Dixons Pennine 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:

- Vice Principal
- Assistant Vice Principal

Principles

Dixons Pennine Academy is united by one mission: to ensure every student thrives at school, succeeds at university or a meaningful alternative, and develops the knowledge, character and self-determination to live a lfe of choice, purpose and contribution.

'Dixons Pennine Academy Learning Habits' provide a framework to ensure our key drivers (Mastery, Autonomy and Purpose) and core values (Hard work, Be Responsible and Be Kind) are embedded within our daily practice and routines.

From the first day at Dixons Pennine Academy, 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, a meaningful alternative and in the professional world of work.

We have high expectations of our students and the manner in which they conduct themselves. Whilst sometimes this may be challenging, we expect our students to live by our learning habits. If they do this, their hard work will be recognised with regular opportunities to recognise their successes. However, failing to meet these same habits may result in the issuing of a sanction, often in the form of a period of 'Correction' after academy hours. This is designed to ensure that students understand the importance of meeting these habits and the behaviours they represent.

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 regular and appropriate training for staff; clear parental and community links; student organisation which takes into account ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular; and academy community events aimed at pulling together the different life experience of groups within the community.

Secondary phase

Recognition

At Dixons Pennine Academy, we believe that recognising the hard work and successes of students is a key element of supporting positive behaviour. We also believe that recognition does not have to be extravagant and can instead be seen in the manner in which we communicate on a regular, day-to-day basis. We want students to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging students for developing good learning habits.

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 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.

Student Appreciations

Throughout the Academy year, students have the opportunity to gain 'Recognition Points' from their teaching staff and wider staff community. These are to be awarded to those students that consistently demonstrate the Academy's learning habits and show that they are able to go 'above and beyond' what is expected of them. The accumulation of these points will lead to additional opportunities for recognising their successes.

Value Tokens

Value Tokens recognise students who demonstrate our school values and positive behaviours in lessons and around the school.

Minimum expectation: Staff should award at least three Value Tokens per lesson.

Recognition beyond lessons: Staff are encouraged to award Value Tokens in corridors and during social times when students demonstrate positive behaviour.

Weekly prize draw: Students keep their tokens and place them in the draw box during their weekly assembly. Each token is entered into that week's prize draw.

Points: Each Value Token is worth one point.

Value badges: Students who collect 20 Value Tokens for the same school value within a half term will earn a badge recognising their commitment to that value.

Recognition Postcards

Recognition Postcards celebrate exemplary behaviour, exceptional effort and students who go above and beyond in demonstrating our school values.

Minimum expectation: Staff should award at least one Recognition Postcard per lesson.

Recognition from all staff: Non-teaching staff are also encouraged to award Recognition Postcards when they see students demonstrating exceptional effort, kindness, leadership or our school values.

Weekly recognition: Each postcard is entered into the weekly Principal's Recognition Award prize draw.

Termly recognition: Each postcard is also entered into the termly Celebration Assembly prize draw.

Points: Each Recognition Postcard is worth two points.

Recognition Postcards provide an opportunity to celebrate students whose actions make a particularly positive contribution to learning and school life.

Please note: Recognition Postcards do not count towards the 20 Value Tokens required to earn a badge for a particular school value.

Positive Phone Calls Home

Positive phone calls home are encouraged to recognise exemplary behaviour, exceptional effort, achievement or a particularly positive contribution to school life.

These calls provide an opportunity for staff to share good news with parents and carers, celebrate students' successes and strengthen the partnership between home and school.

Positive phone calls home should be used alongside, rather than instead of, the Value Token and Recognition Postcard system.

Our Commitment to Recognition

All staff are encouraged to notice and celebrate positive behaviour, effort, kindness, leadership and the demonstration of our school values. Recognition should reinforce our high expectations, motivate students and promote a positive, respectful and inclusive school culture.

We want every student to have opportunities to be recognised for making positive choices, contributing to our school community and living out our school values.

Termly Subject Recognition

At the end of each academic term, departments are asked to recognise those students who have excelled withn their subject area. Students are nominated for the categories of 'Attitude to Learning' and 'Academic Progress' amongst each department and those chosen to best represent these categories are recogised at a termly recognition assembly with their year group.

Recognition Expeditions

Three times each year, students who have demonstrated excellent learning habits are acknowledged with an invitation to a special expedition. 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.

Excellence Table

Each week, students have autonomy and responsibility to present excellent work at the Excellence Table. Staff will celebrate excellent work with students, praise them for their efforts and reward them with a small prize.

Principal's Breakfast

Once per week students are chosen from those that are issued with a values token, meet with the Principal, to have breakfast and receive recognition. This is a highly prestigious recognition event.

Learning habits

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

Learning Habit 1: 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 they have planned. Examples of on task behaviour include tracking the speaker, remaining in silence when expected/told, students are expected to remain in silence until they are invited to speak by the member of staff leading the lesson or assembly.

Failure to be on-task on more than one occasion on any given day will result in an extension to the correction session. Continued disruption in one lesson may lead to students crossing the 'red line' and, therefore, being removed from lessons. Students may also receive a 'red line' for poor conduct outside of school including fighting, anti-social noise or disrupting members of the public whilst in school uniform.

Learning Habit 2: Punctuality and attendance

At Dixon's Pennine, everyone is expected to attend the Academy, every day and on time in the morning and for each timetabled lesson. Each day, all students from years 7 to 11 must arrive on site and be at line-up for 8:34am Student should then ensure that they arrive to every lesson within the first 3 minutes of their start time.

Failure to be on time for registration, will result in an academy correction on the day the lateness occurs. Students who arrive late to lessons will be issued with an after school Correction.

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. The school will always offer work to be sent home on the third day of absence

for any child. If attendance falls below 95%, parent meetings will be arranged with a member of the senior leadership team. Any planned absence should be requested using the academy's leave of absence form and passed to the Head of School. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

Learning Habit 3: Perfect uniform

Students who wish to succeed wear correct 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, sent home to change, or will be issued with an 'Internal Suspension' until their uniform is corrected. 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.

Students should not be wearing coats around the academy. These may be required in inclement weather but must be taken off when walking within the building.

Please refer to the uniform policy here: Dixons Pennine Academy | Uniform

Learning Habit 4: 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 available each morning, in the canteen so that students can solve issues around lost equipment before 8:30am with no sanction. **Students who fail to have the correct equipment after 8:30am will be issued with a same day correction.**

Students are expected to bring the following basic equipment into school:

- 2 Black/Blue pens
- 2 Green pens
- Pencil
- Ruler
- A school bag, rucsack design and large enough to hold A4 booklets

Additional equipment:

- Rubber
- Scientific Calculator (please see the Family Handbook for the exact model)
- Protractor

Learning Habit 5: Homework and Deadlines

Students who wish to be successful complete homework 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 subject specific deadlines will be issued with an after-school homework correction. Completing homework and doing additional work will bolster students confidence in the classroom.

Learning Habit 6: Positive response

We expect students to do the right thing because it is the right thing to do. Students should follow all reasonable requests the first time, every time. Students must not challenge the teacher's decisions; this wastes learning time. Students are taught how to respond, and these responses include: responding verbally; doing the right thing; apologising or respectfully requesting to speak to the member of staff at another point, for example, at the end of the lesson. Students are expected to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff, they should speak to their Advisor, Pastoral Leader or any member of SLT in the first instance at a time that does not disrupt learning.

Searching and confiscating items

Staff have the power to conduct a non-intimate search (i.e. instructing the student to empty pockets etc.), and to search their lockers, bags or coats, with consent from the student themselves. Searches may also include the use of metal detector wands.

The age and ability of the student should be taken into account. Family / carer consent is not required and consent does not need to be in writing or formally recorded.

The Principal, and those authorised by the principal, have the power to search without consent if they have reason to believe there may be "prohibited items" in the student's possession. This includes but is not limited to:

• knives and weapons

• alcohol and illegal drugs

• vapes

• stolen items

• tobacco and cigarette papers

• fireworks

• pornographic images

• any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property

Banned items at Dixons Pennine Academy:

- Laser pens
- Pencil sharpeners
- Energy drinks
- Large quantities of medication (must be given to Reception)
- Aerosols not used for personal hygiene
- Glass bottles
- Sharp objects
- Smartwatches
- Recording devices (including camera/AI glasses)
- Chewing gum
- Fidget toys (unless agreed with staff)
- Water pistols / prank items
- Offensive materials (e.g. inappropriate images, symbols, or language)
- Permanent markers/paint pens
- Tippex correction fluid
- Nuts / Food containing nuts

Correction

If a student fails to meet a learning habit (before 3:05 pm) they will be issued with a 15 minute same day correction. If they fail to meet two learning habits, they will be issued with a 30 minute correction. Any corrections received after 1.00pm will carry over to the following day. Families will be informed via MCAS if their child has a correction. If a student fails to attend the correction, they will resit the correction for 30 minutes the following day, failure to attend this correction will result in a 60 minute correction. Same day corrections apply for all students, no exceptions.

IS – Internal Suspension

The concept of Internal Suspension 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 self-regulate before an incident escalates into something more serious. A 'red line' behaviour may be given when:

- the student has not responded to being given a correction and their behaviour has not improved
- the student has seriously challenged the dignity of a member of staff or another student

When the 'red line' has been crossed a member of the senior leadership team should be called upon to take the student out of the situation. The student will spend the rest of the day working in a room with a member of the Senior Leadership team / Pastoral Team and will spend the following day in 'Internal Suspension'. Families will be contacted. Students will not be allowed back into lessons until a family member has spoken to a member of the Senior Leadership Team or Head of Year. The student will spend the time in 'Internal Suspension' completing revision work, a behaviour reflection document and will receive a mentoring session to support restoration and to help the student with any issues that have caused the red line to happen. The length of a session in 'Internal Suspension' will be determined by a member of the Senior Leadership Team and related to the severity of the incident or how many red lines the student has had previously. They are reserved for serious infringements of the behaviour policy and is very rare at Dixons Pennine Academy. Staff at Dixons Pennine Academy will not hold grudges and students will be welcomed positively back into the learning environment following an isolation or exclusion.

The decision to put a student in 'Internal Suspension' will be taken by the Senior Leadership Team and could include anything which is deemed to cross the 'red line' – including unkindness to others or persistent behaviour which goes against our values. The decision to issue a fixed term exclusion is taken by the 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 asked to attend the academy to discuss the incident and possible ways of resolving the situation.

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.

Table of Possible Consequences for Different Behaviours	Teacher		Pastoral Leads / SLT	Principal	
	Verbal Reminder	Correction	IS/Red Line	Suspension	Permanent Exclusion
Off task behaviour in lessons	✓	✓			
Answering back to staff		✓			
Breaking no contact rule		✓			
Chewing gum		✓			
Dishonest to staff member		✓	✓		
Eating prohibited food items		✓			
Misbehaving in correction		✓	✓		
Incorrect uniform		✓	✓		
Late to lessons		✓			

Table of Possible Consequences for Different Behaviours	Teacher		Pastoral Leads / SLT	Principal	
	Verbal Reminder	Correction	IS/Red Line	Suspension	Permanent Exclusion
Late to school		✓			
Missing equipment (after 8:32am)		✓			
Missed homework / deadline		✓			
Mobile phone seen		✓			
Refusal to hand over mobile phone			✓		
Off task in large group setting		✓			
Off task in line up		✓			
Other non-permitted items		✓			
Overheard individual swearing		✓			
Poor quality homework		✓			
Argumentative toward a student		✓	✓		
Swearing at a student		✓	✓		
Absconding school			✓	✓	
Leaving a lesson		✓*	✓		
Missing a correction		✓	✓		
Plagiarism			✓		
Public defiance of a teacher		✓	✓	✓	
Refusal to follow instructions		✓	✓		
Three corrections in a day		✓	✓		
Truancy from a lesson		✓*	✓		

Table of Possible Consequences for Different Behaviours	Teacher		Pastoral Leads / SLT	Principal	
	Verbal Reminder	Correction	IS/Red Line	Suspension	Permanent Exclusion
Persistant off task behaviour			✓	✓	✓
Vandalism of school property		✓	✓	✓	✓
Defiance of senior staff		✓	✓	✓	
Fighting			✓	✓	
Play 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				✓	✓
Physical violence toward staff				✓	✓
Using implement to harm another person				✓	✓
Bringing fireworks into school				✓	✓

The academy may also use the following consequences:

- 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 / off-site directive
- Extended corrections
- Suspension

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 pastoral support plan (PSP) 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 SLT on correction duty. The conversation should not take place publicly in front of other students.

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.