

Positive Behaviour Policy

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.

Academy SLT (Senior Leadership Team) behaviour lead/s:

- Nick Hughes – Vice Principal
- Chris Lamb – Associate Assistant Principal

Principles

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.

Our core values (Hard work, Have Integrity and Be Fair) and key drivers (Mastery, Autonomy and Purpose) provide a framework for character development which is embedded within our daily practice and routines.

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, not only will they thrive and be recognised for their integrity and hard work, but they will also develop the skills they need to be successful at university and in the professional world of work. 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 maintain high expectations for student behaviour that promote academic excellence and enhance achievement opportunities.
- To develop character and cultivate habits essential for success in both school and life.
- To celebrate and nurture the potential of every student by fostering independence and self-regulation.
- To create a culture that supports students in developing autonomy, diligence, and responsibility.
- To establish a collaborative partnership with families and students to promote positive behaviour and address challenges effectively.

Staff Professional Development

These aims are supported by regular staff CPD staff practice sessions focusing on:

- core routines.
- appropriate strategies for positive behaviour management.
- high-quality teaching practices that prioritise inclusive strategies, ensuring exceptional provision for every student, including those with special educational needs and disabilities.

Student Personal Development

These aims are supported by a curriculum that facilitates:

- the explicit teaching of character and the practice of behavioural norms and cultural routines.
- self-determination sessions that promote intrinsic motivation and foster responsible decision making.
- PSHE / personal development sessions that foster empathy, resilience, and positive relationships.

Recognition

The House System

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. Students can earn House points by competing in various events throughout the year and by earning Appreciations which can be awarded by staff at any time on any day. These appreciations are recorded against students' names on Bromcom and can be viewed immediately by parents/carers through the MCAS (My Child at School) app.

Appreciation Call Outs

Staff recognise student achievement and strength of character by awarding Appreciations to students that have demonstrated our core values and key drivers. A selection of Appreciations is shared with students during Morning Meeting on Thursdays.

Stars of the Week & Rising Stars

Each week a Head of Year will select two Stars of the Week and one Rising Star. Stars of the Week are selected based on academic achievement, strength of character or community engagement. Rising Stars are students that have made a sincere and sustained effort to 'turn things around'. On Fridays, these students are withdrawn from Morning Meeting and are invited to attend a celebration conference together with the Head Teacher over a breakfast treat.

Student Leadership

At DBA, we recognise and empower students of exceptional character through our Student Leadership Pathway, featuring Be Her Lead, the Equality and Diversity Ambassadors, Student Council and 6th Form Leaders who serve as exemplary role models and play an important role in shaping our school community.

Praise Postcards

Students receive personalized praise postcards highlighting their notable accomplishments, reinforcing their positive behavior, and expressing appreciation for their efforts.

Head Teacher Award

Exceptional accomplishments are honoured with a personalised Head Teacher Award certificate and a one-on-one meeting with the Head Teacher. Additionally, to underscore the significance of their achievement, a phone call home is made to share the news with parents or guardians, fostering a strong connection between school and home.

Verbal Recognition

Around the academy, and in lessons, staff members use positive language and reinforcement to signal to students that they are demonstrating good learning habits. Advisors and Heads of Year call home regularly to provide family with positive information.

100% Recognition Events

Students who have 100% attendance and demonstrated excellent learning habits are acknowledged with in a variety of ways, ranging from a surprise invitation for a culinary treat to a fun trip to an activity centre in the city centre.

Awards Ceremony

At the culmination of the academic year, we host an Awards ceremony where outstanding achievements across various categories are celebrated. This assembly serves to recognise and promote academic excellence, character, and exceptional contributions throughout the year.



Learning Habits

All members of staff are expected to actively promote and model the 'Dixons Broadgreen Academy Learning Habits'.

Parents and carers are expected to discuss the expectations of each habit with their child and reinforce the importance of adhering to them, setting clear & consistent behavioural expectations at home that align with these requirements.

Learning Habit 1: Punctuality (and Attendance)

To learn as much as possible, students must be present in school and lessons on time. When a student is not present or is late, learning is missed and success for that student is less likely. All students should aim to be on time to school every day, on time to every lesson and to have an attendance record of 100%.

Each day, all students in Years 7 to 11 must be in their Line Up location by 8:17am and be ready to learn with all the equipment they need. If a student arrives late, it would not be fair on the rest of their class / year group and, therefore, they will receive a correction. Students that arrive late to line up, lessons or Morning Meeting will receive a 20-minute correction. Students that arrive to school from the beginning of period 1 onwards receive a 40-minute correction.

Students failing to meet the academy attendance targets are placed on report and meetings are arranged with the attendance team.

Learning Habit 2: 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 and learn to adhere to the dress codes of a professional environment. This means students are expected to come to school in perfect uniform every day as outlined in the Family Handbook and the DBA Uniform and Appearance Guidance. This demonstrates their readiness to learn and removes any element of inequality amongst students in the academy. Furthermore, every student is considered an academy ambassador with a shared interest in projecting a positive image to the public. Therefore, these expectations also apply to students when they are on their way to and from school.

To support students in meeting our expectations of their appearance, the academy loans uniform items for free between 8:00am to 8:15am. Consequently, if a student wears the incorrect uniform, this wouldn't be fair to the students that have made the effort to meet this expectation, therefore they will 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.

Learning Habit 3: Equipment

To access all lessons successfully, students must be fully equipped every day. Each morning, students with missing equipment can buy anything they may be missing from the school equipment shop, typically for 10p an item. A set list of equipment is checked in Morning Meeting every day. Any student with a missing piece of equipment will receive a 20-minute correction.

To avoid this, students are expected to bring the following to school:

- Transparent pencil case
- 2 black pens
- 2 green pens
- Pencil, ruler, and rubber
- Drywipe marker pen
- Scientific Calculator
- DEAR reading book (KS3)
- Planner
- A4 Plastic wallet containing their homework booklet and 100% Morning Meeting Sheets

Learning Habit 4: Homework and Deadlines

To thrive academically and in their future endeavours, students are expected to fulfil their obligation to produce homework and meet deadlines. Homework serves as a vital tool for building powerful knowledge by reinforcing a student's long-term retention of learned concepts through retrieval practice. Moreover, it cultivates organisational skills and promotes a robust work ethic. Students that fail to meet a deadline a correction lasting 20 minutes, except for a failure to complete Sparx homework, which results in a 40-minute correction. Persistent difficulties in meeting deadlines will result in additional support in the form compulsory enrolment in homework club.



Learning Habit 5: On Task

On task behaviour means students following instructions in time, first time, every time, both in lessons and around the academy.

On Task applies within the classroom because it allows teachers to teach and students to learn in a focused environment that ensures all can be as successful as possible. This includes following the academy learning modes throughout all lessons as well as completing all pieces of work with urgency and to the best of a student's ability.

On Task applies outside the classroom because it ensures student's conduct themselves correctly, safely, purposefully, and with consideration for others.

Examples of on task behaviour include tracking the speaker, remaining in silence (natural state) when directed and following instructions around the academy.

Student's that fail to meet these expectations will be issued a 20 minute correction.

Learning Habit 6: Positive Response

Much like a referee on the field, a school community strives to make the right calls based on the information available, though occasional errors are inevitable. However, just as athletes do on the field, it's crucial for students to demonstrate civility by refraining from disrespectful behaviour or challenging decisions publicly. Such conduct is unacceptable because it disrupts the learning environment and undermines the authority of the teacher.

Fostering a culture of positivity and fairness is paramount within our community. Students receive guidance on appropriate responses, including nodding, promptly adhering to instructions, and extending apologies when necessary. Additionally, our staff recognise that students have the right to seek clarification on consequences they receive, provided they abide by three simple rules. They must use the **Right Words** (in the) **Right Tone** (at the) **Right Time**. Failure to adhere to these standards will result in a 20-minute correction.

Contraband

In addition to the Learning Habits, certain items are either prohibited from the school site or the use of those items is prohibited throughout the school day. In addition to a correction being issued a See, it, Hear it, Take it policy applies to the items below. Items marked with a * are returned at reception at the end of the school day. Please refer to appendix 1 for a list of contraband items that pose a risk to the safety and wellbeing of children and staff.

Jewellery*

To facilitate a gradual progression towards full autonomy that ensures students can appropriately balance their identity & personal choices with the requirements of the workplace, all students must not wear jewellery which is prohibited. This means:

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

Technology*

To maintain a safe and happy learning environment that minimises distractions and irresponsible online behaviour we require all students to adhere to the expectations regarding the use of phones, headphones & Smart watches. This means that:

- 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. Parents / carers wishing to contact their children during the school day should contact reception or your child's Head of Year. We will ensure important messages are relayed to your child during the day.

Chewing Gum

To promote positive first impressions and to ensure school funds are invested in the learning and development of our students by preventing damage to school property, students are not allowed to be in possession of or chew gum of any kind.

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



Consequences

Oue Ethos: A Warm-Strict School

Our approach combines clear & consistent boundaries with support, warmth, and compassion. When students do not meet our 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 and co-operation.

Consequences: where and how the apply

In the Classroom: The Warning System

We believe every student is entitled to disruption free lessons. If a student fails to adhere to the expectations of each learning mode or any other reasonable expectation in the classroom, an incremental warning system is followed.

- Warning: The teacher issues a verbal warning.
- Planner Warning: The teacher issues another warning and removes the planner from the student's desk.
- Correction: The teacher issues an On Task correction on Bromcom for persistent disruption to learning.
- 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 phone call home on the same day and a restorative conversation with the student before the next lesson.

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

Outside the Classroom: Binary Expectations

Outside the classroom, to ensure standards are clear and straightforward, our expectations are binary. Therefore, warnings are not provided. 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.

Outside School

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

The Consequence System

Corrections

At Dixons Broadgreen Academy, our consequence system is simple and fair. Excellent relationships between staff and students and a strong home-school partnership is the backbone of its success. Evidence suggests consequences 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. Corrections are either 20, 40 or 60 minutes in length.

Corrections Times:

- From Monday to Thursday corrections run from 3:05 pm to 4:05pm.
- On Friday corrections run from 2.15pm to 3.15pm.

The Beta Room

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.

Beta: Beta is given to a student for repeated non-compliance or a one-off incident that warrants a more serious consequence but avoids suspension. Students complete at least a full school day, which begins upon arrival, & includes a 40-minute correction at the end of the day. Students are expected to work independently throughout the day and reflect on the behaviour that led to their being placed in isolation. Whilst in isolation, students will be asked to complete a restorative booklet which encourages them to reflect on the negative behaviour they have displayed and commit to moving away from this behaviour in future.



Serious Incident Protocol

When a serious incident has occurred at the academy, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation, parents will be asked to attend the academy to discuss the incident and possible ways of resolving the situation.

Consequences

The table shows possible consequences for different behaviours.

	Teacher	All Staff	Teacher	HoY/ SLT	Vice Principal	Head Teacher / Vice Principal	
	Planner Warning	Correction	Red Line	Beta	Placement	Fixed Term Suspension	Permenant Exclusion
Off task behaviour in class	✓	✓	✓				
Answering back to staff	✓	✓	✓				
Unprofessional contact		✓	✓			✓	
Chewing gum		✓					
Being dishonest to staff		✓	✓				
Misbehaving in correction			✓				
Incorrect uniform		✓		✓			
Late to lesson		✓					
Late to school		✓					
Missing equipment		✓					
Missed homework deadline		✓					
Poor quality homework		✓					
Mobile phone seen /heard		✓					
Off task in line up		✓					
Other non-permitted items		✓					
Overheard swearing		✓					
Planner not signed		✓					
Innapropriate hair cut				✓			
Leaving a lesson / Truancy			✓				
Absconding school			✓			✓	
Leaving a lesson / Truancy				✓		✓	
Missing a correction		✓	✓				
Plagiarism				✓		✓	
Defiance / Refusal				✓		✓	
Four corrections in a day				✓			
Six corrections in a day						✓	
Vandalism				✓		✓	



	Teacher	All Staff	Teacher	HoY/ SLT	Vice Principal	Head Teacher / Vice Principal	
	Planner Warning	Correction	Red Line	Beta	Placement	Fixed Term Suspension	Permenant Exclusion
Fighting				✓		✓	✓
Verbal abuse of staff						✓	
Verbally threatening a member of staff						✓	✓
Physical assault - staff						✓	✓
Racist / trans / homophobic comments or behaviour			✓			✓	✓
Prolonged bullying						✓	✓
Sexual / homophobic / racist bullying						✓	✓
Theft						✓	
Bringing drugs or a dangerous weapon into school						✓	✓
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	✓	✓	✓	✓		✓	✓

Possible Additional Consequences

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.



Restorative Practice

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, staff must recognise the responsibility they have 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. To achieve this goal, we prioritize constructive dialogue aimed at resolving conflicts and rebuilding relationships.

When students have made choices that require correction, a restorative conversation will be initiated, fostering a meaningful exchange between all parties involved. The aim of the conversation is:

- for the student to receive feedback on where their conduct has fallen short of the academy's expectations of student character
- for the student to understand the impact of their choices on others
- for the student to receive guidance on how to ensure their conduct is appropriate in future
- to consult with the student to identify any barriers that may need to be removed to enable them to make more appropriate choices

Where student behaviour is persistently below expectations, we will work with families and the student to put individualised support in place to help the student get back on track. The relationship between staff in school and families at home is critical to supporting a student to make the right choices in and out of school. 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.

Reintegration

Following a suspension, families will be invited to take part in a reintegration meeting and targets will be agreed to ensure help students move forwards with climbing their mountains and develop the three-way partnership between families, students, and the academy.

Students complete a reflection booklet and an apology letter where students acknowledge their behaviour choices and commit to a change in what they do moving forward.

The academy is committed to the inclusion of parents/ carers with mobility issues. Therefore, are committed to applying the necessary adjustments to enable their full participation in the successful reintegration of their child e.g. a meeting by Microsoft Teams or by phone or 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.

A SEND specialist will often conduct or be present at reintegration meetings 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.

Pastoral Support

The Pastoral Team

Our Pastoral Team is highly experienced, and we endeavour to work with parents and carers to provide the highest level of support that we can. As well as those listed here, each student has a dedicated Advisor, who should be the first point of contact for any issues.

- Vice Principal (Student Culture & Pastoral Care) – Mr Hughes
- Vice Principal (Designated Safeguarding Lead) – Dr Moore
- Associate Assistant Principal (Behaviour) – Mr Lamb
- Deputy Designated Safeguarding Lead – Mrs Griffiths
- Head of Year 7 – Mr Sobino
- Head of Year 8 – Mr Higham
- Head of Year 9 – Mr Wilson
- Head of Year 10 – Miss Burns
- Head of Year 11 – Mr Powell
- 6th Form Pastoral Support – Miss Silverlock
- Beta Lead & Persistent Intervention Co-ordinator – Mrs Hurst
- Pastoral Administrative Support – Mr Lunt



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.

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.

Behaviour Intervention and Inclusion Meetings

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 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 / SAFE Programme.
- Referral to We Are With You
- Referral to Youth Offending Team, Educational Psychologist.

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 in trauma informed practice.
- all members of the Pastoral Team and Senior Leaders are trained Designated Safeguarding Leads.



Appendix

Appendix 1

List of prohibited items that pose a risk to the safety and wellbeing of children and/or staff:

- Weapon / imitation of a weapon
- Vape pen
- Fireworks
- Banned substance
- Knives
- Alcohol
- Illegal drugs and related paraphernalia
- Stolen items
- Compass / sharpener
- Vape, lighter, matches or other smoking paraphernalia
- Medication (prescribed or otherwise)

