week, Behaviour Intervention & Inclusion meetings determine whether it is appropriate for a student to access any of our additional support measures.

This meeting is a multi-agency style meeting with the following staff present:

- Principal and/or Vice Principal for Student Culture
- Deputy Designated Safeguarding Lead.
- SENCO & Year Group Case Worker
- Pastoral Leader (with responsibility for Beta)
- Head of Year
- Pastoral Support Officer
- Attendance Officer

These meetings are held every week to determine additional interventions for students based on:

- persistent poor behaviour or attendance
- risk of Permanent Exclusion
- poor academic progress
- vulnerability e.g., LAC, Young Carer
- educational need
- reintegration from alternative provision, managed move, Fair Access Panel allocation or returning from extended absence.

### **Examples of additional support\* students might receive are: (\*Please not this is not an exhaustive list).**

- Report Card
- Change of Advisory group, class or band
- Peer or Staff Mentoring
- Place 2 Be Drop Ins or Counselling
- Staff CPD Referral
- Referral to Ethnic Minority & Traveller Achievement Service
- Early Help Assessment
- Referral to external agencies: CAMHs, YPAS
- Emotional Literacy Support Assistant (ELSA) sessions
- LFC Foundation Programme.
- Referral to We Are With You
- Referral to Youth Offending Team, Educational Psychologist.



## A Graduated Approach

A graduated approach refers to a systematic and step-by-step approach that is used to address and manage student behaviour and support their needs.

Our graduated approach consists of 6 increasing levels of support and intervention, designed to ensure that students receive the appropriate level of assistance based on their specific behaviour, learning, or emotional needs. Please see the following page for an overview of our graduated approach.

**Please note, the number of support strategies is not indicative of the level of support. Rather, it is the type and propriety of the support the student receives.**

Our goal is to provide early and effective intervention to prevent issues from escalating, and to promote positive behaviour and academic success. It is vital parents/ carers support our efforts to provide and schedule effective support by ensuring their child attends school on time, every day.

## Our Graduated Approach

Please note these thresholds for each level of support operate termly. This means that any emerging behaviour issues or support needs can be identified and addressed more easily. That does not mean at the start of each new term, support is withdrawn for students who are already accessing it.

Level	Threshold	Period	Management & Monitoring	Success Criteria
1	3 Red Lines in 1 week 1 day Suspension or 1 day in Beta	2 weeks	Advisor Report At least 2 support strategies	3 targets agreed with student (with measurable outcome)
2	Failure of Level 1 Targets 5 days Suspension or Beta (aggregated)	3 weeks	Head of Year Report At least 2 support strategies Review with parents/carers & child: Week 1/2 - Phone Call Week 3 - Meeting	3 targets agreed with student (with measurable outcome)
3	<ul style="list-style-type: none"> <li>Failure of Level 2 Targets</li> <li>8 days Suspension/ Beta (aggregated)</li> </ul>	4 weeks	SLT Link Report At least 2 support strategies Review with parents/carers & child: Week 1 & 3 - Phone Call parents & carers Week 2 & 4 - Review Meeting	3 targets agreed with student (with measurable outcome)
4	<ul style="list-style-type: none"> <li>Failure of Level 3 Targets</li> <li>12 Days Suspension / Beta (aggregated)</li> </ul>	6 weeks	Assistant Vice Principal Report At least 2 support strategies Review with parents/carers & child: Week 1, 2 and 5 - Phone Call parents & carers Week 3 & 6 - Review Meeting	3 targets agreed with student (with measurable outcome)
5	<ul style="list-style-type: none"> <li>15 Days Suspension / Beta (aggregated)</li> </ul>	6 weeks	Vice Principal of Student Culture Report At least 2 support strategies Review with parents/carers & child: Week 1, 2 and 5 - Phone Call parents & carers Week 3 & 6 - Review Meeting	3 targets agreed with student (with measurable outcome)
6	<b>Alternative Provision/Managed Move may be considered at this stage to help support the student get 'back on track'*</b>			

**\*Please note that Alternative Provision/Manage Move may be considered immediately for a serious incident and may also form part of a previous level strategy if all parties agree this is in the best interests of the student.**



## Positive Monitoring Report Cards

Pupils are placed on a Positive Monitoring Report for an agreed period. Students on report will have agreed measurable targets that aim to address areas for development. The student will have a weekly review meeting with the member of staff to look at the targets for that week.

Classroom teachers will be made aware a student is on report, via the Bromcom register. Students must:

- hand it to their class teacher at the start of every lesson.
- take the report card home at the end of the day to be checked and signed by parents/carers.
- keep the report safely in their Morning Meeting pack and bring it to school each day.
- present it to their advisor, Head of Year, or a Senior Leader at the agreed time.

Positive Monitoring Report Cards are a supportive measure designed to promote accountability, strengthen staff-student relationships, & ultimately improve behaviour. Their power lies in the recognition of positive behaviour & the reinforcement of expectations through guidance. Therefore, there is no separate consequence\* for not meeting targets at the end of any given day.

***\*Please note, a strategy can only be effective if the student engages with it. To discourage this, the following applies:***

***If a student fails to bring home a report, get it signed by parents/carers, or loses the report they will be issued a 60-minute correction.***

***If a student fails to get their Report Card signed by a teacher or teachers, they can return to their teachers during social time to get them signed. If they fail to do this, they will be issued with a 60-minute correction.***

***If a student is found to have forged the signature of a member of staff or their parents/carers, they will complete a day in Beta.***

## Managed Moves

A Managed Move is when a student is given a trial transfer to another school on a dual registration basis, typically with the intention of providing them with a fresh start and an opportunity to make progress socially, behaviourally, academically and/or with their attendance.

The decision to initiate a managed move is made collaboratively by the student's current school, parents/carers, and the receiving school, and with the co-operation of the student. The receiving school should offer a Pastoral Support package to enable a successful transition, ensuring there is regular communication with parents and carers.

Typically, there is a 6-week review meeting that the receiving school, the student, parents/carers, and a DBA representative will attend. All managed moves are time limited for a maximum of 12 weeks, after which the receiving school will make a final decision as to whether they wish to take the student on roll.

If the student is not meeting the agreed expectations, the receiving school is within their rights to finish the Managed Move at any time.

## Alternative Provision

To re-focus students and meet their educational needs they may be assigned an alternative curriculum in another provision. In this case they will be educated off-site for a fixed period. This will only be put in place if it is agreed by all parties that this is in the best interest of the child and there is provision available in the city.

The provider that the school uses will always be Ofsted registered. Additionally:

- Attendance will be monitored daily.
- Safeguarding checks are performed by a DBA representative every 10 days.
- Quality of Provision Checks occur every half term.

At the outset, the provider will develop an individualised support plan that outlines the objectives and strategies for the student's time in the alternative provision. DBA recognise our duty to ensure a plan exists which is comprehensive, achievable, and focuses on the student's holistic development.

**Student Progress review meetings occur every 6 weeks, with the intention of successfully reintegrating the child back to DBA at the earliest possible opportunity.**



## Fixed Term Suspension

A Fixed Term Suspension (FTS) is a very serious sanction and not issued lightly. The decision to suspend a student from the academy is made only by the Principal to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy. In the Principal's absence the 'Acting' has the authority to sanction a Fixed Term Suspension. The Vice Principal is designated as 'Acting' in this instance.

Parent/carers will be informed by telephone and by letter if their child is suspended. Work is set on Seneca for each student to complete. The work is matched against the student's curriculum to minimise loss of learning and the completion of this work is checked by a Pastoral Support Officer daily.

Parents/carers are legally responsible for their child during any suspension and the student who has been suspended must remain at home during this period. Parents/carers are expected to attend a reintegration meeting when the student returns from their suspension.

### A student might receive a Fixed Term Suspension for the following reasons\*:

- Repeated/ Persistent non-compliance with academy expectations (Corrections, Red Line, Beta Thresholds)
- Internal truancy (walking around the academy without permission)
- Persistent defiance / Refusal of sanction
- Bringing the Academy into disrepute (on trips or in the community).
- Abuse relating to disability, gender identity, race, religion, or sexual orientation.
- Verbal abuse/ abusive or threatening behaviour
- Bullying
- Fighting (Primary fighter – FTS, Secondary fighter – Beta).
- Physical assault
- Vandalism
- Inappropriate use of social media or online technology
- Sexual Misconduct
- Theft
- Drug or alcohol related offences (this includes smoking)
- Another one of serious breach of the behaviour policy e.g., breaching Academy ICT security, bringing fireworks into school.

***\*Please note this is not an exhaustive list for reasons for Fixed Term Suspensions.***

***\*\*The facts relating to the incident are determined by applying the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' (Please see Appendix 6 and 7 for more information relating to protocols for serious incident investigation protocols).***

## Reintegration

The Reintegration Meeting is a critical opportunity to strengthen the Home-School partnership in the best interests of the child and it is vital that parents/ carers attend with their child. The meeting will be arranged by the Pastoral Team at a time which is convenient for the student, their parents/carers, and the Head of Year and/or a Senior Leader to attend\*. For Fixed Term Suspensions of more than a day, this can take place at any time during the suspension.

During the meeting:

- The meeting lead will review:
  - the incident and the work completed during the student's suspension.
  - the student's attendance, academic performance, behaviour record & enrichment engagement
  - the current level of support in place.
- The student, parents/carers will:
  - reflect on the incident & the impact of the student's words/actions that resulted in the suspension.
  - reflect on ways in which the academy can provide further support to meet expectations.
- If necessary:
  - the student will be reminded of the expectations outlined in the Character Code
  - parents/carers will be reminded of the expectations outlined in the Home-School Agreement.
- All parties will agree a course of action that aims to:
  - Remove barriers to school attendance, academic performance & exemplary conduct.
  - Ensure that any work missed is caught up in a reasonable time frame.
  - Promote commitment to the wider life of the school e.g., regular enrichment attendance.



### Reasonable Adjustment:

The academy is committed to the inclusion of parents/ carers with mobility issues. Therefore, the following adjustments apply to enable their full participation in the successful reintegration of their child:

- For students receiving Level 1 to 3 Behaviour Support a reintegration meeting may happen by Microsoft Teams or by phone.
- For students receiving Level 4 to 6 Behaviour Support a reintegration will happen via a pre-arranged home visit.

### Additional & Different

Repeated use of fixed-term suspension for children with an EHCP and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP) could indicate that the existing support may not be adequately meeting their needs.

At Dixons Broadgreen Academy, a dedicated specialist SEND Key Worker is assigned to each Year Group. These Key Workers oversee the provision for the most vulnerable students within each year group and ensure the consistent implementation of strategies outlined in their Intervention & Inclusion plans.

Moreover, the Key Workers conduct reintegration meetings for their designated students. This is because they are best placed to assess the use and impact of the strategies currently in place and are aware of the capacity & uptake for existing interventions. This positions them optimally to consult with families and offer deliverable supplementary support.

Key Worker Reintegration meetings take place before and after lessons at the following times:

- Morning - 8:00am to 8:40am
- Afternoon - 3:10pm to 4:00pm

Collaboration between the Key Worker and Head of Year for each year group is maintained through daily communication and Behaviour Intervention and Inclusion Meetings.

### Permanent Exclusion

Permanent Exclusion is seen as a last resort and is given for:

- **A serious breach of the behaviour policy**
- **Persistent breaches of the behaviour policy - this will be after a wide range of strategies have been used without success.**

In both instances, the decision is taken by the Principal to Permanently Exclude if allowing the student to remain in the academy:

- seriously harms the learning of the pupil or other pupils or
- seriously harms the welfare of the pupil or others.

### A student might receive a Fixed Term Suspension for the following reasons\*:

- Carrying or supplying illegal drugs.
- Carrying or using an offensive weapon.
- Serious physical assault of another pupil or individual on or off site.
- Any violence towards a teacher or member of the support staff.
- Serious intimidating behaviour towards a member of staff.
- Persistent serious bullying.
- Serious damage to school property.
- Sexual abuse or assault.
- Where an offence is repeated after fixed-term suspension.
- Where the health and safety of others has been put at risk including setting off fireworks.

**\*N.B. Please note this is not an exhaustive list for reasons for Fixed Term Suspensions.**

### The Decision to Exclude: Fixed Term Suspension & Permanent Exclusion

In relation to a suspension or permanent exclusion decision, the Principal must:

- Determine the facts by applying the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'
- Take the views of the child into account and, where relevant, provide the support of an advocate to assist the child in doing so.
- For students with additional needs, ensure the SENCO has been consulted to determine whether a student's needs have affected their behaviour.
- Consider other relevant factors that might impact the child's behaviour e.g., safeguarding, bereavement, prior support.



## **Safeguarding: maintaining professional curiosity about behaviour.**

The context and motive for student's misbehaviour will always be considered. If the student's behaviour raises concerns about their well-being or if staff feel the student may be at risk of significant harm, staff members will immediately inform the Designated Safeguarding Lead (DSL) or Deputy DSL and adhere to procedures outlined in the Safeguarding policy without delay.

To ensure behaviour is viewed within the context of safety, wellbeing & vulnerability:

- all staff are trained in trauma informed practice (please see appendix 4).
- all members of the Pastoral Team and Senior Leaders are trained Designated Safeguarding Leads.



## Appendix

### Appendix 1 - Policies & Guidance Informing this Behaviour Policy

The following Trust policies were also foundational to this behaviour policy.

- The Dixons Academies Trust Positive Behaviour Policy
- The Dixons Anti Racist Action Plan
- The Dixons Academies Trust Child Protection and Safeguarding Policy
- The Dixons Academies Trust Looked After Child Policy
- The Dixons Academies Trust Online Safety Policy and Acceptable Use of Information Technology
- The Dixons Academies Trust Professional Conduct Policy
- The Dixons Academies Trust Equality and Diversity Policy

Also of direct bearing to this behaviour policy are the following government guidance:

- Behaviour in schools: Advice for headteachers and school staff September 2022
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil Movement: Guidance for maintained schools, academies, and pupil referral units in England September 2023
- Keeping Children Safe in Education 2023
- Searching, Screening and Confiscation Advice for schools July 2022
- Behaviour and discipline in schools: Guidance for governing bodies
- Creating a Culture: How school leaders can optimise behaviour March 2017
- Successful Reintegration of Autistic Pupils following School Exclusion 2023

## Appendix 2 – Sanctions Summary Chart

The table shows possible consequences for different behaviours.

	Teacher	Head of Year	Head of Year	SLT	SLT	Principal
	Planner Warning	Correction	Red Line/Beta	Placement	Fixed Term Suspension	Managed Move
Equipment (missing)		✓				
Homework & Deadlines (No submission, criteria failure)		✓				
Off Task (class)	✓	✓	✓			
Off Task (routines/social)		✓				
Positive Reponse (answering back to staff)	✓	✓	✓			
Punctuality (Late lesson / School )		✓				
Uniform & Appearance (missing/ incorrectly worn)		✓	✓			
Contraband Items (Low Level)		✓	✓			
Breaking no contact rule	✓	✓	✓	✓	✓	
Overheard swearing		✓				
Swearing at a student		✓	✓			
Dishonesty (to staff)		✓	✓			
Misbehaving in correction		✓	✓			
Missing 90 minute correction			✓			
Plagiarism			✓	✓	✓	
Refusal to follow instructions			✓	✓	✓	
Four corrections in a day			✓			
Truancy			✓	✓	✓	
Vandalism			✓	✓		
Fighting			✓	✓	✓	
Swearing at staff			✓	✓	✓	
Racist / trans / homophobic abuse			✓	✓	✓	✓
Bullying				✓	✓	✓
Theft				✓	✓	
Verbal threats to staff				✓	✓	✓
Contraband (High Level/Illegal)					✓	✓
Physical violence towards staff					✓	✓
Misuse of fire safety measures					✓	✓
Other unacceptable behaviour	✓	✓	✓	✓	✓	✓



## Appendix 3 - Searches

### The Law relating to Searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g., a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others.

The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for schools – July 2022. . This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

It may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for.

### Dixons Broadgreen Academy - Authority to Search

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). At the Academy the Principal gives authorisation to senior leaders to carry out searches.

The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### Respecting the Rights of the Student

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, the Dixons Academies Trust Professional Conduct Policy, the Dixons Academies Trust Equality and Diversity Policy.

### Reasonable Adjustment

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

### Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Laser pens.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - to commit an offence
  - cause personal injury to, or damage to the property of, any person (including the pupil).

Dixons Broadgreen Academy staff can seize any prohibited item found because of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline.

When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

**Please note - The school will notify parents when a search has taken place, regardless of whether items are found or not.**



## The Reasonable Use of Force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for:

- Weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - to commit an offence
  - cause personal injury to, or damage to the property of, any person (including the pupil).

Such force cannot be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for the items listed above can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession.

Only staff members authorised by the Principal may carry out searches without consent. All Senior Leaders are authorised by the Principal at Dixons Broadgreen Academy to conduct a search. Pastoral Leaders may carry out searches under the supervision of a senior leader.

## Searching and Retaining Electronic Devices without Consent

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item must seek authorisation from the DSL to inspect the data on it, if they think that there is good reason for doing so. Dixons Broadgreen Academy reserves the right to inspect data on any electronic device which is confiscated by a member of staff if there is good reason to reasonably suspect that the data or a file on the device in question is:

- illegal
- has been or could be used to cause harm.
- has been or could be used to disrupt teaching.
- has been or could be used to break the school rules.

Furthermore, Dixons Broadgreen Academy is entitled to retain the device if it contains material which is:

- illegal
- has been or could be used to cause harm.
- has been or could be used to disrupt teaching.
- has been or could be used to break the school rules.

## Searches with consent

Dixons Broadgreen Academy may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

## Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes hats; shoes; gloves and scarves.

## Complaints

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

## Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.



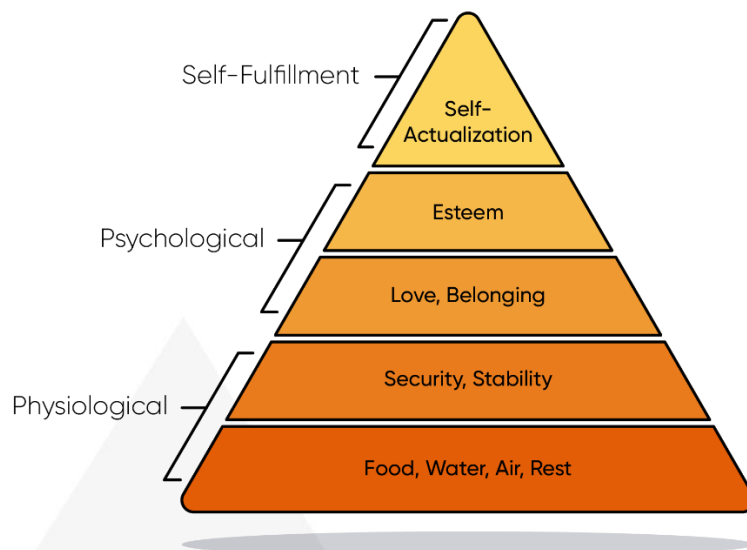
## Appendix 4 - Trauma Informed Practice Framework

### Know, Listen, Talk

KNOW the child	
1.	Who are they? (SEND, interests, friends)
2.	Where do they come from? (home, culture)
3.	What do they believe? (life, themselves, school, you)
4.	What do they need? (Maslow's hierarchy - below)

LISTEN to the child	
1.	Give the child a voice
2.	Listen with humility
3.	Don't interrupt
4.	Recognise & validate their feelings

TALK to the child	
1.	Reduce volume
2.	Soften tone
3.	Be patient in spirit
4.	Don't aim to win. Aim to share an understanding.



## Appendix 5 - Classroom Culture: Reflective Practice Framework

<b>Routines &amp; Standards - Transition</b>	
<b><i>Critical for setting the tone</i></b>	
1.	Did I greet the students in my line with a smile?
2.	Did I check uniform, jewellery, and equipment?
3.	Did I front load my expectations before moving?
4.	Was my tone of voice strong & bright throughout?
5.	Did I drop to the half-way point of the line?
6.	Did I positively narrate throughout?
7.	Did I front load my expectations before walking the line inside?
8.	Do I move inside at a strategic point to monitor the whole line's transition from outside to inside?

<b>Environment</b>	
<b><i>Critical for a needs-based approach to behaviour</i></b>	
1.	Before entry, was the classroom tidy, with no clutter or litter and straight rows of desks with chairs tucked in?
2.	Did all students have the materials they require?
3.	Was there space for students to get to their chair easily?
4.	Did all students have a chair/desk appropriate to their needs?
5.	Did all students have a clear sight of the board & Learning Modes without needing to move, lean or turn around?
6.	Was the lighting too dark?
7.	Was the board on the right settings? (e.g., glare, volume)
8.	Was the temperature too warm or too cold?

<b>Routines &amp; Standards - Lesson</b>	
<b><i>Critical for promoting a positive culture</i></b>	
1.	Did I line the class up outside the class in single file?
2.	Did I front load my expectations for lesson routines?
3.	Was the Do Now on the board as students entered?
4.	Did I create urgency by using a timer for tasks & refer to the time remaining 3 times?
5.	Did I reference the volume & presentation required?
6.	Did I circulate the classroom during tasks to provide well planned targeted support and feedback?
7.	Do I have a routine for students who finish early?
8.	Did I follow the Exit Routine?

<b>Planning &amp; Clarity of Instruction</b>	
<b><i>Critical for engaging students.</i></b>	
1.	Did I plan adequately for the needs in my class?
2.	Did I sound genuinely passionate about the topic?
3.	Were my instructions and explanations clear & concise?
4.	Did I break down instructions into manageable steps?
5.	Did I present new content in manageable chunks?
6.	Did I check for understanding after each chunk?
7.	Did I model the task I wanted students to do?
8.	Did I scaffold/provide enough guided practice?

<b>Appropriate Behaviour Management</b>	
<b><i>Critical for creating a safe learning environment.</i></b>	
1.	Does my seating plan place students in a position to succeed?
2.	Did I stand at Pastor's Perch to deliver & monitor?
3.	Did I consistently use my clipboard to record data?
4.	Did I praise publicly by positively narrating good behaviour?
5.	Did I award appreciations with reference to the values/ drivers?
6.	Did I correct privately, using the warning system appropriately?
7.	Did I give sanctions with kindness and use language of choice?
8.	Was I consistent? Did I treat the same behaviour equally for all?

<b>Purpose and Belonging</b>	
<b><i>Critical for promoting a culture of fairness &amp; belonging</i></b>	
1.	Did I explain where the topic is in our curriculum journey?
2.	Did I explain why the topic is of value to them?
3.	Did I explain the purpose behind each expectation?
4.	Do I know and pronounce every child's name correctly?
5.	Am I using every child's preferred pronoun?
6.	Did I give feedback to every child at least once?
7.	Do I nurture and value the curiosity of every child?
8.	Have I created a sense of community and shared goals?

## Appendix 6 - Serious Incidents that require investigation

If there is an incident that requires an investigation, this should be overseen by the Vice Principal, Assistant Principal. The Head of Year or Senior Leader link should carry out the investigation following the Harmful and Abusive Behaviour Workflow (see on the next page).

**Please note, that in situations where there is good reason for thinking a crime has taken place, the incident will be reported to the police who will be consulted on the appropriate course of action to ensure a criminal investigation is not corrupted.**

### Isolate to Investigate

- Student (s) involved should be isolated immediately in Beta (or any other area that they can be isolated) and given the opportunity to write an initial statement. This is to ensure they do not discuss the situation with anybody before completing statement.
- Any student (s) who were witness should complete a statement whilst being supervised by a member of staff.
- It must be made clear to the students writing the statement to state:
  - WHERE it happened, WHEN it happened & the full details of WHAT occurred.
  - WHO else was present/ potential witnesses.
 (Reasonable Adjustment: some students with additional needs may require a scribe)
- Phones should be taken from the students (s) and they are to be supervised whilst completing the statement.
- Whilst the student (s) write their statement, the lead investigator will review any CCTV footage that potentially exists and ask any staff that may have witnessed the incident for their statement (s).

### Home-School Communication

- A member of the Pastoral Team will call parents/carers to inform them of the incident and that an investigation is underway.
- Parents/carers of those students who may be involved will be informed of the incident, of the potential for their child's involvement, and that their child will remain in Beta until the investigation is complete, at which point they will be informed of the outcome.
- Parents/carers of those students who may be affected will be informed of the incident, the support their child is receiving, that the students who may be involved have been isolated in Beta and will remain there until the investigation is complete, at which point they will be informed of the outcome.

### Checking Statements

- Upon completion, the member of staff who witnessed the statement being written should:
  - Read the statement and check it is legible and detailed.
  - Sign and date the statement as well.
  - Contact the lead investigator the statement is available for reading as soon as possible.
- The lead investigator should read the statements as soon as possible and check that they are:
  - legible and sufficiently detailed.
  - signed by the student and the member of staff that witnessed the statement being written.
- The lead investigator should use the statements as a basis for generating additional questions during a follow-up interview. Any supplementary information obtained from the interview can be incorporated into the statement by the lead investigator, ensuring that it is reviewed with the student, and any modifications are mutually agreed upon, signed, and dated by both parties.
- The student (s) involved will remain in Beta (or other room in which they have been isolated) until the investigation is complete.
- Witnesses who have written a statement can be released after their follow up interview.

### Review & Decide

The lead investigator will present the evidence to the Assistant Principal for Behaviour or the Vice Principal for Student Culture & recommend a course of action having considered the 4 Guiding Principles of the Pastoral Team; Policy, Procedure, Professional Curiosity & Partnerships. A decision will be made about whether to apply a sanction, who it should be applied to & what it should be.

Please note if a decision is to recommend a Fixed Term Suspension or Permanently Exclusion, the final decision for this will be made by the Principal (or 'Acting Principal' if the Principal is not available).

**Close the Loop: The lead investigator must inform any student or member of staff affected by the incident of the investigation's outcome & any sanction that has been applied.**



## Appendix 7 - What to do...Behaviour Incidents Workflow

When incidents occur in school it is imperative that they are dealt with efficiently and effectively to ensure that staff, students, and families feel supported and satisfied with the outcome. All incidents should be followed through and closed off to include sanctions and communication with parents where necessary. At any stage throughout the process where you are unsure how to proceed, and particularly if it is a serious incident, check in with the SLT link for your year group or the SVP.

### Incident Date:

### Incident Investigator Lead:

Professional Curiosity		
Action	Completed By	Completed Date
Place students involved & any witnesses in separate locations or far enough away that they cannot communicate. Ask them to write statements. Do not leave unattended.		
Ask any staff involved or who witnessed the incident to write a statement		
Call the parents/ carers of those involved to inform them of the incident & our protocol		
Check any CCTV if it is available		
Read statements from all students / staff involved or who witnessed the incident. Check the statements are (legible, detailed & signed by student & staff present)		
Conduct follow up interviews with students on basis of CCTV and statements. Add additional information to statements as a scribe. Read back to student & sign.		
Consider all the information you have collected and write a short summary below		

Policy		
Action	Completed By	Completed Date
Consult with SLT (SVP / Link SLT) on a possible Sanction. (Use the bullets below)		
<ul style="list-style-type: none"> <li>○ Has a HAB/crime occurred? e.g. A hate crime</li> <li>○ What does the Sanction Chart say the sanction should be?</li> <li>○ Does the student have additional needs? Are they relevant? (Check with SENCO)</li> <li>○ Is there relevant contextual information to their behaviour? e.g., recent bereavement</li> </ul>	Decision:	

Procedure		
Action	Completed By	Completed Date
Process any agreed sanction and log it on Bromcom.		
Log the incident on the Bothering Log.		
Consider any further safeguarding risk to the student & log on CPOMS.		



Partnerships		
Action	Completed By	Completed Date
<b>Contact the family of the aggressor in the incident</b>		
<ul style="list-style-type: none"> <li>○ Provide details of the allegation, process followed, details discovered, the outcome &amp; interventions being put in place.</li> <li>○ Record parent voice below (Write any important additional information below).</li> <li>○ If required, organise a meeting with the family. Record the time / date below</li> </ul>		
Parent Voice		Meeting
<b>Speak to the victim of the incident</b>		
<ul style="list-style-type: none"> <li>○ Provide details of the process followed, details discovered &amp; the outcome.</li> <li>○ Provide details of ongoing support (e.g., Follow Up Check 1 &amp; 2) &amp; action being taken.</li> <li>○ Tell them to inform you immediately of any reoccurrence (they can use the Sharp System from home)</li> <li>○ Inform them that you will be contacting their family</li> </ul>		
<b>Contact the family of the victim in the incident</b>		
<ul style="list-style-type: none"> <li>○ Provide details of the allegation, process followed, details discovered &amp; the outcome.</li> <li>○ Provide details of further support being offered e.g., Follow Up Check 1 &amp; 2.</li> <li>○ Record parent voice below (Write any important additional information below).</li> </ul>		
Parent Voice		
Add actions to Follow Ups on the Pastoral Planner. This action is a re-occurring event for the next 2 weeks. Assign the action to yourself. Record follow up as a support event.		
<b>If it is appropriate, organise / conduct a restorative conversation between students involved. (Consider the dynamics &amp; check/ prepare with the victim first).</b>		

Procedure		
Action	Completed By	Completed Date
Make copies of statements, staple them behind this sheet		

***This document and any additional supporting documents should then be scanned and saved in the students record file MS Teams > DBA Staff Team > Pastoral Channel > Student Records and the original in the hard copy archive folder of the aggressor.***

