

Behaviour for Learning at Dixons Newall Green Academy

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

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

‘Dixons Newall Green Academy Learning Habits’ provide a framework to ensure our key drivers (Mastery, Autonomy and Purpose) and core values (Hard work, Integrity and Fairness) are embedded within our daily practice and routines.

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

We have high expectations and accept no excuses; we will support every student to meet our expectations. Whilst sometimes this may be challenging, we expect our students to live by our Learning Habits 100% of the time. If they do this, their hard work will be recognised. However, if any of the Learning Habits are not met, a same-day correction will be issued. It is vital that this is served on the same day so that the student is given the opportunity to reflect on their 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 opportunities to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create an environment in which students are supported to become self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active, three way partnership between the academy, families and students, to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

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

Recognition

Student appreciations

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

Verbal appreciations

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



Recognition

Students who have demonstrated excellent learning habits are acknowledged through a variety of channels. These recognition events will be decided by SLT over the course of the year. Some examples of recognition events are as follows:

- Principal breakfast
- Badges
- Recognition events
- Phone calls home

Annual Dream Team meetings

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

Learning Habits

Positive Response

At Newall Green, our expectation is that students do the right thing because it is the right thing to do even when no one is watching. If a student fails to meet one of our Learning Habits, it is likely they will receive a warning or a correction. In this situation, it is important the student responds in an appropriate manner. Students are taught how to respond and these responses include: nodding; immediately doing the right thing; apologising or respectfully requesting to speak to the member of staff at another point. If a student does not respond appropriately, they will either receive a correction or, potentially, receive a Red Line.

Uniform

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

Homework

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

On Task

On task behaviour means students following instructions first time, every time, both in lessons and around the academy. Students are reminded regularly of the purpose of doing this: to ensure they and others around them can concentrate on their learning and make progress. Examples of on task behaviour include: tracking the speaker; remaining in silence (natural state) on the corridors and only bringing healthy snacks to school. If a student displays 'off task' behaviour, they will be issued with a correction.

Punctuality

At Newall Green, everyone is expected to be on time to school, to lessons and to line up throughout the day. Each day, all students must be in the canteen and be ready to learn with all of the equipment they need by 8am. If a student is late, it would not be fair on the rest of their class / year group and, therefore, they would receive a correction.



Equipment

Every student must carry with them: a pencil case with all of the appropriate equipment; their planner; a challenging robust reading book and any exercise books they will need until they can next visit their locker. Please see the Family Handbook for a full list of equipment. Students can purchase any missing equipment from Mountain Rescue before 8.00 am.

Corrections and Red Line

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

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

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

Consequences

The table below shows possible consequences for different behaviours. This is not an exhaustive list and the academy reserves the right to deal with any behaviour not in line with our values as they see fit. Students represent the academy at all times and consequences to any student conduct apply in and outside of the school building, for example in the community at any time, walking too and from school, expeditions etc.

	Teacher	Teacher / Head of Year	Head of Year / SLT	SLT	SLT	Principal
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Managed Move/ PEX
Off task behaviour in lessons	✓	✓	✓			
Answering back to staff	✓	✓	✓			
Breaking no contact rule	✓	✓	✓	✓	✓	
Chewing gum		✓				
Speaking on the corridor		✓				
Being dishonest to member of staff		✓	✓			
Eating unhealthy food in the academy		✓				
Misbehaving in correction		✓	✓			



	Teacher	Teacher / Head of Year	Head of Year / SLT	SLT	SLT	Principal
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Managed Move/ PEX
Incorrect uniform		✓	✓			
Late to lesson		✓				
Late to school		✓				
Missing equipment (after 8am)		✓				
Missed homework / deadline		✓				
Mobile phone seen		✓				
Off task after planner warning		✓				
Off task in line up		✓				
Other non-permitted items		✓	✓	✓	✓	
Overheard swearing		✓	✓			
Poor quality homework		✓				
Homework handed in with no name		✓				
Planner not signed		✓				
Innapropriate hair cut		✓	✓			
Lines in eyebrows		✓	✓			
Swearing at a student		✓	✓			
Absconding school			✓	✓	✓	
Leaving a lesson			✓			



	Teacher	Teacher / Head of Year	Head of Year / SLT	SLT	SLT	Principal
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Managed Move/ PEX
Missing a correction			✓			
Plagiarism			✓	✓	✓	
Refusal to follow instructions			✓	✓	✓	
Three corrections in a day			✓			
Truancy			✓	✓	✓	
Persistent off task behaviour			✓	✓		
Vandalism of school property			✓	✓		
Fighting/Assault (scaled approach)			✓	✓	✓	✓
Swearing at a member of staff			✓	✓	✓	
Racist / trans / homophobic comments or behaviour			✓	✓	✓	✓
Prolonged bullying of a student in person /online or social media				✓	✓	✓
Theft				✓	✓	
Sexual / homophobic / racist bullying				✓	✓	✓
Verbally threatening a member of staff				✓	✓	✓
Bringing drugs or a dangerous weapon into school					✓	✓



	Teacher	Teacher / Head of Year	Head of Year / SLT	SLT	SLT	Principal
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Managed Move/ PEX
Physical violence towards staff					✓	✓
Using an implement to harm another person					✓	✓
Bringing fireworks into school					✓	✓

The academy may also use the following consequences:

- Limiting student access to co-curricular electives sessions
- Removal of IT rights (e.g. email and internet academy access)
- Correction conversations for up to 10 minutes after school without informing families
- Removal of unstructured time e.g. break time
- Removal of devices from home (with family support)
- Extended corrections

Working with the safer school police officer and other outside agencies

Where student behaviour is persistent, we will work with families and the student to put support in place to create individualised strategies to help the student get back on track. The synthesis between the SENDCo and the pastoral team ensures there is fluidity within these decisions. It is important to note that the table above does not account for the most important piece of work - the restoration process. The more severe the consequence, the greater the need for the restorative work. Therefore, we would always use targeted approaches to meet the needs of students based around knowing and understanding our students and their influences.

