

Dixons Unity Academy

What to do... Positive Behaviour

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

Academy SLT behaviour lead/s:

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Principles

Dixons Unity is committed to ensuring that our students master the knowledge, skills and understanding to achieve our academy sentence and mission. We are committed to ensuring that all students are successful at university, or a real alternative and live a happy and purposeful life. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices. We also want our students to understand their role in developing a common purpose across our academy community and beyond.

‘Dixons Unity Learning Habits’ provide a framework to ensure our key drivers (Mastery, Autonomy and Purpose) and core values (Integrity, Resilience and Respect) are embedded within our daily practice and routines.

From the first day at Dixons Unity, children are expected to pick up and keep our six learning habits which we believe every student has the ability to demonstrate. In doing so, each student will thrive at our school and will have the skills they need to be successful at university and in the professional world of work.

We have high expectations. Whilst sometimes this may be challenging, we expect our students to live by our learning habits 100% of the time. If they do this, their hard work will be recognised. However, if any of the Learning Habits are not met, a same-day correction will be issued. It is vital that this is served on the same day so that the student is given the opportunity to reflect on his / her mistake. This allows the student to take the necessary next steps to improve on the following day.

Aims

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

These aims are supported by weekly staff practice sessions focusing on: core routines and developing appropriate strategies for managing behaviour; close parental and community links; student organisation which takes account of ethnic and gender balance; the boosting of students’ self-esteem through positive reinforcement and enrichment; and academy community events aimed at pulling together the different life experiences of groups within the community.

Secondary phase

Recognition

We want students to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging students for developing good learning habits.

Student appreciations

Each week, every member of the academy staff gives a student appreciation. Students may be appreciated for demonstrating our values, strong progress or for displaying a real commitment to the academy or the local community. Appreciations are shared during morning meeting each week and communicated to families weekly.

Recognition phone call

Each week, every member of the academy staff will make a recognition call home. These phonecalls recognise our students for demonstrating our values.

Recognition Events

Three times each year, students who have demonstrated excellent learning habits are acknowledged with an invitation to a special event. The Senior Leadership Team decide which students attend based on the number of corrections a student has received over the cycle and the student's attendance. Also, every cycle we hold Now that...Recognition events.

Principal's Breakfast

Every week staff nominate students who have gone 'above and beyond'. These students are invited to have breakfast with the Principal.

Recognition Assembly

Three times each year, we host a Recognition Assembly with our students and families. Students are recognised for demonstrating our values within subjects, attendance, behaviour and progress.

Learning habits

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

Learning Habit 1: Deadlines

Students who wish to be successful complete homework (including Stretch Projects) on time; completing work outside of lessons is very important to consolidate and master learning. It also helps students to develop their organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Students who fail to meet a deadline are issued with an academy correction, sat for 30 minutes on the same day the deadline is missed.

Learning Habit 2: On-task behaviour

Students who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for students to remain on task, but we will remind them that they learn best when they are concentrating. It also means that other students can learn without disruption and allows the teacher to teach what s/he has planned. We expect all students to track the person who is talking to demonstrate that they are listening carefully. When in whole year group lessons, assemblies or morning meeting, students are expected to remain in silence until they are invited to speak by the member of staff leading the session. Staff members will raise their hands to show that they want silence and it is expected that students respond immediately. Failure to be on-task in lessons, or around the academy, or whilst walking to and from school, will result in a correction on the same day as the off-task behaviour.

Learning Habit 3: Punctuality and attendance

Students who wish to succeed always attend and are on time. We are trusting that students will arrive at the academy by 7.55am each day so that they are ready for the day's learning. Failure to be on time for Morning Meeting, line-up or a lesson, will result in an academy correction on the day the lateness occurs. Students who arrive late to school are expected to sign in at student reception.

Students are expected to attend school every day of the academy year. Anything less than 97% is not good enough and the academy would expect this only to be the case for students with serious medical issues. If students are ill, then parents / carers must contact the academy on the morning of each day of absence. If attendance falls below 95%, parent meetings will be arranged with a member of the attendance team. Any planned absence should be requested using the academy's leave of absence form and passed to the Principal. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

Meetings will be arranged with parents and children who have a punctuality of less than 97%.

Learning Habit 4: Positive response

We know that students who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful. We know it is important that students learn self-discipline. If an adult tells a student to do something, we expect it done straight away. We expect students to trust staff and never question an adult's decision anywhere in the academy. If students fail to demonstrate this learning habit it may result in a student being removed from lessons and being placed in our Reset room. In some circumstances,



students may be excluded for answering back. If a student feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. Students are expected to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff, they should speak to their Tutor, HoY or the Key Stage leader in the first instance.

Learning Habit 5: Perfect uniform

Students who wish to succeed wear perfect uniform. It is important that our students take pride in themselves and in our school. It is important that students contribute to our academy's common routines. It is important all members of our academy are treated fairly. If students breach any one part of our uniform code, they will either be given some temporary uniform to wear or will be sat in Reset until their uniform is perfect. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code and some don't. Further details around specific uniform expectations can be found in the family handbook and on our website.

Learning Habit 6: Equipment

Students who wish to succeed always bring the right equipment to the academy, for the right lessons, each day. We wish to develop our students' organisational skills for success in future life. For any important role in life, we need the right equipment and students need to make sure they provide it. We will have stationary on sale every morning before Morning Meeting so that students can solve issues around lost equipment before lessons begin.

Students are expected to bring the following to school:

- 1 black pen
- 1 green pen
- Black whiteboard pen
- Pencil
- Ruler
- Rubber
- Sharpener
- Reading book
- Calculator (please see the Family Handbook for the exact model)

Students should store their equipment and books in their personal lockers. Therefore, they should not be carrying bags or wearing coats around the academy. At the start of any social time (i.e. 7.55am, 10.15 / 11.10am and 12.20 / 12.50pm), students should return to their lockers to collect the necessary books and equipment they need for each lesson during that session. If students fail to have the correct equipment, they will receive a correction on the same day that they failed to demonstrate this vital learning habit. Items not permitted in the academy such as chewing gum, unhealthy snacks and jewellery (other than one plain watch) will be confiscated. Mobile phones are not permitted in the academy. If parents want their child to bring a phone to school for safety reasons, they must be switched off before students enter the Piazza gates and kept in lockers (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone, it will be confiscated, a correction issued, and will be kept until a parent / carer collects it.

Triage

The concept of Triage has been devised to help students reflect on their behaviour and quickly get to a position where they are ready to return to learning and be successful.

Reset

The concept of the Reset has been devised to signal to students that a member of staff has a serious concern about a student's behaviour and to give students an opportunity to reflect and self-regulate before an incident escalates into something more serious.

The student will spend the time in Reset completing revision work and a behaviour reflection document. The length of Reset will be determined by a member of the senior leadership team and related to the severity of the incident. When returning from a fixed term exclusion, students will spend, at least, one full day in Reset and there will be a restoration meeting with any members of staff who have been impacted by the student's behaviour. This is to support the student and ensure they are going to have a positive return to lessons. We do not take fixed term exclusion lightly. They are reserved for serious infringements of the behaviour policy. Staff at Dixons Unity will not hold grudges and students will be welcomed positively back into the learning environment following an Reset or exclusion.

- A student will sit a Reset from 8.30am to 3.10pm
- Non-permitted items carry a consequence and will also be confiscated.
- Incorrect uniform carries a consequence and the student will sit in Reset until it is rectified.



The decision to put a student in Reset will be taken by the senior leadership team. The decision to issue a fixed term exclusion is taken by the Principal or Senior Vice Principal where behaviour is deemed severe. Students may be excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the academy.

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 contacted to discuss the incident and possible ways of resolving the situation.



Table of Possible Consequences for Different Behaviours	Teacher		HOY / SLT		Vice Principal	Principal	
	Verbal Warning	Planner Warning	Correction	Reset	Placement	Fixed Term Exclusion	Permanent Exclusion
Off task behaviour in lessons	✓	✓	✓				
Answering back to staff	✓	✓	✓				
Chewing gum	✓	✓	✓				
Dishonest to staff member	✓	✓	✓				
Eating prohibited food items			✓				
Misbehaving in correction			✓	✓			
Incorrect uniform			✓	✓			
Late to lessons			✓				
Late to line-up			✓				
Late to school			✓				
Missing equipment (after 8am)			✓				
Missed homework / deadline			✓				
Mobile phone seen			✓	✓			
Off task in large group setting			✓	✓			
Off task in line up			✓	✓			
Other non-permitted items			✓	✓			
Overheard swearing			✓				
Poor quality homework			✓				
Argumentative toward a student			✓	✓			
Swearing at a student			✓	✓			
Absconding school				✓	✓	✓	
Leaving a lesson			✓	✓			



Table of Possible Consequences for Different Behaviours	Teacher		HOY / SLT		Vice Principal	Principal	
	Verbal Warning	Planner Warning	Correction	Reset	Placement	Fixed Term Exclusion	Permanent Exclusion
Missing a correction			✓	✓			
Public defiance of a teacher			✓	✓	✓	✓	
Refusal to follow instructions				✓			
Three moved rooms in a day			✓	✓	✓		
Truancy from a lesson			✓	✓	✓		
Persistent off task behaviour				✓	✓	✓	✓
Vandalism of school property			✓	✓	✓	✓	✓
Defiance of senior staff			✓	✓	✓	✓	
Fighting				✓	✓	✓	
Racist comments or behaviour				✓	✓	✓	
Swearing at member of staff				✓	✓	✓	
Trans / homophobic comments / behaviour				✓	✓	✓	
Online abuse / bullying			✓	✓	✓	✓	✓
Prolonged bullying of student				✓	✓	✓	✓
Theft of property				✓	✓	✓	✓
Sexual / homophobic racist harrasment				✓	✓	✓	✓
Verbally threatening a member of staff					✓	✓	✓
Bringing a dangerous weapon into the academy						✓	✓
Bringing drugs into the academy						✓	✓
Dealing drugs in the academy						✓	✓



Table of Possible Consequences for Different Behaviours	Teacher		HOY / SLT		Vice Principal	Principal	
	Verbal Warning	Planner Warning	Correction	Reset	Placement	Fixed Term Exclusion	Permanent Exclusion
Physical violence toward staff						✓	✓
Using implement to harm another person						✓	✓
Bringing fireworks into school						✓	✓

Consequences

Purpose

We have high expectations of all of our students and are committed to creating a safe environment. When a student fails to meet our learning habits, it is important that this be corrected so as not to affect other students / staff. This *may* involve a same day correction or a more severe consequence. *Possible* sanctions are outlined below. Professional judgement is always used on a case-by-case basis.

The academy may also use the following consequences:

- Limiting student access to enrichment
- Removal of IT rights (e.g. email and internet academy access)
- Correction conversations for up to 10 minutes after school without informing parents
- Removal of unstructured time e.g. break time
- Directing the student to an alternative provision / managed move
- Extended corrections

Where student behaviour is persistent, we will look to work with families and the student to put support in place in the form of a student support plan (SSP) to create individualised strategies to help the student get back on track. Any behaviour that is persistent would be treated very seriously and sanctions could be escalated as a result. It is our hope that by putting consequences in place after one incident, we avoid any behaviours becoming persistent.

Restorative and reintegration practice

When students have not made the right choices and received a correction, it is important that we, as teachers, speak to the students when they have had time to distance themselves from the situation. We may need to do this to guide their reflection on their correction reflection document, but we always need to do this to repair the relationship between ourselves and the student.

If we make the time to visit the student and discuss what could have been better, the student then sees that you care about them and have high expectations, to the extent that you are willing to give up your time to enable the student to meet them.

Successful restorative conversations will acknowledge what has happened and provide feedback on what the student could have done to avoid the situation. They will be supportive but authoritative ensuring the student is accountable for their behaviour, but the teacher is willing to help them meet expectations. If a restorative conversation is not turning out as you would hope (positively), then you will need to seek help from the HoY / SLT on correction duty. The conversation should not take place publicly in front of other students.

Following an FTE 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.

