

## Behaviour for Learning at Dixons Trinity Chapeltown

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](http://www.dixonsat.com/about/policies)

Dixons Trinity Chapeltown is committed to ensuring that our students master the knowledge, skills and understanding to achieve our academy sentence and mission. We are committed to ensuring that all students succeed at university, or a real alternative, thrive in a top job and have a great life. 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.

‘Dixons Trinity Chapeltown 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.

From the first day at Dixons Trinity Chapeltown, children are expected to pick up and keep our six learning habits which we believe every student has the ability to demonstrate. In doing so, each student will thrive at our school 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. 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 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 twice weekly staff practice sessions focusing on: core routines and developing appropriate strategies for managing behaviour; 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 / co-curricular activities; and academy community events aimed at pulling together the different life experiences of groups within the community.

### Primary Phase

When addressing incidents it is important to demonstrate trust and fairness and always refer to our values. Ensuring you follow things up and follow through (including consequences if necessary) will support our students to trust us and can feel safe, supported and that every teacher treats us the same. It is also important to remember that the way we, as adults, speak and act, will model to the children what we expect. We always speak courteously to our students and avoid going ‘nuclear’. Consistency is key and all classes at Dixons Trinity Chapeltown Primary Phase will follow the same routines to support behaviour in lesson times and around school. We always support our families with behaviour too, the way students behave in school should reflect how they behave outside of school too.

### Routines

100% is expected at all times. Teachers will insist on 100% of students complying fully. Routines support behaviour. Students are clear on exactly what is expected of them at all times.

#### *Transitions*

When students transition from the carpet to tables and vice versa, teachers will give the non-verbal 1,2,3 command. Students and groups who do this effectively will be recognised.

- 1 finger: stand up silently (tuck in chairs if appropriate)
- 2 fingers: move silently to place (carpet, line, table)
- 3 fingers: sit down/start to move in the line.



## **Non Verbal Communication**

To avoid unnecessary interruptions to teaching, non-verbal communication will be used during teaching time, by both teachers and students. This can be with either hand gestures or using PECS symbols on your lanyard. For example, STAR Position, full-sentence answer, thinking thumb, agree/disagree hands, see WTD...Nonverbal signals.

### **Tracking**

Students should always 'track' the speaker, including the teacher who is speaking, student or another adult. Students will re-focus and look at the speaker when given the instruction to 'track'.

### **Silent Stop**

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. Teachers should not begin speaking until they have 100% of students are silent and tracking the speaker (STAR Position).

### **Full-Sentence Answers**

Staff will insist on full sentence answers at all times, whether inside the classroom, at playtimes or in family dining. The non-verbal signal should be used. If additional support is needed, adults can prompt with a sentence starter or may choose to recast the sentence and use My Turn Your Turn (MTYT) to ensure the student repeats this back correctly.

### **No Hands-up**

Hands up is only used to ask questions, such as if a child wants to ask a question they may put hand up for attention. When selecting students to answer questions, students should be targeted using other methods such as Cold Call, Thinking Thumb, Pop Corn or Word Wave.

## **Learning habits**

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

### *Learning Habit 1: Homework and Deadlines*

Reading every day, completing Maths with Parents activities and using knowledge organisers to learn and remember key knowledge is essential to your child's progress and attainment. Please sign the reading record and share your child's reading journey. All reading books must be in your child's bag everyday so that teachers can change them regularly and support the progress of your child. As they move further up the school, we will insist on all homework being completed on time and to a good standard, neatly and with pride.

### *Learning Habit 2: On-task behaviour*

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other students are trying so hard, it would be unfair for a child to cause a distraction from learning for themselves or others. Students are always encouraged and supported to check themselves, make the right choices and correct their behaviour.

### *Learning Habit 3: Punctuality and attendance*

We want to ensure every student has the best start to their day therefore we insist on punctuality to school. Every student must arrive in school by 8:45am. A student will be considered late if they do not arrive by 8:45am. Please support us and your child by keeping to bed-times and preparation time in the morning before school. A consistent bed-time and morning routine sets children up for success. A positive start has an impact on the rest of the day.

### *Learning Habit 4: Positive response*

Students are expected to respond positively to all members of staff and their peers. We all make mistakes and students are encouraged and supported to check themselves, make a positive choice and correct their behaviour. Students will always be treated fairly and restorative conversations will be held between students and staff to ensure a positive relationship is continued and they learn from their mistakes.

### *Learning Habit 5: Perfect uniform*

We will insist on perfect uniform: not nearly perfect but perfect. This is because we want children at Dixons Trinity Chapeltown to be proud. Evidence suggests that untidy uniforms, lead to poor behaviour and poor learning habits for many students. Whereas a smart, perfect uniform has a positive impact on behaviour and learning. It is unfair if some students keep to our dress code and some don't. Further details around specific uniform expectations can be found in the family handbook.

### *Learning Habit 6: Equipment*

Every day, we will insist that all students carry their reading books, reading record and knowledge organisers in their bags. At first, you could help your child by packing their bag with them and asking them if they have everything they need.



## Recognition

At Dixons Trinity Chapeltown Primary Phase, we want students to develop the intrinsic value of hard work and feel proud of their achievement. We are committed to recognising good learning habits in all peaks and of all students. We recognise students in different ways:

### **Verbal recognition**

Staff will recognise good learning habits in and around the academy. It should be very clear which value or behaviour the child is demonstrating, e.g. "Well done, you are working hard to walk in natural state." All classes can design their own 'cheer' for students who have demonstrated good learning habits. Quiet cheers will also be used by all staff to individuals.

### **Student of the Week**

During our Friday celebration assembly, a student from each class will be chosen who has been demonstrating our value or driver of the week. The teacher will choose a student and communicate this with SLT delivering the assembly. A certificate will be given out during assembly which clearly explains how the student has demonstrated the value or driver of the week.

### **Class mascot**

Each week, one student will receive the class mascot to take home during the Friday celebration assembly. This will be a student who has demonstrated outstanding learning habits that week. During the assembly, the teacher will explain why that student has been chosen to look after the class mascot.

### **Behaviour chart**

Each class will display a visual behaviour chart in their classroom, which should be easily accessible and visible at all times to all staff that may need to use it. This is a visual queue to support learning habits, support students and communicate clarity so students understand where they stand within a lesson. When students have remained in the middle of the chart (on earth) or have moved through the two-step recognition (stars and sun) using the behaviour chart this will be recognised and celebrated either individually or globally at the end of the lesson, morning or afternoon.

### **SLT Recognition**

Students who have been working hard towards a particular goal and have displayed outstanding learning habits will share their work with SLT or another key adult and may receive a sticker in recognition of improvement or success. The process will be recognised rather than the outcome/finished product. We always recognise when students change their behaviour.

## Consequences

The key to successful behaviour management is to be consistent. All staff will use the same consequences in order to be fair and consistent to all students. Throughout the day, chances for a fresh start must be given. Our staff do not hold grudges and always look for students who are demonstrating our learning habits.

- One verbal/nonverbal reminder should be communicated clearly to child, positively framing the desired behaviour you want to see (if this does not interrupt teaching), prior to the visual consequence.
- All classes will have a visual two-step recognition and two-step consequence e.g. planets, stars and sun.
- Names will be placed in the middle of the system at the start of a session e.g. the earth (staying in the middle represents consistently good learning behaviours). This must be recognised and valued by staff.
- If a student does something to warrant moving their name to the first step consequence (failure to respond to a verbal reminder or other behaviour warranting a visual cue consequence), then the teacher will move the students name (this can be non-verbally if the child understands what behaviour to change).
- Students are encouraged to have their name moved back to the middle by being reminded what behaviour they need to show. Their name is moved as soon as the expected behaviour is shown.
- If undesired behaviour continues, the students will be moved again to the second step of the visual consequences system. This warrants a red planet.
- Students who have their name on step one of the consequence system by the end of the session will be put back to the middle for the start of the next session ('sessions' vary in length depending on year group).
- A red planet will warrant reflection time out at an appropriate time, for an appropriate amount of time, followed by a restorative conversation, e.g. during break time for 3/5 minutes.
- Students with individual needs, who may require additional recognition, should be given a personal 'targets and recognition' system. Please liaise with the SENDCo for further advice and develop an Individual Needs Intervention Plan.
- Consistently repeated red planets warrant the student going to their phase lead teacher first for their reflection time then to SLT dependent on the severity of repeated incidents.
- Any red planet should be recorded on SIMS with brief notes of the incident, see WTD... logging behaviour.
- Reflection time conversations will happen face to face, at the end of the school day. If this is not possible, a phone call will be made by the class team, see WTD... parents.



- Some behaviours warrant immediate red planets: swearing, fighting, biting, hitting, spitting.

## Reflection Time

Reflection time should be a purposeful time for the student to reflect on their choices and decide upon the learning habits they need to demonstrate moving forward. Resources or activities could be put in place to support this reflection such as:

- Letter of apology
- Reading social stories
- Goal setting
- Reflective sentence focusing on our values or drivers
- Restorative conversations, see *WTD... Restorative Conversations (Primary Phase)*.

## 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 appreciations*

Each week, every member of the academy staff gives a student appreciation. Students may be appreciated for demonstrating our values, strong progress or for displaying a real commitment to the academy or the local community. Appreciations are shared during morning meeting each week and communicated to families in the bi-weekly newsletter.

#### *b. Verbal recognition*

Around the academy, and in lessons, staff members use positive language and reinforcement to signal to students that they are demonstrating good learning habits. Advisors ring home regularly; this is an opportunity to provide family with positive information. During Family dining there is an opportunity for other students to support and recognise their peers in demonstrating the values and drivers.

#### *c. Recognition expeditions*

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

#### *d. Dream Team*

6 times a year, students who have lived by our values and followed our learning habits receive a 'dream team' sticker in their planner, which acknowledges their efforts and congratulates them on being positive students and role model. In addition, at the end of each year, students present their own, self-written report to their Dream Team that consists of a student's family, belay partner and their advisor. This event provides an opportunity for students to be recognised for their effort and progress over the academic year and to recognise for themselves their successes.

### 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, sat for 30 minutes 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 morning meeting, 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, or whilst walking to and from school, 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' and, therefore, being removed from lessons. Students may also



receive a 'red line' for poor conduct outside of school including fighting, anti-social noise or disrupting members of the public whilst in school uniform.

#### *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 7.55am 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 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. The school will always offer work to be sent home on the third day of absence for any child. If attendance falls below 95%, parent meetings will be arranged with a member of the senior leadership team. Any planned absence should be requested using the academy's leave of absence form and passed to the 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 97%.

#### *Learning Habit 4: 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 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 a student being removed from lessons and being placed in the office of a member of the senior leadership team for a fixed period of time. In some circumstances, students may be excluded for answering back. 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, they should speak to their Advisor, HoY or the Vice Principal in the first instance.

#### *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 uniform code, they will either be given some temporary uniform to wear, sent home to change, or will be sat in 'red line' 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 details around specific uniform expectations can be found in the family handbook.

#### *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 Mountain Rescue 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 (provided by the academy)
- Pencil
- Ruler
- Rubber
- DEAR reading book
- Calculator (please see the Family Handbook for the exact model)

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. 7.55am, 10.15 / 11.10am and 1.30 / 2pm), students should return to their lockers to collect the necessary books and equipment they need for each lesson during that session. Items not permitted in the academy such as chewing gum, unhealthy snacks and jewellery (other than one plain watch) will be confiscated and will only be returned to parents at the end of each academy term. Mobile phones are not permitted in the academy. If parents want their child to bring a phone to school for safety reasons, they must be switched off before students enter the grey metal gates 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, a correction issued, 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.



## 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
- the student has seriously challenged the dignity of a member of staff or another student

When the 'red line' has been crossed a member of the senior leadership team should be called upon to take the student out of the situation. The student will spend the rest of the day working in a room with a member of the senior leadership team / Pastoral Team and will spend the following day in 'Red Line'. Families will be contacted. Students will not be allowed back into lessons until a family member has spoken to a member of the senior leadership team or Head of Year. The student will spend the time in 'red line' completing revision work, a behaviour reflection document and will receive a mentoring session to support restoration and to help the student with any issues that have caused the red line to happen. The length of a 'red line' will be determined by a member of the senior leadership team and related to the severity of the incident or how many red lines the student has had previously. When returning from a fixed term exclusion, students will spend, at least, one full day in 'red line' and there will be a restoration meeting with any members of staff who have been impacted by the student's behaviour. This is to support the student and ensure they are going to have a positive return to lessons. We do not take fixed term exclusion lightly. They are reserved for serious infringements of the behaviour policy and is very rare at DTC. 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.

## Consequences

### Purpose

We have high expectations of all of our students and are committed to creating a safe environment. When a student fails to meet our learning habits, it is important that this be corrected so as not to affect other students / staff. This *may* involve a same day correction or a more severe consequence. *Possible* sanctions are outlined below. Professional judgement is always used on a case-by-case basis.

Table of <i>Possible</i> Consequences for Different Behaviours	Teacher	HOY / SLT		Vice Principal	Principal	
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Permanent Exclusion
Off task behaviour in lessons	✓	✓				
Answering back to staff		✓				
Breaking no contact rule		✓				
Chewing gum		✓				
Dishonest to staff member		✓				
Eating prohibited food items		✓				
Misbehaving in correction		✓	✓			
Incorrect uniform		✓	✓			



Table of <i>Possible</i> Consequences for Different Behaviours	Teacher	HOY / SLT		Vice Principal	Principal	
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Permanent Exclusion
Late to lessons		✓				
Late to school		✓				
Missing equipment (after 8am)		✓				
Missed homework / deadline		✓				
Mobile phone seen		✓				
No locker key by 8 am		✓				
Off task after planner taken		✓				
Off task in line up		✓				
Other non-permitted items		✓				
Overheard swearing		✓				
Poor quality homework		✓				
Planner not signed		✓				
Argumentative toward a student		✓	✓			
Hair policy infringement		✓	✓			
Swearing at a student		✓	✓			
Visible henna		✓	✓			
Absconding school			✓			
Leaving a lesson			✓			
Missing a correction			✓			
Plagiarism			✓			
Public defiance of a teacher			✓			



Table of <i>Possible</i> Consequences for Different Behaviours	Teacher	HOY / SLT		Vice Principal	Principal	
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Permanent Exclusion
Refusal to follow instructions			✓			
Three corrections in a day			✓			
Truancy from a lesson			✓			
Persistent off task behaviour			✓	✓		
Vandalism of school property		✓	✓	✓	✓	
Defiance of senior staff			✓	✓	✓	
Fighting			✓	✓	✓	
Racist comments or behaviour			✓	✓	✓	
Swearing at member of staff			✓	✓	✓	
Trans / homophobic comments / behaviour			✓	✓	✓	
Online abuse / bullying				✓	✓	
Prolonged bullying of student				✓	✓	
Theft of property				✓	✓	
Sexual / homophobic racist harassment				✓	✓	✓
Verbally threatening a member of staff				✓	✓	✓
Bringing a dangerous weapon into the academy					✓	✓
Bringing drugs into the academy					✓	✓
Dealing drugs in the academy					✓	✓
Physical violence toward staff					✓	✓





Table of <i>Possible</i> Consequences for Different Behaviours	Teacher	HOY / SLT		Vice Principal	Principal	
	Planner Warning	Correction	Red Line	Placement	Fixed Term Exclusion	Permanent Exclusion
Using implement to harm another person					✓	✓
Bringing fireworks into school					✓	✓

- A student will sit a 'red line' from 8am to 5pm on the first day of their 'red line'.
- If a student has more than one 'red line' in a 12-week period, their 'red line' will extend.
- Non-permitted items carry a consequence and will also be confiscated.
- Incorrect uniform / hair carries a consequence and the student will sit a 'red line' until it is rectified.

The decision to put a student in 'red line' will be taken by the senior leadership team and could include anything which is deemed to cross the 'red line' – including unkindness to others or persistent behaviour which goes against our values. The decision to issue a fixed term exclusion is taken by the Principal where behaviour is deemed severe. Students may be excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the academy.

The academy may also use the following consequences:

- Limiting student access to co-curricular electives sessions
- Removal of IT rights (e.g. email and internet academy access)
- Correction conversations for up to 10 minutes after school without informing parents
- Removal of unstructured time e.g. break time
- Directing the student to an alternative provision / managed move
- Extended corrections

Where student behaviour is persistent, we will look to work with families and the student to put support in place in the form of a pastoral support plan (PSP) to create individualised strategies to help the student get back on track.

