



Dixons Allerton Academy

Behaviour Policy

Responsibility for Review: Principal

Date of Next Review: July 2019

Statement of intent

The Academy recognises that outstanding behaviour enables scholars to have the best possible opportunities to make progress in their studies. The Academy also recognises that well-mannered, respectful and disciplined scholars make positive contributions to the wider community and will continue to do so in the future.

This policy has been designed in line with the Department for Education (DfE) guidance and details our behaviour expectations for scholars whilst in the Academy.

The Academy is also part of the Central Bradford Behaviour and Attendance Collaborative (BAC), and may consult with the Education Bradford Inclusion Officer, particularly on more complex or serious behaviour issues.

Dixons Allerton Academy: Behaviour for Learning Policy

Vision and mission

Our vision is to improve scholar achievement, develop character, create an academic culture and raise aspirations by ensuring daily practices are outstanding.

Our mission is that scholars leave here saying: At DAA, I developed good moral principles and achieved exceptional outcomes that allowed me to have ambitious life choices.

Ultimately, the best pastoral care that we can provide our scholars is the best set of exam results possible.

Aims

- All scholars to make the right choice first time.
- All scholars to understand their responsibilities in and around the academy. ▪ All scholars to work hard at being the best they can be every day.
- All scholars to be able to understand and manage their emotions
- All scholars to be respectful of themselves, each other and all adults
- All scholars to respect their learning and the learning of others
- All scholars respect their community and their physical environment

Practice

At Dixons Allerton Academy we expect our scholars to have positive learning habits that demonstrate our values.

- **Be Kind:** Scholars who are kind and courteous help others to achieve in their learning. Scholars will be expected to share equipment and resources. They will make the academy a peaceful and harmonious place and will be **industrious**. All scholars are expected to behave in a **responsible** manner and keep their hands and feet to themselves and to use kind words.
- **Be Polite:** Scholars will show manners at all time around the academy. Scholars will open doors for others and say please and thank you. Scholars will walk calmly around the academy and use the litter bins provided. Scholars will contribute positively to Dixons Allerton Academy being a place of **happiness** for all.
- **Be Respectful:** Scholars who are respectful succeed in the wider world. Scholars must respect all teachers and staff and follow their instructions first time. There is no answering back at Dixons Allerton Academy.
- **100%:** Scholars who are successful work hard. Scholars are always expected to give 100% all day, every day. Scholars are expected to demonstrate **self-determination** in order to achieve their goals. Scholars will be expected to listen carefully to their teacher and not distract others. Scholars will be taught about resilience and about never giving up. All scholars are expected to join in and contribute and aim to achieve **mastery** of their learning.
- **No Opt Out:** Scholars should always be ready in class with an answer. We expect every scholar to work with **purpose** and be on task during lessons and contribute when needed.
- **Be on time:** 100% attendance is essential to be successful. All scholars should be on time and attend every day.
- **Be equipped:** All scholars should be fully equipped every lesson so that they are prepared to learn. This is a vital skill to prepare them for the world of work.

Rewards and Recognition

We expect nothing less than exemplary behaviour at all times at Dixons Allerton Academy and we expect our scholars to demonstrate an outstanding attitude to learning inside and outside of the classroom. Our reward system is centred around our core values. There are no extrinsic rewards. These values are:

- 1) Happiness
- 2) Industry
- 3) Responsibility
- 4) Self-determination
- 5) Mastery
- 6) Purpose

These values are the characteristics of successful learners and are at the bedrock of a good character. Each time a scholar is seen to be demonstrating these characteristics they will be awarded with an achievement point.

Our rewards system allows scholars, teachers and their parents/carers to see how well they are progressing and where they are producing sustained good work, effort and progress. Developing the scholars with a growth mind set is at the centre of the reward systems in place at Dixons Allerton Academy. Scholars are encouraged to see that it is worth making an effort, persevering with a task that is within their reach, trying and trying again. The aim is for scholars to produce positive learning behaviours without external reward.

Scholars are rewarded at the Academy in the following manner:

- Achievement Points based on the 6 values. These are accumulated in order to allow all eligible scholars to gain recognition at weekly Friday Appreciations
- Verbal praise
- Written comment e.g. on work or in their 100% book. ▫ Display of work
- Telephone call, card or letter sent to parents/carers
- Public commendation in the Morning Mastery session or at the Celebration Assembly

Consequences

At Dixons Allerton Academy we expect all scholars to display our core values at all times. We expect good behaviour in class and around the academy to enable all scholars to have the best chance to fulfil their potential.

In class, should a scholar choose not follow an instruction then they will be given a verbal warning by their teacher. Should the scholar continue to not follow instructions then they will be given a written warning (30 minute same night detention) which will also serve as their final chance for them to change their behaviour. Should a scholar refuse to follow instructions for a third time in one lesson then they will be removed from lesson and receive a one-hour detention to be held on the same day.

In class, should a scholar chose to not put in maximum effort and show a lack of responsibility to their own learning then they may receive a sanction. These sanctions include:

- Break time detention
 - Lunch time detention
 - After school department detention
 - After school whole school detention
- Scholars who display negative behaviours regularly will be isolated from other scholars and parents/carers will be asked for a meeting to discuss their child's choices.

Should scholars choose not to follow the school rules around the academy then they will accrue behaviour points. This can lead to an automatic same day detention that will be communicated to parent via a text message. Should a student continue to accrue points or be involved in a serious issue then parents/careers will be invited in to discuss next steps and more severe sanctions some of which are below:

- Internal isolation
- Fixed term exclusion
- Temporary managed move
- Permanent managed move
- Permanent exclusion

Detentions:

Legally, Parental consent is not required for detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put scholars aged under 18 in detention, this includes detention outside of school hours. For lunchtime detentions staff should allow reasonable time for the scholar to eat, drink and use the toilet.

As an Academy, we do issue parents with same day detention notices via the 'In-Touch' text message system. No notice detention will only be used in exceptional circumstances as a response to noncompliance with the normal detention system or persistent lateness. It will only be authorised by a Year Manager or a member of the senior leadership team

Intervention/support for improving behaviour Year Manager

In order to support all scholars to be successful we have a range of interventions and support to ensure all scholars follow our school rules.

Bullying

See anti-bullying policy

Racial Incidents

Incidents with a racist dimension are dealt with according to the usual academy procedures. However, we are required to record such incidents. Therefore, once the incident is resolved, a copy of the entry on SIMS or the incident summary is forwarded to the principal to copy to the racist incident file. The principal's PA will follow the reporting requirements of the Local Authority.

Uniform and Appearance Requirements

Dixons Allerton Academy maintains a strict uniform code and we expect a high standard of personal appearance. We are proud of the high standard set by our pupils, something which is often praised by visitors to the school. Our uniform helps to promote a serious working ethos and a sense of pride in the school. We insist on adherence to the rules throughout all five or seven years of a pupil's school career. Our policy is based upon standards which would be generally acceptable for each gender within an office environment.

Boys	Girls
Black blazer with DAA school logo White shirt buttoned to collar Year tie and Year Bag Black smart trousers (must not be made from denim or elasticated material) Plain black footwear Black socks	Black blazer with DAA school logo White shirt buttoned to collar Year tie and Year Bag Black smart black trousers (must not be made from denim or elasticated material). No skirts Plain black flat footwear - No stilettos, platform or wedge heels. Black or socks/black tights

Jewellery is not allowed except for a single watch.

- Scholars can wear belts but they must be plain black with no studs, decoration or large buckles.
- Hair must be sensibly styled and be of a natural colour. Extreme styles and colours are not acceptable
- If worn, make up must be subtle and discrete.
- Jean-style/combat trousers/leggings/tracksuit bottoms, open-toed shoes/sandals or trainers must not be worn

Optional Uniform Items:

- The Dixons Allerton Academy jumper
- Plain black hijabs only (which must be worn securely wrapped or tied back, with the face and school tie clearly visible)
- Girls black tunic

Please note that we will contact parents of scholars arriving at school in non-uniform or wearing inappropriate footwear, with a view to them going home to change. Shirts must always be tucked in and scholars must wear a black blazer and school tie at all times.

Basic Equipment:

All scholars are required to carry their school bag with their 100% book, a reading book and a pencil case containing: pens, pencils a rubber and a pencil sharpener. Scholars must carry their AFL kit throughout the day.

For PE all scholars are expected to bring their full PE kit. If a scholar forgets any of their kit they will be expected to wear the spare kit provided by the academy.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Phones, tablets, games, money and sports equipment must not be brought to school (except on occasions when the teacher gives permission).

Behaviour outside of the Academy:

The Academy also has high expectations of scholar behaviour in other spaces outside the classroom for example: corridors, dining areas, PE areas and play areas. These expectations include the behaviour of scholars travelling to

and from school. Staff have a statutory power to discipline scholars for misbehaving outside of the Academy premises.

We define the outside of the Academy as:

- Taking part in any Academy organised or Academy related activity
- Travelling to or from the Academy
- When wearing school uniform
- Misbehaviour that could have repercussions for the orderly running of the Academy
- Misbehaviour that poses a threat to another pupil or member of the public
- Behaviour that could adversely affect the reputation of the Academy

Mobile Phone Use:

Mobile phones and their accessories are not allowed to be used in school unless with the express permission of a member of staff as part of a learning experience. If a scholar is found using one (or charging it) without permission, it will be confiscated and parent/carer will be asked to personally collect the item the following school day.

Repeat offenders within the same term will have their phones confiscated for the remainder of the half term. Until the parent/carer signs for and collects the item/s before 3:30pm on the return date, they will be held by the Academy.

The Academy accepts no responsibility for the safety of any phone in their care.

Food and drink

Chewing gum is not allowed to be consumed within the Academy.

Children have regular access to water at break and lunch. Scholars should not bring in any fizzy drinks including energy drinks into the Academy. Those choosing to do so will have the items confiscated and disposed of.

Toilet Breaks

Scholars must use the toilet facilities before school, at Break, Lunch and after school if needed. Other than this, scholars are not allowed to the toilet during a lesson. For scholars who require a toilet break for medical purposes there will be a Toilet Pass with a scholar photo issued on the evidence of a medical note.

Types of Exclusion for Serious Offences

a) Internal Exclusion

The detrimental actions of the student can have a major impact on the learning of others and have an impact on the staff's commitment to maintaining good order within the Academy. Scholars may, therefore, face consequences resulting in internal exclusion in line with the nature of the offence.

Internal exclusion offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. The Academy uses the 'canteen' with a designated member of staff supervising

the facility. The length of time served in internal exclusion is consistent with the nature of the incident resulting in this sanction. There is maximum time limit in this facility and each scholar will be dealt with according to need.

Depending on the severity of incident, in some cases, the Academy may take the decision for the student to carry out his/her Internal Exclusion at another school or Academy. The Academy will be responsible for providing student work for up to 5 days.

b) Fixed Term Exclusion (FTE)

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

Following a FTE decision, a letter (See Appendix 4) will be sent to parents/carer explaining why the exclusion has taken place and expectations had for the scholar during the period of exclusion. This included completing work set and speaking to a member of the pastoral team during the day. This may be through telephone call or home visit.

Following any Fixed Term Exclusion (of any duration) it is expected that: Parents/carer will attend a re-integration meeting with the Year Manager/member of the Senior Leadership Team. A behaviour Support Plan may be completed at the re-integration meeting if one is not already in place/if appropriate.

The scholar will spend at least 1 day in the Internal Exclusion upon his/her return to school from exclusion if deemed necessary, depending upon the reason for the exclusion. Scholars may also be placed in other external locations e.g. other schools, PRU, College for as long as is deemed necessary. For example, fighting and other serious offences may result in a scholars being sent to various educational establishments for over 5 weeks. The ultimate goal of the academy is to change a scholar's mind-set so that they develop good moral principles.

c) Permanent Exclusion

Exclusions will be used as a last resort. Where a student has failed to respond to support and intervention, and continues to persistently break academy rules (including serious one off offences), the academy through negotiation with parents/ carers, may attempt to broker a managed move to another school through Bradford's Behaviour and Attendance Collaborative.

Parents/carers of scholars who display persistent behavioural concerns will be required to attend meetings with the Year Manager, the Senior Leadership Team and/or the Governor Welfare Panel.

Permanent exclusion means your child is excluded from Academy permanently. Permanent exclusion for none one-off incidents will be exercised once every other appropriate intervention has failed. The Academy will use fixed term exclusions when a serious incident occurs or a breach of the Behaviour Policy. Examples of, but not exhaustive, are:

- Threatening a member of staff
- Incidents of physical/verbal/racial/homophobic abuse
- Assault including sexual assault and sexual harrassment
- Alcohol consumption
- Continued disruptive behaviour despite school intervention and support (offered or undertaken) which disrupts their and others learning
- Vandalism
- Theft
- Encouraging or instigating fights or violence
- Serious Bullying

- Serious actual or threatened violence against another pupil or a member of staff; ▪ Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- 'Sexting' or inappropriate images/messages sent to other scholars, staff or members of the wider community.

Managed Moves:

- Managed moves are considered as where internal strategies have had limited success and the school and parents believe a "fresh start" in another school would be a positive outcome to the scholar continuing their education.
- A managed move does not necessarily have to occur at the end of an exhaustive line of other interventions or strategies if these are deemed as inappropriate for the scholar.
- A managed move via the Behaviour and Attendance Collaborative panel (BAC) can be requested. The Assistant Vice Principal for Behaviour will oversee all referrals made by Year Managers to the BAC panel.

Exclusions and Children Looked After (CLA)

If a Child is a Child Looked After (CLA) and is excluded, then the following actions will apply:

- Parents/care will be immediately informed.
- The Virtual School Head will be informed throughout the exclusion process, and likewise if the child is either CLA or on a Child Protection Plan then the Lead Social Worker (SW) will be kept informed.
- The child will always be kept in school until a parent/carer/social worker can collect.
- We will Inform Police/MAST (Multi Agency Screening Team) if child absconds or if they are not collected by end of school day.

Prohibited Items: Illegal Substances, material and Offensive weapons

Dixons Allerton Academy does not permit any illegal substances or offensive weapons to be brought on to the premises.

Offensive items include:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun; ▪ Knives, including all variations of bladed objects i.e.: pocket knives, craft knives, scissors etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches;
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon. Examples include such as blades removed from pencil sharpeners, lighters or slings.

The list above is not exhaustive and will also include any items judged by the school to be carried with the intention to inflict injury on another individual or property.

In addition to this Dixons Allerton Academy forbids bringing in inappropriate materials such as pornography or illegal substances into school such alcohol, illegal drugs, cigarettes, electronic cigarettes and shisha pens.

Any student found to be in possession of these items will be subject to sanctions which may result in a permanent exclusion from the Academy.

Searching Pupils

School staff can search pupils with their consent for any item which is banned by the school rules.

The Principal and staff authorised by the principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

Searching of Lockers

Lockers are given to scholars for their personal use on the understanding that they are the property of the academy and can be searched whether or not the scholar is present. Locker searches are rare and will only focus on the prohibited items listed above.

Use of Reasonable Force

All Academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the student is not yet out of control. This is best used when the student is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the student as aggression
- Physically interposing between scholars ▪ Blocking a student's path
- Pushing if restricted to situations where reasonable force is used to resist a student's movement, rather than a forceful push that might cause the student to fall over
- Escorting a student by the hand or arm

Allegations of Abuse against Staff

Allegations of abuse must be taken seriously. The Academy must ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

A Designated Safeguarding Lead will deal with allegations of abuse against staff.

Malicious Accusations against Staff

If an allegation of abuse against staff has been found to be malicious, the parents of the pupil who has made the allegation will be contacted.

The Head Teacher will deal with malicious accusations against staff.

Behaviour Management within the Primary Phase

At DAAp, our behaviour policy mission statement is simple. We want children to do the right thing because it is the right thing to do. Due to this, we rarely, if ever give extrinsic rewards such as stickers or treats.

All adults aim to create a positive climate of happiness, joy, mutual respect and challenge to support achievement within their classrooms. Adults must be positive at all times and must ensure that their body language, facial expressions and tone of voice regularly communicate positivity and openness. **No adult will ever shout at any child at DAAP.**

The following points are key principles in our approach to behaviour management:

Principle	Strategy
Firm and fair	<ul style="list-style-type: none"> - 100% every day - 'I expect ...'
Specific Praise	<ul style="list-style-type: none"> - 'I like how you ...' - 'Thank you for ...' - Referring to children as good role models - 'Look how --- is doing it'
Clear and consistent	<ul style="list-style-type: none"> - Give time clear time frames. 'I expect you to --- by the time I ---' - Use these transition points as learning opportunities (i.e. times tables, counting in multiples of, spelling, etc) - Give a clear consequence: 'If you do not ---- this will happen'. Always follow it through. Use the behaviour policy below (i.e. warning where needed) and other reasonable consequences. *Writing, reading or maths learning must never be used as a punishment/ consequence
Give clear choices	<ul style="list-style-type: none"> - Give the child a real choice. 'Are you doing the right thing here or doing the right thing over there?' - 'If you are choosing to behave like that, you will need to do it outside'
Problem Free Talk	<ul style="list-style-type: none"> - Re-engage a child who has lost focus or who is about to make a poor choice by directing a question at them or distracting the 'What do you think?'
Clear instructions	<ul style="list-style-type: none"> - Ensure that instructions given are clear and concise. Using the Talk for Writing words (i.e. First, Next, After that, Then and Finally' will help children to be clear on your expectations. - After instructions say 'Got it?' – Children reply 'Got it!' - After instructions say 'Check?' – Children reply 'Check!'

Where these positive and consistent strategies do not work, we employ the following procedure:

- 1) **Warning** from an adult in the classroom.
- 2) **'Reflection' inside the classroom** (children should not be sent to other classrooms).
- 3) **Yellow letter home** (meeting between class teacher, parent and child).
- 4) **Red letter home** (meeting between Phase Leader, class teacher, parent and child).
Behaviour support plan written after the meeting to support the child. Review meetings held half termly.
- 5) **Stage 2 Behaviour Meeting** with Primary Head and parent to discuss how best to support the child. A behaviour management strategy/plan appropriate to a child's individual needs will be created.

Expectations – 100%

In line with our core value of ‘responsibility’, children are expected to show respect for the adults and other children in school. It is everybody’s responsibility to challenge children around school to ensure consistency of expectation. High expectations underpin success.

	Expectation -100%
Indoor Learning	Quiet Voices Tidy up after you have used something.
Outdoor Learning	Tidy up after you have used something. Pick up anything that has been left on the floor.
Sitting on the Carpet	Legs Crossed Fingers Fastened Eyes on the Teacher – ‘Track...’ and ‘1,2,3, eyes on me’ Back Straight
Sitting at a Table	Chair tucked under Tummy touching the table Back straight
Moving Around School	Children walk in single file without talking. Adults direct children to wait at various points to ensure the whole group remains in sight.
Lining Up	One behind the other Arms by Your side Thin as a pin – Voices in ‘Are you ready/ listening?’ – ‘Yes we are!’ – ‘Ready means ... (repeat expectations)’
No Hands Up to answer questions about learning or understanding (or hands on heads/ fingers on noses)	To avoid passive learning and learned helplessness Direct questions to particular children Choose children at random
Turn Taking/ Saying newly learned words	‘My turn’ (Hand to face or chest) – ‘Your turn’ (open hand to children) ‘I say ... You say ...’
Speaking in full sentences/ explaining	‘Tell me more...’ ‘..full sentence’ (pulling fingers apart to show). Children are taught to say: ‘I know that ...’ ‘I agree/ disagree because...’
Presentation	Where appropriate, the DUMTUMS rule should be applied for presentation. <i>Date, Underline, Miss a line, Title, Underline, Miss a line, Start.</i> The long date should be used in English and short date in Maths. Staff must model the highest standards of spelling and handwriting when giving written feedback.

Appendix 1:

Fixed term Exclusion Letter

04 December 2018

Dear

I am writing to inform you of my decision to exclude _____ for a fixed period of 3 school days, from _____ inclusive. This means that _____ will not be allowed in school, or on school premises, for this period.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude _____ has not been taken lightly. _____ has been excluded for this fixed period for _____ INSERT REASON _____.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on _____ unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

You must ensure that _____ is not present in a public place without reasonable justification. Please ensure that work set by the school is completed and returned promptly for marking. Work is to be collected from and returned to the school's main reception.

You have the right to make representations about this decision to the Governing Body/management committee. If you wish to make representation, please contact our Chair of Governors via Dixons Allerton Academy as soon as possible. Whilst the Governing Body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion has occurred as a result of discrimination then you may make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination or the County Court, in the case of other forms of discrimination.

<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

You also have the right to see a copy of _____ school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of _____ school record. I will be happy to supply you with a copy if you request it, however there may be a charge for photocopying.

I would advise you of the following sources of free and impartial advice:

Department for Education's statutory guidance on exclusions

www.education.gov.uk/aboutdfe/statutory/g00210521/statutory-guidance-regs-2012/guidance

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted **on 0808 802 0008 or on** <http://www.childrenslegalcentre.com>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

_____ exclusion expires on _____ and we expect _____ to be back in school on the following school day. Please contact _____ to arrange a convenient time and date prior to _____ return to discuss readmission into school.

Yours sincerely

Mr Gary Dreher

Principal

Linked Documents:

- Bradford Example Child Protection Procedures Feb 2017
- Bradford Example Managing Allegations Procedures 2011
- Bradford Example Safeguarding Policy 2016-17
- Bradford Exclusion Guidance 2017
- DFE Exclusions from maintained schools, academies and pupil referral units in England 2017
- DFE Guidance Searching, screening and confiscation at school 2014

Linked Policies

- Child Protection
- Care and Control of Students
- Managing Allegations
- Staff Behaviour/Code of Conduct
- SEND