

Dixons Trinity Chapeltown

Policy Documentation

Policy: Behaviour for Learning

Responsibility for Review: Principal

Date of Last Review: March 2017

Behaviour for Learning

Principles

Dixons Trinity Chapeltown is committed to ensuring that our students master the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest 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. 'DTC Learning Habits' provide a framework to ensure our key drivers (Mastery, Autonomy and Purpose) and core values (hard work, trust and fairness) are embedded within our daily practice and routines. We fully believe that descriptive verbal praise can be very powerful in developing a happy and purposeful school environment.

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 in-service training; 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 activities; and Academy social events aimed at pulling together the different life experiences of groups within the community.

Practice – Secondary Phase

Recognition

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

a) Student of the week

Each week, every member of the Academy staff nominates their 'student of the week'. Students may be nominated for hard work, strong progress or for displaying a real commitment to the Academy or the local community. Student of the week nominations are announced in the following assembly, we also communicate this to parents. In Primary, students will be chosen for displaying the school values and drivers, linked to the value of the week. This will help to reinforce understanding of the school values for the younger children.

b) 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. Advisors also ring home regularly; this is an opportunity to provide parents / carers with praise about their child. During celebration assemblies,

staff and students have the opportunity to thank and praise each other for exhibiting the Academy core values of hard work, trust and fairness.

c) Progress & Effort Certificates

At the end of each cycle, two students from each class receive a certificate: one awarded for most progress and the other for consistently high levels of effort. These certificates are presented to students during our celebration assemblies.

d) Recognition Expedition

3 times each year, students who have demonstrated excellent learning habits are acknowledged with an invitation to a special expedition. The Principal, Senior Vice Principal and HoY decide which students receive an invitation based on the number of corrections a student has received over the cycle and the student's attendance.

e) Annual reports – Dream Team Meetings

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

Learning habits

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

Learning Habit 1: **Deadlines**

Students who wish to be successful complete homework (including Stretch Projects) 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 a deadline are issued with an Academy correction on the same day the deadline is missed.

Learning Habit 2: **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 s/he has planned. We expect all students to track the person who is talking to demonstrate that they are listening carefully. Students are expected to remain in silence during DEAR sessions, on the stairs and along corridors. 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 3: **Punctuality and attendance**

Students who wish to succeed always attend and are on time. We are trusting that students will arrive at the Academy by 8.10am each day in secondary and 8.30am in Primary 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 day the lateness occurs in KS3 & KS4. Students who arrive late to school are expected to sign in at reception. Meetings will be arranged with parents of EYFS, KS1 & KS2 pupils who are late more than 3 times in a cycle.

Students are expected to attend school every day of the Academy year. Anything less than 96% 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 Senior Vice Principal. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

Meetings will be arranged with parents and children who have a punctuality of less than 96%.

Learning Habit 4: **No answering back**

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 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 then 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, HoY or the Senior Vice Principal in the first instance.

In the primary phase, this learning habit will be communicated as always answering in polite, full-sentence answers.

Learning Habit 5: **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 one part of our strict uniform code then they will either be given some temporary uniform to wear, sent home to change, or will be isolated until their uniform is perfect. 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 the parent/carer contract.

Learning Habit 6: **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 on sale at reception each morning so that students can solve issues around lost equipment before lessons begin.

Students are expected to bring the following to school:

- 2 black pens
- 2 green pens
- Black whiteboard pen
- Pencil
- Ruler
- Rubber
- DEAR reading book
- PE Kit (on the days they have PE)
- Academy jacket (if a jacket is required)
- A sensible and suitable bag (not a fashion accessory)

Students should store their equipment and books in their personal lockers. Therefore, they should not be carrying bags or wearing coats around the Academy. Before the start of any session (i.e.

8.10am, 11.10am and 1.40pm) students should return to their lockers to collect the necessary books and equipment they need for each lesson during that session. 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 switched on or seen 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 and kept in lockers (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone it will be confiscated and will be kept until a parent / carer collects it.

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.

In the Primary Phase, this learning habit will be translated as respecting and looking after equipment and environment.

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 a member of the SLT should be called upon to take the student out of the situation. The student will spend the rest of the day in isolation (or the amount of time appropriate for primary children) with a member of the Senior Leadership Group. Parents will be contacted. Students will not be allowed back into school until a parent has spoken to the Principal or Senior Vice Principal. 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 issues the 'red line'. Staff at Dixons Trinity Chapeltown 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.

Sanctions

Reprimand/reminder	<ul style="list-style-type: none"> • First instance of off-task behaviour (e.g. talking during silent work, talking on the corridors)
Immediate Correction	<ul style="list-style-type: none"> • Not responding to an off-task reminder • No equipment in lesson • Missing a deadline • Late to the Academy / lesson • Chewing gum • Using a mobile phone / MP3 player without authorisation • Failure to follow the Academy dress code • Inappropriate language over heard by a member of staff • Misuse of school equipment • Dropping litter in the Academy • Plagiarism / copying
Red Line (Internal Isolation or External Exclusion)	<ul style="list-style-type: none"> • Refusal to follow the Academy dress code (defiance) • Refusal to follow staff instructions (defiance) • Truancy • Use of any physical force in school • Damaging school property or another student's property • Sexual harassment • Inappropriate language directed at a member of staff • Failure to attend a correction session • Fighting with another student • Bullying • Abusive language to another student • Smoking on school grounds • Assaulting a member of staff • Dangerous behaviour (including bringing illegal items into the Academy) • Theft / handling stolen goods
<p>The Academy may also use the following sanctions:</p> <ul style="list-style-type: none"> • Limiting student access to Co-Curricular Electives sessions • Removal of IT rights (e.g. email & internet academy access) • Confiscation of item/s • Correction conversations for up to 10 minutes after school without informing parents • Not allowing students to attend reward events & field studies • Directing the student to an alternative provision / managed move 	

Practice – Primary Phase

Routines

Consistency is key and all classes at Dixons Trinity Chapeltown Primary will follow routines to manage certain aspects of behaviour in lesson time:

a) Transitions

When moving from the carpet to tables and vice versa, teachers will give the 1,2,3 command. 1 = stand up silently; 2 = turn; 3 = move silently. Students and groups who do this very effectively will be praised. In Years 1 and 2, students will be expected to stand behind their chairs (or line up) and then sit down when instructed to do so.

b) Non Verbal Communication

To avoid unnecessary shouting out on the carpet, non-verbal communication will also be used during teaching time. For example, agree / disagree hands.

c) Tracking

Students will be expected to ‘track’ the teacher when he or she is speaking and teaching. Students will re-focus and look at the teacher / board when given the command to ‘track’.

d) Attention

When whole class or large group attention is required, the teacher will raise their hand in the air. Children will respond by raising their hand and falling silent.

Recognition

At Dixons Trinity Chapeltown Primary, we want students to feel proud by the intrinsic value of achievement. However, we are committed to rewarding good learning habits in all key stages. We recognise students in different ways:

a) Verbal praise

Teachers and other staff will praise good learning habits in and around the academy. It should be very clear which learning habit the child is demonstrating. “Well done, you are working hard.” All classes will design their own ‘cheer’ for students who have demonstrated good learning habits. Quiet cheers will also be used by all staff to praise individuals. Teachers will also praise students during the ‘phone call home’ each cycle.

b) Stickers

Students who have been working towards a particular learning habit may receive a sticker in recognition of improvement or success.

c) Notes home

Students who have improved their learning habits may receive a note home to inform parents of improvement. Notes home are also issued for displaying exemplarily learning habits in and out of the academy and will be sent home in students’ 100% books.

d) Student of the Week

During our Friday celebration assembly, a student will be chosen who has been demonstrating improved or continually good learning habits.

e) Certificates

Students will receive certificates for a variety of successes, including success in reading, writing and maths.

f) Recognition expeditions

Every year, students who display excellent learning habits will be recognised with an exciting expedition. The trip will be for all students who have not received a yellow letter in KS1 or who have not received a red card in KS2.

Sanctions

The key to successful behaviour management is to be **consistent**. All staff at DMP will use the same sanctions in order to be fair and consistent to all students. **Every lesson is a fresh start**. All names should be rubbed off the board. Staff do not hold grudges and always look for children who are demonstrating the DMP Learning Habits.

EYFS/KS1 sanctions

Verbal warning

Only one verbal warning (linked to EYFS / KS1 Learning Habits)

Talking in corridors = 5 minutes taken off the following break time (KS1) or 5 minutes taken off choosing time in EYFS.

Happy / sad side

- All EYFS and KS1 classes will have a happy side and sad side. This is the main sanction for a student not responding to a verbal warning.
- No names will be allocated to either side at the start of a session.
- If a student does something to warrant moving their name to the sad side (failure to respond to a verbal warning or other behaviour warranting a move to the sad side), then the teacher will write their name on the sad side.
- Students must be encouraged to earn their place on the happy side if they have been placed on the sad side in the session, and this should be the focus of the teacher at all times.
- The happy side will be used for a student demonstrating something **exceptional** and not just simply demonstrating a learning habit e.g. working hard – this is an expectation of all children so shouldn't result in a child's name being placed on the happy side.
- Students' names will be added to the happy side at the **end of the session** and teachers will celebrate this.
- Students who have their name on the sad side at the end of the session will not be able to have their name placed on the happy side.
- Staff are free to choose how they acknowledge students who have earned their place on the happy side at the end of a session. For example, they may choose to recognise students who have their name on the happy side at the end of the session by allowing them to move their names up 2 places on their classroom chart and students who are not on the sad side would move their names 1 place up the classroom chart.
- Students will lose 5 minutes of the following breaktime if they haven't managed to remove their name from the sad side before the end of the session. In cases where this happens in the last session of the day, this will be the following day's breaktime.
- Students with further need, who may require additional praise, should be given a personal 'targets and recognition' chart with stickers etc. Please liaise with the INCo for further advice.
- Remember that we want to ensure children are **intrinsically motivated** e.g. not over-recognising children who are working hard.

Yellow letter – class teacher to record this on SIMS with brief notes of the incident.

- Swearing
- Fighting
- Spitting
- Hitting
- Biting

Any other incident deemed serious enough by the teacher to give a yellow letter.

Admin staff will print out two copies and give one copy to the student with one copy for the student's file.

A second yellow letter means a meeting with the class teacher.

Red card

Three yellow letters in a half term equals a red card and a meeting is required with a member of SLT.

The student will miss lunchtimes and SLT will decide whether the behaviours warrant internal / external exclusion.

KS2 sanctions

Verbal warning

Only one verbal warning (linked to KS2 Learning Habits).

Happy / sad side

- All KS2 classes will have a happy side and sad side. This is the main sanction for a student not responding to a verbal warning.
- No names will be allocated to either side at the start of a session.
- If a student does something to warrant moving their name to the sad side (failure to respond to a verbal warning or other behaviour warranting name moved to sad side), then the teacher will write their name on the sad side.
- Students must be encouraged to earn their place on the happy side if they have been placed on the sad side in the session, and this should be the focus of the teacher at all times.
- The happy side will be used for a student demonstrating something **exceptional** and not just simply demonstrating a learning habit e.g. correct equipment – this is an expectation of all children so shouldn't result in a child's name being placed on the happy side.
- Students' names will be added to the happy side at the **end of the session** and teachers will celebrate this.
- Students who have their name on the sad side at the end of the session will not be able to have their name placed on the happy side.
- Staff are free to choose how they acknowledge students who have earned their place on the happy side at the end of a session. For example, they may choose to Recognise students who have their name on the happy side at the end of the session by allowing them to move their names up 2 places on their classroom chart and students who are not on the sad side would move their names 1 place up the classroom chart.
- Students lose 15 minutes of the following breaktime if they haven't managed to remove their name from the sad side before the end of the session. In cases where this happens in the last session of the day, this will be the following day's breaktime.

- Students with further need, who may require additional praise, should be given a personal 'targets and recognition' chart with stickers etc. Please liaise with the INCo for further advice.
- Remember that we want to ensure children are ***intrinsically motivated*** e.g. not over-recognising children who have the correct equipment.

Correction – same day after school detention

Off-task behaviour, including:

- Answering back
- Disrespecting adults
- Kicking at lunchtime
- Hitting at lunchtime
- Protesting at an adult
- Throwing books down

Also:

- Forgetting 100% book or any other behaviour deemed serious enough by the class teachers to warrant a correction.

Red card

5 corrections in a cycle will result in a red card and a meeting is required with a member of SLT.

The student will miss lunchtimes and SLT will decide whether the behaviours warrant internal / external exclusion.