

Behaviour for Learning

This policy should be read alongside the Dixons Academy Trust Positive Behaviour Policy.

Date of Last Review – July 2021

Responsibility for Review – Deputy Headteacher (Mountain Rescue)



Principles

Purpose not Power

Dixons Fazakerley Academy believes in self-determination. Our core value of Integrity means we do the right thing because it's the right thing to do. We believe that every young person, with the right support, can and should make the right choices. Dixons Fazakerley Academy is committed to ensuring that our students master the knowledge, understanding and skills to be academically successful. We believe that to be successful, students must develop self-discipline and be given autonomy to make the right choices. We achieve this through our warm / strict approach, showing genuine warmth whilst maintaining high expectations. We want our students to understand their role in developing a common purpose across our Academy community and beyond. Dixons Fazakerley Academy 'Learning Habits' provide a framework to ensure our core values of Determination, Integrity and Respect are embedded within our daily practice and routines. We believe that descriptive verbal praise can be very powerful in developing a happy and purposeful school environment. We recognise some students will need additional support and scaffolding, however our expectations remain the same for all.

Aims

- Have the highest expectations of student behaviour in order to maximise their opportunity to achieve.
- Ensure all students develop the good learning habits that they need to be successful in school and life.
- Realise and celebrate the potential of all students through promoting independence and self-discipline.
- Create an environment in which students are enabled to become mature, self-disciplined and industrious and able to accept responsibility for their own actions.
- Form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
- Create a culture where students are proactive and engage with the local community.
- All students are expected to take responsibility for their actions and behave with integrity to do the right thing because it's the right thing to do.
- 'No excuses'- We work tirelessly with families to ensure every child understands the difference between right and wrong and therefore choose the correct behaviour at all times, even when no one is watching.

These aims are supported by regular and appropriate training for staff; close parental and community links; and the boosting of students' self-esteem through positive reinforcement and extra-curricular activities.

Practice

Acknowledgements

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

Descriptive Verbal Praise

Around the Academy and in lessons, staff members use descriptive praise to signal to students that they are demonstrating good learning habits. Pastoral leaders and Heads of Year also ring home regularly; this is an opportunity to provide parents / carers with praise about their child. During appreciation assemblies, staff and students have the opportunity to thank and praise each other for exhibiting the Academy core values of Determination, Integrity and Respect. Each week, every member of the Academy staff nominate students to receive 'appreciations'. Students may be nominated for hard work, great progress or for displaying a real commitment to the Academy values. Student of the week nominations are announced during Morning Meeting on Friday.

Celebration Event

Three times each year, students who have demonstrated excellent learning habits are acknowledged with an invitation to a celebration event. The Principal, Deputy Headteacher and Head of Year decide which students receive an invitation based on their positive behaviour record over the cycle and the student's attendance.

Postcards

During the cycle, students that have demonstrated our core values throughout each cycle will receive a postcard from the Academy which highlights their success.

Annual reports

Our annual report to parents / carers provides an opportunity for students to gain recognition for their effort and progress across all subject areas over the academic year.

Dixons Fazakerley Academy Learning Habits

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

Learning Habit 1: Punctuality & Attendance

Students who wish to succeed attend every day and are on time. We expect students to be in line up before 8.30am each day so that they are ready for the day's learning. Failure to be on time for registration or a lesson will result in an Academy correction on the same day the lateness occurs. Students who arrive late to school are expected to sign in at 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. Any planned absence should be requested using the Academy's leave of absence form and passed to the Vice Principal. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

Learning Habit 2: Equipment

Students who want to succeed always bring the right equipment to the Academy, for the right lessons, every day. We aim 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 come to each lesson fully equipped in order to show determination to succeed. Equipment will be available each morning at the equipment store until 8.29am so that students can solve issues around lost equipment before the Academy day begins.

Students are expected to bring the following equipment to school in a clear pencil case:

- 2 black pens
- 2 green pens
- 1 pencil
- 1 rubber
- 1 ruler
- 1 whiteboard pen (black)

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.

Students should also bring to school:

- Planner
- 100% folder with associated contents

Illegal items, chewing gum, unhealthy snacks and jewellery (other than one plain watch) are not allowed in the Academy. If any of these items are brought into school, they will be confiscated and will only be returned to parents at the end of each Academy term. Mobile phones are not to be seen or heard in the Academy. We would strongly recommend students do not bring a mobile phone into the Academy. If parents want their child to bring a phone to school for safety reasons, they must be switched off. If a member of staff sees a mobile phone it will be confiscated.

Learning Habit 3: 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 part of our strict uniform code they will be given a same day correction. They will also be given some temporary uniform to wear or be sent home to change. Refusal to change into the provided uniform items will result in a student crossing the red line. 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 detail around specific uniform expectations can be found in appendix A.

Learning Habit 4: 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 ensures that all teachers can teach and all students can learn. We expect all students to track the person who is speaking, to demonstrate that they are listening carefully. When in whole year group lectures, lessons or assemblies, students are expected to remain in silence until they are invited to speak by the member of staff leading the lesson or assembly. 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 will result in a correction on the same day as the off-task behaviour. 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' resulting in isolation or exclusion.

Learning Habit 5: 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 to be 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 they may receive a correction or cross the 'red line' resulting in isolation or exclusion. 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 then they should speak to their Advisor, Learning Mentor, Head of Year or the Vice Principal in the first instance.

Learning Habit 6: Homework

Students who wish to be successful complete homework on time. Completing work outside of lessons is very important to consolidate and master learning. It 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 students' ability. Students who fail to meet a deadline will be issued with an Academy correction on the same day the deadline is missed.

Red Line

The concept of the 'red line' 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' may be given when:

- the student has not responded to being given a correction and their behaviour has not improved; in this situation students should be asked whether or not they are going to cross the 'red line'.

- the student has seriously challenged the dignity of a member of staff or another student at which point the teacher issues a 'red line'.

When the 'red line' has been crossed the 'on call' member of staff should be contacted to take the student out of the situation. The student will spend a lesson or the full day in isolation with a member of the Senior Leadership Team or Pastoral Team. Parents will be contacted. In addition, when appropriate a student may receive a Fixed Term Exclusion. In these instances parents will be contacted. Students will not be allowed back into school until a parent has met with a member of the Senior Leadership Team. When back in school, students will spend one full day in isolation and there will be a restoration meeting with the member of staff who issued the 'red line'. Staff at Dixons Fazakerley Academy will not hold grudges and students will be welcomed positively back into the learning environment following an isolation or exclusion.

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.



Sanction Table

Sanction	Behaviour
Correction (30 minutes)	<ul style="list-style-type: none"> • Late to the Academy / lesson • Failing to have 100% equipment • Not responding to an off-task reminder • Answering back • Missing a deadline for homework • Chewing gum • Inappropriate language overheard by a member of staff • Misuse of school equipment • Dropping litter in the Academy
Correction (1 hour)	<ul style="list-style-type: none"> • Failed correction for homework / uniform / punctuality • Failure to attend ½ hour correction • Multiple corrections in the Academy day
Isolation (includes ½ hour after school)	<ul style="list-style-type: none"> • Refusal to follow the Academy dress code (defiance) • Persistent refusal to follow reasonable requests (defiance) • Walking out of a lesson • Truancy • Abusive language to another student • Damage to school property or another student's property • Inappropriate use of IT / social media • Bullying • Behaviour to deliberately humiliate or intimidate another member of the school community • Failure to attend 1 hour correction (+ additional ½ hour)

Fixed Term Exclusion /
Permanent Exclusion

- Refusing reasonable requests
- Failing isolation
- Smoking on school grounds
- Inappropriate language directed at a member of staff or another student
- Possession of drugs on school grounds
- Sexual / Racial harassment
- Assaulting a member of staff
- Assaulting a student
- Beyond the control of the Academy
- Walking away from member of staff
- Threatening behaviour
- Bullying
- Possession / smoking / vaping on school grounds
- Dangerous behaviour (bringing illegal objects / substances into the Academy)

In addition, the following sanctions may also be used to correct student behaviour.

- Removal of IT rights (e.g. email & internet Academy access)
- Confiscation of item/s
- Correction conversations
- Removal of free time during the Academy day
- Not allowing students to attend events
- Internal exclusion
- Directing the student to an alternative provision / managed move
- Permanent Exclusion

Appendix A: Uniform Expectations

Key Stage 3 Uniform

The Key Stage 3 uniform (Year 7 – Year 9) consists of the following:

- Graphite grey Academy Trutex blazer with Academy logo
- White shirt (no coloured garments underneath the shirt)
- Purple tie (Academy logo)
- Grey or black or purple V neck jumper with a contrasting V
- Black knee length skirt (box pleated or double pleated)
- Black pinafore knee length (optional item)
- Black tailored trousers - jeans / tracksuits / leggings / very flared trousers / very tight trousers / knee length trousers / trousers which gather at the ankle are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor.
- Girls can opt to wear plain black shalwar kameez or tunic with a white blouse / shirt with the Academy blazer over the top.
- If socks are visible under trousers, they should also be plain black (no ankle socks should be worn under trousers). All socks with skirts should be plain black as a solid colour and either ankle or knee-length. Socks with a small bow at the side are permitted.
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain black and well secured.
- Shoes must be sensible and entirely plain black, (not dark brown), laces must be fastened and be plain black. Heels, boots and trainers are not acceptable. Students wearing the wrong footwear will be asked to change into Academy footwear.
- Any student wearing jewellery, other than a watch, will be asked to instantly remove it and it may be confiscated until the end of term. The only exception to this is where there is a compulsory religious expectation, for example the Sikh Kara.
- All facial jewellery or visible body-piercing is inadmissible. Plasters cannot be worn to cover piercings.
- No make-up or nail varnish at any time.
- Hair should be appropriate to a place of work i.e. no unusual styles or colours, shavings or patterns. Hair must be of a natural colour. A student may be asked to tie hair back for health and safety reasons. Hair bands should be plain, no other hair ornament is necessary.
- Belts, if worn, should be plain black and not worn as a 'fashion statement' over jumpers or shirts.
- School bag – plain black rucksack big enough to fit in an A4 lever arch file so students can carry all their equipment.
- Outdoor jackets or jumpers or cardigans other than school uniform, should not be worn at any time inside the Academy.
- Hats, hoods and caps need to be removed before entering the building.

Key Stage 4 Uniform

The Key Stage 4 Uniform (Year 10 – Year 11) consists of the following:

- Formal Suit jacket or blazer in choice of black, grey or navy blue. White shirt or blouse, no coloured garments are to be worn underneath the shirt.
- Academy striped tie (tie is optional for girls, they may choose to wear a blouse with no tie)
- Boys and girls trousers should be black, grey or navy blue to match the suit jacket and tailored; jeans / tracksuits / leggings / very flared trousers / very tight trousers / knee length trousers/ trousers which gather at the ankle are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor.
- Skirts should be black, grey or navy blue, knee-length, straight or A-line fit.
- Pinafores should be knee length, plain black, grey or navy.
- Jumpers should be black, grey or navy blue with a v neck to match the suit in a plain solid colour. (optional item)
- If socks are visible under trousers, they should be plain black, grey or navy to match the suit as a solid colour.
- Tights must be black opaque and no less than 40 denier.



- All socks with skirts should be plain black, grey or navy to match the suit as a solid colour and either ankle or knee-length. Socks with a small bow at the side are permitted.
- No obvious logos or branding on any item of uniform.
- Make up, if worn, should be entirely discreet. No nail varnish, false lashes or bold make-up at any time.
- School bag – plain black rucksack big enough to fit in an A4 lever arch file so students can carry all their equipment.

Key Stage 3 and 4 PE Kit

The PE Kit is a bespoke kit designed in collaboration with the PE Department at Dixons Fazakerley Academy in consultation with the students. The core kit consists of an Akoa label black buttoned polo shirt (with the school logo) which has purple inserts. The shorts and PE socks are in the same design.