

## 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](http://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 Kindness) 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. We operate a flexible approach to suit the needs of our students within a consistent system. This ensures that our students learn from mistakes in a supportive, caring and predictable environment.

### 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 training 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

#### 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. Teachers and leaders model and cultivate the courtesy that we wish to see. Students are greeted with warmth and care from the moment that they enter the school gates until the moment they leave. Teachers and leaders actively create a school that is grounded in genuine mutual respect.

#### Student appreciations

At Dixons Newall Green, we have an attitude of gratitude. This means that we regularly recognise and appreciate what others do for us. Staff give student appreciations to students who have demonstrated our values in an exceptional way. Appreciations are shared by students and staff during Morning Meeting every day. For example, students will stand up in front of their peers, name the person who they would like to appreciate, and explain by linking to our values how that person has helped them recently.



## Golden Tickets

A student who has gone above and beyond our expectations in a lesson is awarded the Golden Ticket. This recognises their commitment to academic excellence and to our values of hard work, integrity and kindness. Their names are recognised every day in Afternoon Meeting and their exemplary effort is communicated to families.

## Positive Phone Calls

Every week all teachers complete at least three positive phone calls per week. This shows students that we recognise and appreciate their efforts and enhances the three way partnership between families, students and staff.

## Recognition

Students who have demonstrated excellent learning habits are acknowledged through a variety of channels. These recognition events take place every half term. Some examples of recognition events are as follows:

- Attendance prizes
- Attendance events
- Subject 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 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 written homework and/or Sparx online homework. 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 listening to the teacher. If a student displays 'off task' behaviour, they will be issued with a correction.



## Punctuality

At Dixons 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 8:10am. 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; one black pen; one green pen; one whiteboard pen; one pencil; one ruler. Please see the Family Handbook for a full list of equipment. Students can pick up any missing equipment from before 8:10am.

## Corrections and Red Line

At Dixons Newall Green, we operate a flexible, adaptive behaviour approach within a consistent system. Evidence suggests that 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 (unless in the final lesson of the day when it would be unreasonable to ask families to change their travel arrangements).

Each correction lasts for 20 minutes up to a maximum of 60 minutes. A student may be placed in Red Line in any of the following circumstances, the list is not exhaustive: missed corrections; repeated instances of off task behaviour in lessons; not following reasonable requests from a member of staff; unkind words or deeds towards another student.

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	Principal	Principal
	Planner Warning	Correction	Red Line	Step Out Placement	Suspension	Permanent Exclusion
Missing homework		✓				
Poor quality homework		✓				
Missing equipment (after 8:10am)		✓				
Late to lesson		✓				
Late to school		✓				
Incorrect uniform		✓	✓			
Off task behaviour in lessons	✓	✓	✓			



	Teacher	Teacher / Head of Year	Head of Year / SLT	SLT	Principal	Principal
	Planner Warning	Correction	Red Line	Step Out Placement	Suspension	Permanent Exclusion
Off task in line up		✓				
Speaking on the corridor		✓				
Eating unhealthy food in the academy		✓				
Chewing gum		✓				
Answering back to staff	✓	✓	✓			
Being dishonest to member of staff		✓	✓			
Leaving a lesson			✓			
Breaking no contact rule	✓	✓	✓			
Overheard swearing		✓	✓			
Swearing at a student			✓			
Misbehaving in correction		✓	✓			
Mobile phone seen		✓				
Innapropriate hair cut		✓	✓			
Lines in eyebrows		✓	✓			
Absconding school			✓	✓	✓	
Missing a correction			✓			
Plagiarism			✓	✓	✓	
Refusal to follow instructions			✓	✓	✓	
Truancy			✓	✓	✓	



	Teacher	Teacher / Head of Year	Head of Year / SLT	SLT	Principal	Principal
	Planner Warning	Correction	Red Line	Step Out Placement	Suspension	Permanent Exclusion
Persistent off task behaviour			✓	✓		
Vandalism of school property			✓	✓		
Fighting/Assault (scaled approach)			✓	✓	✓	✓
Child on Child Incident (i.e. a form of assault)			✓	✓	✓	✓
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					✓	✓
Bringing an illegal prohibited item into school – i.e. vape					✓	✓
Physical violence towards staff					✓	✓
Using an implement to harm another person					✓	✓



	Teacher	Teacher / Head of Year	Head of Year / SLT	SLT	Principal	Principal
	Planner Warning	Correction	Red Line	Step Out Placement	Suspension	Permanent Exclusion
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)
- Removal of unstructured time e.g. break time
- Removal of devices from home (with family support)
- Extended corrections

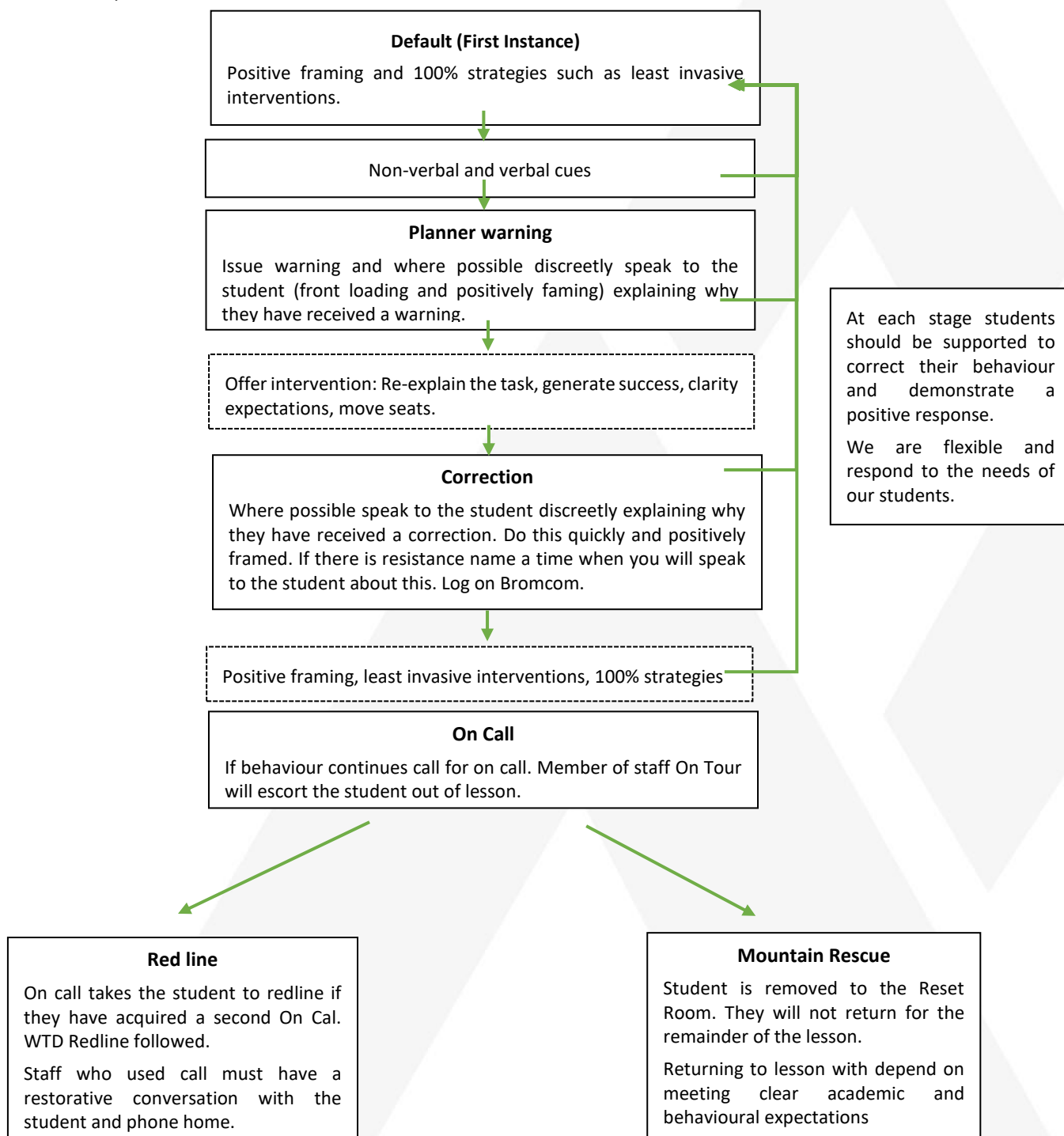
### **Working with the safer school police officer and other outside agencies**

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.

## WTD Behaviour In Class

To create a safe, truly inclusive environment, our approach to instilling high expectations in the classroom must be built on consistency. Positive framing and 100% strategies are our default. However, students also benefit from clear boundaries consistently enforced. If planner warnings and corrections are rarely issued, then low level disruption will become normalised.

This WTD aims to clarify what high expectations in the classroom looks like in granular detail so that our students can benefit from our collective clarity.



## Key points

- It is important to note that some behaviours for example fighting, bullying, abuse to staff or students would warrant a student to be removed immediately. Please see the WTD Behaviour for examples.
- Any member of staff that has red lined a student must have a restorative conversation with the student that same day and then contact home. The student must pass the restorative conversation before returning to that class (see WTD restorative conversations).

Culture Instruction	Success Criteria	When to issue planner warning (and correction for repeated offence)
<p><b>Tracking</b></p> <p>‘100% of students tracking this way in 3 ... 2... 1.. Thank you.’</p>	<p>100% of students are sat up, tall and proud in a learning posture. Students eyes are fixed on the teacher.</p>	<p><b>First occasion:</b> Rectify through teacher positioning / non verbal cues or lightning quick correction – i.e. ‘Ben tracking, thank you’</p> <p><b>Second occasion:</b> Planner warning</p> <p><b>Third occasion:</b> Correction</p>
<p><b>Empty Hands</b></p> <p>‘100% of students with empty hands in 3 ... 2... 1... Thank you.’</p>	<p>100% of students have empty hands by the end of the countdown.</p> <p>Lesson can continue to flow with swift routines – teacher can begin instruction.</p>	<p><b>First occasion:</b> non-verbal cue / whisper / positive framing – i.e. ‘waiting on one’.</p> <p><b>Second occasion:</b> Planner warning</p> <p><b>Third occasion:</b> Correction</p>
<p><b>Check and Change</b></p> <p>‘100% ready to check and change in 3... 2 ...1 Thank you.’</p>	<p>100% of students have raised their green pens clearly and visibly to show that they are ready for check and change.</p> <p>Teacher check can be quick as 100% of students are compliant.</p>	<p><b>First occasion:</b> use positive framing – ‘thanks to the majority of students who are ready to check and change’</p> <p><b>Second occasion:</b> Planner warning</p> <p><b>Third occasion:</b> Correction</p>
<p><b>Pace and Purpose</b></p> <p>100% of us should be aiming to write something for all questions on the Do Now</p>	<p>Students move to the pace set by the teacher, not by themselves.</p> <p>Teacher sets clear, visible timers for activities.</p> <p>Teacher has carefully chosen, accessible activities which means that all students can gain some academic success</p>	<p><b>First occasion:</b> Make expectations really clear, students must try their best and move with pace and purpose, otherwise a planner warning will be issued.</p> <p><b>Second occasion:</b> If students are deliberately slow, issue planner warning.</p> <p><b>Third occasion:</b> If student actions are not rectified, issue correction</p>
<p><b>Natural States</b></p> <p>‘100% of us in natural states, Thank you’</p>	<p>100% of students are working in natural states.</p> <p>100% have their eyes down on their and giving 100% effort</p>	<p><b>First occasion:</b> non-verbal cue / whisper / 1-1 low level intervention.</p> <p><b>Second occasion:</b> Planner warning</p> <p><b>Third occasion:</b> Correction</p>

