

Positive Behaviour

Dixons Croxteth Academy is committed to ensuring that our students master the knowledge, skills and understanding to be academically successful. Our academy mission is to ensure that all students succeed at university, or a real alternative, thrive in a rewarding career and have a purposeful and happy life. For this to happen, students must develop self-discipline and be given autonomy to make the right choices. We also want our students to understand their role in making Dixons Croxteth Academy a safe, happy place where teachers can teach and students can learn, which will maximise their opportunity to achieve.

'Dixons Croxteth 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 Croxteth Academy, students are expected to live out our mission and our six learning habits which we believe every student can demonstrate. Whilst sometimes this may be challenging, we expect our students to live by our Learning Habits 100% of the time. We will always support our students to meet our expectations and 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 as soon after the event as possible. This is so that the student is given the opportunity to reflect on their mistake and have a fresh start the next day.

Academy SLT Lead/s

- Jacqui Varkulis, Vice Principal

Aims

- To have the highest expectations of student behaviour to maximise opportunities to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and in life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create a safe 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; 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 extra-curricular; and academy community events aimed at pulling together the different life experiences of groups within the community.

Recognition

At Dixons Croxteth Academy, we believe that recognition should not be ostentatious or extravagant. In many cases, proportionate, sincere recognition of a student's achievement is the most valuable recognition available. We want our students to be motivated by the intrinsic reward of good behaviour; however, we are committed to recognising students for developing good learning habits and living our academy values of Hard Work, Integrity and Fairness. We use external indicators of intrinsic success to reinforce existing good behaviour and encourage the repetition of good learning habits, although we do this judiciously.

Verbal recognition

Around the academy and in lessons, staff use positive language to signal to students that they are demonstrating good learning habits and living our academy values.

Telephone calls

Occasionally, staff may telephone families to share positive information.

Positives

A positive is a point that is awarded to a student who has lived our academy values. Teachers issue a positive at the end of every lesson. The positive is recorded on Bromcom. At the end of each term, the Head of Year will recognise the advisory group with the most positives between them in a Celebration Assembly.

Appreciations

An appreciation is a high value public commendation given to a student who has lived our academy values, shown strong progress or displayed real commitment to the academy or local community. Appreciations are given by Advisors and Heads of Year during Morning Meeting on a Friday each week.

Recognition activities

A recognition activity is an event that takes place three times a year in the final week of each cycle. Students who have kept the six learning habits and lived our academy values 100% of the time will receive an invitation to take part in the recognition activity. Heads of Year and the Senior Leadership Team will decide which students attend based on the number of positives and corrections a student has received over the cycle and the student's attendance.

Learning Habits

Learning Habits are simplified expectations that are easily communicated, reinforced and upheld; they focus on developing the habits that are needed for success in the future. From the first day at Dixons Croxteth Academy, students are expected to pick up and keep our six learning habits which we believe every student can demonstrate.

Learning Habit 1: 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. Every student must carry with them: a clear pencil case containing two black pens, two green pens, a ruler, a pencil, a highlighter and a rubber. Students must also have their mini-whiteboard, whiteboard pen and whiteboard eraser in a tough bag. If a student does not come to school with the full equipment, they can collect any missing equipment from the Academy Store between 8.00am and 8.20am. If a student does not have full equipment after this, they are issued a correction.

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. This means following the academy's uniform expectations. If a student breaches any one part of our uniform expectations, they are issued a correction. The student would then either borrow an item of uniform and go back to lesson, be sent home to change, or be placed in the Removal Room until a family member brings the uniform to school for them to change into.

Learning Habit 3: Attendance and Punctuality

At Dixons Croxteth, everyone is expected to be on time for school, to lessons and to line up throughout the day. Each day, all students in Years 7 to 11 must arrive at the academy with all the equipment they need and be sat in morning meeting by 8.20am. Every lesson, all students must arrive within the first 3 minutes of the lesson start time. 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.

Learning Habit 4: On Task

On task behaviour means students following instructions first time, every time, both in lessons and around the academy. 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 and only bringing healthy snacks to school. If a student displays 'off task' behaviour, they will either be given a warning or issued with a correction. Continued disruption in one lesson may lead to students crossing the 'red line', resulting in time in the Removal Room or a suspension.

Learning Habit 5: 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: nodding; immediately doing the right thing; apologising or respectfully requesting to speak to the member of staff at another point, for example, at the end of a lesson. If a student does not respond appropriately, they will either be given a warning, receive a same-day correction, or potentially be placed in the Removal Room.

Learning Habit 6: Homework and Deadlines

Students are expected to complete homework each evening. Completing work outside of lessons is important to master the knowledge, skills and understanding to be academically successful, and helps students to develop their organisational skills. Homework



Support and Sanctions

At Dixons Croxteth Academy, we will always support our students to successfully demonstrate our good learning habits and live our academy values. Staff attend regular training to use 100% strategies so they can redirect non-productive behaviour or noncompliance with subtlety and grace to prevent small things from becoming bigger things. However, when a student fails to meet our high expectations or has committed a serious incident, it is important that this is corrected to reduce the impact it has on other students and our staff. It is also important for students to learn and understand that actions have consequences, so they can develop the self-discipline they need to make the right choices in the future and be good citizens.

100% Strategies

100% strategies are inclusive, lightning-fast, unobtrusive interventions to ensure 100% of the class is paying attention and engaged.

- Positive framing
- Nonverbal intervention e.g. a gesture or eye contact
- Positive group correction e.g. "track this way on 3 - 1, 2, 3"; "check that you're sitting up straight"
- Anonymous individual correction e.g. "waiting on two people to start writing"

First Warning

If a student has not responded positively to subtle corrective feedback, the teacher will issue a verbal warning. They may say "This is your second chance to track the front at all times".

Second Warning

If a student has not responded to a verbal warning, a member of staff will take the student's knowledge organiser/tote bag. This serves as a signal to the student that they need to change their behaviour to avoid escalation. The knowledge organiser/tote bag will be returned to the student at the end of the lesson, signalling a fresh start for the next lesson.

Consequence: same-day correction

At Dixons Croxteth Academy, we use the term 'correction' instead of 'detention'. This is because we expect the student to use the time to reflect on their actions and correct their behaviour afterwards. 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). Corrections will be issued when a student breaks a learning habit. The member of staff that issued the correction will have a restorative conversation with the student to give them a fresh start before the next lesson. If a student receives two 30-minute corrections in one day, this will be upscaled to a 60-minute correction. If a student receives three or more corrections in one day, they will be placed in the Removal Room the following day. If a student fails to attend their correction, they will spend half a day in the Removal Room the following day and complete the correction they missed at the end of that day, so it is served.

On Tour

Staff make every effort to include students in mainstream lessons wherever possible. Where a student continues to demonstrate off task behaviour after they may be removed from a lesson to ensure that other pupils in the classroom can continue to learn. Staff follow our classroom routines consistently and will explicitly make pupils aware if they are displaying any behaviours that are disruptive or do not meet the academy expectations.

Unless the behaviour is extreme and warrants an immediate removal staff will follow the following system before removing a student from a lesson:

- Warning given (students told why they have the warning and an opportunity to correct it).
- Second warning given (students yet again told why they have the warning and an opportunity to correct it, and reminded that any further poor behaviour will result in a same day correction).
- Correction is given if poor behaviour persists (staff will yet again explain that they have a correction and why. Staff will also remind pupils that further poor behaviour will result in them being removed from the lesson).
- On tour – Removed from the lesson

If 100% strategies have been exhausted with two warnings and correction being issued, removal is unavoidable and right. The staff member on tour will escort the student to the Reflection Room, where they will spend the remainder of the lesson focusing on their actions and complete work. If pupils receive two lesson removals in the same day they will spend the following school day in the reflection room in an attempt to break the cycle of poor behaviour, have an opportunity to reflect and complete work in a quiet and calm environment.

Reflection Room

The Reflection Room is a designated space within the academy where students complete their work independently, away from their usual lessons for a limited time. When a student is placed in Reflection, it is considered a serious consequence. Time spent in the Reflection Room will be meaningful for the students; they will be supported to reflect on their actions and complete work which compliments what they are currently learning in lessons. Students will be given time to eat and drink and use the toilet.

Suspension

Staff work hard to avoid issuing a student with a suspension. However, at times, a suspension is not only necessary to address a serious behaviour incident or continued defiance, but right. Suspensions are issued by the Senior Leadership Team with approval from the Principal. When a suspension has been issued, the student's family will be contacted to arrange for the student to leave site. Parents are informed of the reason for suspension and the length of suspensions and the return to school date. This information is also reiterated in a letter to parents.

Work for students to complete is online under our compulsory learning catch up section to ensure they can keep up with their education. The student's Head of Year or a member of the Senior Leadership Team will contact the family to invite them into the academy to discuss the incident in a formal reintegration meeting.

Behaviour report

A behaviour report is a document that monitors a student's behaviour for a period of time. The report includes a list of good learning habits that, if demonstrated, will support a student's learning and achievement. Throughout the day, the student's teachers will tick or cross the learning habits to communicate if the student has or has not demonstrated them. At the end of each day or following morning, the student will discuss their behaviours with their behaviour report lead. A student may be placed on report for continuously displaying off task behaviours over a period of time or in response to a serious incident. If a student is on report, this will be for a minimum of two weeks and families will have a role to play in supporting their child to complete the report successfully.

Off-site direction

Off-site direction is a temporary placement at another school or alternative provision. The aim of an off-site direction is to improve a student's behaviour and support them to demonstrate good learning habits so they can successfully return to school. An off-site direction may be used to support a student at risk of permanent exclusion.

The academy may also use the following sanctions

- Telephone calls to inform families of off task behaviour, disrespect or defiance
- Attendance monitoring card
- Behaviour support plan and report cards
- Limiting a student's access to extra-curricular elective sessions
- Not allowing a student to take part in a celebration assembly or recognition activity
- Removal of IT rights e.g. email and internet academy access
- Removal of social time e.g. break and lunch
- Extended corrections e.g. 1 hour 30 minutes (with family support)
- Correction conversations for up to 10 minutes after school (without informing families)
- Confiscation of prohibited items e.g. unhealthy food and drink, mobile phones, cigarettes or vapes
- Behaviour panel
- Working with the school police officer and other external agencies
- Permanent exclusion

Restorative practice

When a student has not made the right choice and received a correction, staff will speak to the student when they have had time to reflect on their behaviour and regain calm. Staff will make the time to visit the student in their correction and discuss what happened, who it affected and what could have been better. These conversations will not take place publicly in front of other students.

Successful restorative conversations will be supportive but authoritative ensuring the student is accountable for their behaviour and is provided with guidance to meet our high expectations. If a restorative conversation is not successful, then the member of staff will seek support from the student's Head of Year or a member of the Senior Leadership Team.



Reasonable adjustments

Dixons Croxteth Academy has a duty to manage student behaviour effectively, including for those with underlying needs, in order to maintain a safe, purposeful and effective learning environment for the student involved as well as for all students and staff. To achieve this, we aim to:

- establish a culture and behaviour system that consistently promotes high standards of behaviour as the norm, supporting all students to achieve and thrive equally
- directly teach students the skills and understanding that underpins good behaviour through our learning habits
- provide staff with training and support to meet the needs of all students, including making reasonable adjustments for behaviour that arises from a student's additional needs
- anticipate likely triggers of challenging behaviour and put in place provision to support and prevent it wherever possible

Prohibited items

The Principal and staff authorised by the Principal have the power to search a student and/or their belongings, including their locker, if they have reasonable grounds to suspect that a student may have a prohibited item.

Any search conducted at Dixons Croxteth Academy will be fully compliant with the Dixons Academies Trust Positive Behaviour Policy, available on our Trust website: www.dixonsat.com/about/policies.

The list of prohibited items is:

- Weapons and knives
- alcohol and illegal drugs
- stolen items
- tobacco products and cigarette papers
- matches, lighter or other fire starters
- fireworks
- pornographic images, of any kind
- any implement that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property
- sharpener
- compass
- mobile phone (if heard or seen/without permission)
- chewing gum
- unhealthy snacks or drinks (other than the permitted academy allowance)
- vapes

The police will always be informed on the discovery of any illegal or dangerous item and efforts will be made to work with the police to determine where the item(s) came from.

Serious incident protocol

When a serious incident occurs at the academy, a full investigation will be undertaken. The Principal will appoint a member of the Senior Leadership Team to investigate. The senior member of staff will take statements from students and staff and, if needed, view CCTV. A member of staff authorised by the Principal may conduct searches to safeguard staff and student welfare, or to maintain high standards of behaviour, if they have reasonable grounds to suspect that a student may have a prohibited item. At times, we may need to isolate a student during an investigation.

Families will always be informed when we are dealing with a serious incident. When we have completed our investigation, the student's family will be asked to attend the academy to discuss the incident and possible ways of resolving the situation.

A one-off serious incident or an accumulation of serious incidents may result in a permanent exclusion.



Sanction Table

The table shows the possible sanctions for different behaviours; it is not an exhaustive list but can be used as a guide. The academy's Senior Leadership Team have the right to use their discretion when responding to a student's behaviour.

HoY Head of Year

SLT Senior Leadership Team

	Teacher	Teacher / HoY		HoY / SLT	SLT		Principal	
	Warning	Correction		Reflection Room	Suspension	Placement	Off Site Direction	Permanent exclusion
		30 mins	1 hour					
Not carrying pencil case and KO folder between lessons	✓							
Littering	✓	✓						
Off task behaviour in lessons	✓	✓	✓	✓				
Breaking no contact rule	✓	✓	✓	✓	✓	✓		
Shouting on the corridor	✓	✓						
Answering back to staff	✓	✓	✓	✓				
Running around the academy	✓	✓						
Unsafe behaviour around the academy	✓	✓	✓	✓	✓			
Being dishonest to staff		✓	✓	✓				
Missing equipment (after 08:30 am)		✓						
Incorrect uniform (inc. missing PE kit)		✓	✓	✓				
Late to school (arrival after 08:30 am)		✓						
Off task behaviour during line-up		✓						
Late to lesson (after 3 minutes)		✓						
Chewing gum		✓						
Sweets		✓						
Chocolate (more than 60g)		✓						
Drinks (other than water/ flavoured)		✓						



	Teacher	Teacher / HoY		HoY / SLT	SLT		Principal	
	Warning	Correction		Reflection Room	Suspension	Placement	Off Site Direction	Permanent exclusion
		30 mins	1 hour					
Missed homework deadline		✓	✓					
Poor quality homework		✓	✓					
Overheard swearing		✓						
Removal from lesson			✓	✓				
Two or more removals from lessons in a day				✓				
Swearing at another student			✓	✓				
Two corrections in a day			✓					
Off task behaviour in a correction			✓	✓				
Missing a correction			✓	✓				
Vandalism to school property			✓	✓	✓			
Leaving lesson without permission			✓	✓				
Selling unhealthy snacks or drinks			✓	✓				
Truancy from line-up			✓					
Truancy from MM, lessons or advisory			✓	✓	✓	✓		
Off task behaviour during fire evacuation			✓	✓	✓			
Persistent off task behaviour			✓	✓	✓	✓	✓	
Defiance			✓	✓	✓	✓		
Damage to academy property			✓	✓	✓	✓		
Damage to another student's belongings			✓	✓	✓			
Inappropriate use of IT			✓	✓	✓			
Walking away from a member of staff			✓	✓				



	Teacher	Teacher / HoY		HoY / SLT	SLT		Principal	
	Warning	Correction		Reflection Room	Suspension	Placement	Off Site Direction	Permanent exclusion
		30 mins	1 hour					
Three or more corrections in a day				✓				
Smoking or vaping				✓	✓			
Refusal to hand in mobile phone (seen)				✓	✓			
Refusal to hand in unhealthy snacks				✓	✓			
Refusal to hand in unhealthy drinks				✓	✓			
Bullying (inc. by text or social media)				✓	✓	✓	✓	
Online abuse				✓	✓	✓	✓	
Undermining the security of the academy				✓	✓	✓		
Racist / misogynistic / trans / homophobic comments				✓	✓			
Racist / misogynistic / trans / homophobic behaviour				✓	✓	✓	✓	
Absconding from the academy				✓	✓	✓		
Refusing to go into Removal Room				✓	✓			
Verbally abusive to a member of staff				✓	✓			
Sexual harassment					✓	✓	✓	✓
Swearing at a member of staff					✓			
Threatening a member of staff					✓	✓	✓	
Assaulting a member of staff					✓	✓	✓	✓
Fighting / encouraging a fight					✓	✓	✓	
Theft or handling stolen property					✓	✓	✓	
Using an implement to harm someone					✓		✓	✓



	Teacher	Teacher / HoY		HoY / SLT	SLT		Principal	
	Warning	Correction		Removal Room	Suspension	Placement	Off Site Direction	Permanent exclusion
Bringing a weapon into the academy					✓		✓	✓
Bringing a firework into the academy					✓		✓	✓
Bringing drugs into the academy					✓		✓	✓
Bringing the academy into disrepute				✓		✓	✓	✓