

Behaviour for Learning at Dixons Fazakerley 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 Fazakerley 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, thrive in a rewarding career and have a purposeful and happy 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 Fazakerley Academy Learning Habits’ provide a framework to ensure our key drivers (Mastery, Autonomy and Purpose) and core values (Determination, Integrity and Respect) are embedded within our daily practice and routines.

From the first day at Dixons Fazakerley 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 Academy 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 his / her 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 with 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 staff practice sessions 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

Rewards and recognition are commonplace at Dixons Fazakerley Academy through our consistent use of verbal praise and feedback, showing genuine mutual respect for students in our daily interaction..

Student appreciations

Each week, staff give student appreciations to students who have demonstrated our values in an exceptional way. Appreciations are shared during morning meeting 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. Heads of Year share these every week in Morning Meeting. Advisors ring home regularly; this is an opportunity to provide family with positive information.

Golden Tickets

Teachers issue one Golden Ticket per lesson to a student who has exemplified one of our values during that lesson. Senior Leadership Team issue SLT Golden tickets during learning walks.

Climbing Higher Celebrations

Once per cycle students in Key Stage 3 and Key Stage 4 are recognised for their determination and achievement. Each subject nominates students to be awarded with a prize.



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 school 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 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 are also expected to bring their planner to school

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 and smart watches 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 and that 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 the student being placed in Mountain Support plus a one hour correction. 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. Continued disruption in one lesson will lead to students crossing the 'red line' resulting in isolation or possible 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.



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.

Corrections, Red Line and Mountain Support

Corrections

At Dixons Fazakerley, 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 correction three days later does not 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 arrangements).

Warnings and in class

If a student fails to meet our expectations in lessons, the teacher will issue them with a verbal warning. Where possible this will be done privately and the teacher will ensure the student understands how to rectify their behaviour to avoid any further sanction. This verbal warning comes without a correction. If the student continues to demonstrate negative behaviours, the teacher will issue an 'off task' correction. Again, this will normally be done privately and the teacher will explain to the student what he or she needs to do to improve their behaviour and avoid a further sanction.

Red Line

If a student continues to show off task behaviour following the issuing of a correction in lesson, they will be placed in Red Line, which means they will work independently in the Red Line Room where they can reset in preparation for a fresh start in the next lesson.

Mountain Support

Where a student fails to attend a one hour correction, they will be placed in Mountain Support the following day and their correction will be reissued. Students will also be placed in Mountain Support for truancy, other serious incidents or if they have been suspended following refusal to attend Mountain Support.

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.

Isolation at other schools

On occasion Dixons Fazakerley Academy will make use of isolation provision at one of its sister schools locally (Dixons Croxteth Academy, Dixons Broadgreen Academy) where it is deemed appropriate. This is a reciprocal arrangement and where appropriate students from DCA and DBA may be placed in Mountain Support at DFA.

Managed moves

Managed moves in and out are supported in agreement with families in order to facilitate a fresh start at a new school for students. A managed move is used to initiate a process that leads to the permanent transfer of a student to another mainstream school. Managed moves are voluntary and agreed upon with all parties involved, including the parents and the admission authority of the new school. A managed move can be ended by a party involved.

Suspensions (Fixed term exclusion)

The issuing of a suspension is at the discretion of the Principal and is used as a last resort. Reasons may include but are not limited to:

- persistent disruptive behaviour including refusal to follow reasonable requests
- physical assault against another student
- physical assault against an adult
- verbal abuse or threatening behaviour against another student
- verbal abuse or threatening behaviour against an adult
- bullying and child on child abuse
- racist abuse
- sexual misconduct
- drug or alcohol related incidents
- damage
- theft



- use or threat of use of an offensive weapon or prohibited item
- abuse against sexual orientation or gender reassignment
- abuse relating to disability
- inappropriate use of social media or online technology

Permanent exclusion

A permanent exclusion is when a student is no longer allowed to attend the academy and is only utilised in response to a serious breach, or persistent breaches, of the Positive Behaviour Policy, or when allowing the student to remain would seriously harm the education or welfare of the other students or staff. A permanent exclusion is always a last resort and the academy will always attempt to provide extensive supportive measures to avoid the need for permanent exclusions. See the DAT Exclusion Policy for further information.

Alternative Provision

The academy works with local alternative education providers to support students where necessary. The academy only uses AP where it is deemed as essential support for the individual student. AP is only sought after exhausting all other support mechanisms for a student within the academy. All provisions used are Ofsted registered.

Supporting Students with SEND

At Dixons Fazakerley Academy, our expectations for positive behaviour is based upon high expectations as the norm, however we are flexible and responsive enough to support a wide range of needs and support all students to learn from their behaviour and move forward in a positive way. We directly teaching students the skills and understanding that underpins good behaviour through consistent use of our three core values: Determination, Integrity and Respect. We anticipate likely triggers of challenging behaviour and put provision in place to support and prevent it wherever possible.

Supporting Students with an Allocated Social Worker

We consider the needs of the student in any case where behaviour does not meet our expectations and the behaviour policy may need to be applied. We are aware that for some children, including those with a social worker, the need for support or reasonable adjustments may be required at different levels to their peers.

Support for Students Repeatedly Getting into Trouble

Students complete educational interventions with learning mentors to identify inappropriate behaviours and to support with positive response. Interventions are put in place following assessment for need. The interventions may be learning based or to support behaviour directly depending on the outcome of assessment. Further support may include placement at Pupil Referral Unit, Alternative Provision or a Managed Move to another school in agreement with the family.

Sharing of Policies and Information

This behaviour policy is published on the Academy website. The Principal's weekly letter to parents shares any updates and highlights issues as necessary. Students receive information in Morning Meeting specific to behaviour and safeguarding on a weekly basis. The Academy also holds extended Morning Meetings to carry out behaviour resets, often following holidays where students behaviour may have become less regulated. Students are taught explicitly about positive behaviour during Personal development lessons.

Any family with a query about our behaviour policy should contact the Academy and request to speak with Mrs Kokosalakis or Mr Ollerton.

