

Dixons Trinity Chapeltown

What to do... Positive Behaviour

This document is written in conjunction with the Dixons Academies Trust Positive Behaviour Policy, Dixons Academies Trust Anti-Bullying Policy, Dixons Academies Trust Child Protection Policy, and Dixons Academies Trust Exclusion Policy, which are available on the Trust website: www.dixonsat.com/about/policies

Academy SLT behaviour lead/s:

- Angelique O'Garo - Head of Primary
- Laura Jay – Primary Vice Principal

Principles

'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 will learn about our values and drivers. 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 these 100% of the time and we will teach them how to do so.

Aims

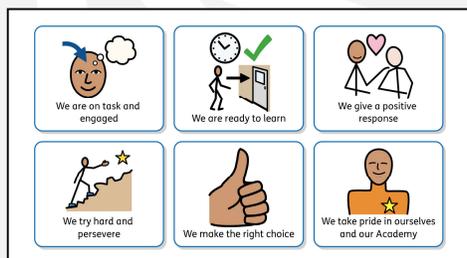
- To have the highest expectations of student behaviour to maximise their opportunity to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To create an environment in which students are enabled to become mature, self-disciplined, 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 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 activities; and academy community events aimed at pulling together the different life experiences of groups within the community.

Learning Habits

We nurture students' character by cultivating their [learning habits](#), which are aligned with our Values and Drivers, and are actively promoted and modelled. To build character, we define the behaviours and habits that we expect our students to demonstrate. Learning habits are the routines, behaviours, and expectations that we challenge our students to achieve and support them to develop. We believe that as students practise these behaviours, over time, they will become habits that positively shape how they feel about themselves and how other people perceive them.

The behaviours and habits are explicitly taught and revisited each term. Staff demonstrate these behaviours and ensure that students have many opportunities to practise them regularly, at different times and in different locations throughout the day. Whilst these expectations are intended for all students, they may need to be applied differently depending on student age and on individual SEND (Special Educational Needs and Disabilities) needs. We work in partnership with families to embed these because this will support the progress and achievement for all our students.



Learning Habit 1: We are on task and engaged

Linked to the value of Hard Work

We are committed to focused learning. Students are expected to work hard without causing distractions for themselves or others. Students are always encouraged and supported to make the right choices and adapt their behaviour.

Learning Habit 2: We are ready to learn

Linked to the value of Trust

Students are expected to demonstrate readiness for learning by arriving punctually for lessons, having all equipment ready (including planners in Middle Peak) and transitioning in a purposeful and sensible manner. Within the classroom, readiness to learn is exhibited through actions such as consistently following instructions first time, every time.

Learning Habit 3: We give a positive response

Linked to the value of Fairness

Students are taught how to respond positively, with excellent manners, as this is essential for their emotional intelligence and social development. This is done through modelling positive behaviour, teaching coping skills for managing emotions, and encouraging problem solving. Students are expected to respond positively to all members of staff and their peers. We understand that mistakes do happen so students are encouraged and supported to make a positive choice, adapt their behaviour, and learn from these mistakes. They are guided to understand the impact of their actions on themselves and on others.

Learning Habit 4: We try hard and persevere

Linked to the Driver of Mastery

To master any skill, it takes time, effort, and perseverance. We understand that this is something that is not always easy, so we equip our students with the skills to persevere and tackle any challenge, no matter how difficult. Feedback plays a significant role, and we encourage students to take on board feedback so that they can make small steps of progress daily. Through supported self-reflection, our students will develop the skills to identify their areas for development and use a range of strategies to adapt their approach.

Learning Habit 5: We make the right choice

Linked to the Driver of Autonomy

Students are encouraged to think about what motivates them, make the right choice, and become more self-directed. We will support them to feel empowered to make decisions, take responsibility for their actions and develop independence. Students demonstrating autonomy will be recognised and be given opportunities to take on age-appropriate responsibilities and tasks that positively contribute to our Academy and community.

Learning Habit 6: We take pride in ourselves and our Academy

Linked to the driver of Purpose

We are a team, and we all take pride in ourselves and our Academy. Students will be supported to understand their sense of self-worth, have confidence in their talents and abilities, and feel a sense of belonging. Students will be expected to communicate with kindness, empathy, and mutual respect where we value and accept each other for who we are. They will show their understanding of diversity, equity, and inclusion by appreciating and respecting differences in culture, ethnicity, race, religion, gender, and ability. They will positively contribute to an environment where everyone is welcomed and valued. We use self-determination theory to support our students to understand drive and motivation. We regularly ask them to focus on 2 important questions.

- What is my sentence? *A big question to orient our life towards a greater purpose and think about the lasting impression we want to leave on the world.*
- Was I better today than yesterday? *A small question for day-to-day motivation.*



Recognition

We want students to develop the intrinsic value of hard work and feel proud of their achievements. We are committed to recognising good learning habits and students who demonstrate our values and drivers. Focusing on our drivers of mastery, autonomy and purpose supports us to build students' intrinsic motivation.

We recognise students in different ways:

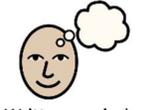
- **Appreciations:** Students will appreciate fellow students or staff by communicating their gratitude in front of everyone during Family Dining and in class.
- **Verbal recognition:** Linked to our learning habits, values and drivers, staff will consistently recognise and positively acknowledge students.
- **Recognition Boards:** In each classroom, there will be recognition boards that are used to acknowledge effort towards achieving expectations or behaviour and learning.
- **Class Recognition:** Teachers will class cheers and learning habits recognition stickers to reinforce and acknowledge when students are meeting expectations. At the end of each term, teachers will decide whether their classes have consistently met expectations and organise a small recognition activity to be held on the last day of term.
- **House points:** From Lower Peak upwards, staff will recognise students who model our learning habits, values, and drivers by awarding house points. House points are recorded in class across the week and shared with the school during Celebration Assembly to provide a sense of belonging and comradery across the Primary phase.
- **Class mascot:** Each week, one student will receive the class mascot to recognise a student who has taken a step towards climbing their own mountain that week. This will be shared with the class during Friday Morning Meeting so the students can then stand up and be recognised for this during Friday's Celebration Assembly.
- **Student of the Week:** During our Celebration Assembly, a student from each class who has consistently demonstrated our value or driver of the week (linked to Learning Habits) is chosen to receive a certificate.
- **Notes home:** Any member of staff around the academy can recognise students who are going over and above to model the academy values, drivers or learning habits by writing a personalised and meaningful note home.
- **Earned Autonomy:** Staff may decide that a student is ready to move to the next Earned Autonomy level. They will be awarded a bronze, silver, gold, or sapphire badge as a visual representation of consistent demonstration of behaviours and level of responsibility.
- **SLT Recognition:** Members of SLT will send a postcard home appreciating a student who has demonstrated academy values, drivers, and Learning Habits. At the end of each term, one student from each class will be chosen to have a recognition hot chocolate with their SLT link.
- **End of Cycle Recognition:** A whole Primary Phase event will be organised to recognise students for their hard work towards climbing their mountains and demonstrating Learning Habits.



Consequences

We have high expectations of all our students, and we are committed to creating a safe environment. If a student is finding it difficult to meet our Learning Habits, we will provide support to modify behaviour to reduce the impact on fellow students and staff. We are consistent in our approach as outlined below. We use consequences with professional judgment, and the personal circumstances and individual needs of students may mean that we make reasonable adjustments. We will always implement consequences in a calm manner giving take-up time. At stages 1 and 2, students are always given the chance to respond to reminders, adapt behaviour accordingly and reset to stage 1.

Base Camp Consequences

<p>Stage 1: Lifeguarding</p>	<p>100% Strategies Been Seen Looking Scaffolding for Inclusion PECS and non-verbal Signals Positive framing Take-up time</p>	
<p>Stage 2: Verbal Reminder</p>	<p>Verbal reminder, e.g. "This is your verbal reminder, STAR position, thank you." Take-up time</p>	
<p>Stage 3: Written Reminder</p>	<p>A written reminder using a clear <u>visual</u> Adults keep a log of written reminders Take up time</p> <p>Use visual reminder to show when behaviour has been corrected</p>	<div data-bbox="1013 751 1208 911" style="border: 1px solid blue; padding: 5px; display: inline-block;">  <p>Written reminder</p> </div> <div data-bbox="1243 751 1435 911" style="border: 1px solid blue; padding: 5px; display: inline-block; margin-left: 20px;">  <p>Fixed it!</p> </div>
<p>Stage 4: Reflection</p>	<p>If behaviour is not modified after take-up time, students will be given 3 minutes instant Reflection Time. A restorative conversation will be facilitated by the class teacher, Peak Pioneer or SLT link. Corrections will be logged on Bromcom and families can see this using the MCAS app.</p> <p>Instant Reflection Time: <i>Some behaviours may warrant immediate reflection time (frequent use of unacceptable language, physical altercations)</i></p>	<div data-bbox="1013 1083 1208 1243" style="border: 1px solid blue; padding: 5px; display: inline-block;">  <p>Reflection</p> </div>

Lower Peak Consequences

<p>Stage 1: Lifeguarding</p>	<p>100% Strategies Been Seen Looking Scaffolding for Inclusion PECS and non-verbal Signals Positive framing Take-up time</p>	
<p>Stage 2: Verbal Reminder</p>	<p>Verbal reminder, e.g. "This is your verbal reminder, STAR position, thank you." Take-up time</p>	
<p>Stage 3: Written Reminder</p>	<p>This is now a written reminder, e.g. "This is your written reminder, STAR position, thank you." Adults keep a log of written reminders and discretely place a visual reminder on the student's desk Take up time</p>	



Use visual reminder to show when behaviour has been corrected
 If unacceptable behaviour continues, students will be informed that they are about to progress to Stage 4.



**Stage 4:
Reflection**

If behaviour is not modified after take-up time, students will be given a 5-minute Reflection Time. This will take place at playtime or lunchtime.
 A restorative conversation will be facilitated during the reflection, by the class teacher, Peak Pioneer or SLT link.
Instant Reflection: Some behaviours may warrant immediate reflection time (repeated and intentional use of inappropriate language, physical altercations, negative behaviour toward staff and peers).

Middle Peak Consequences

**Stage 1:
Lifeguarding**

100% Strategies
 Been Seen Looking
 Scaffolding for Inclusion
 PECS and non-verbal Signals
 Positive framing
 Take-up time

**Stage 2:
Verbal Reminder**

Verbal reminder, e.g. "This is your reminder, STAR position."
 Take-up time

**Stage 3:
Written reminder**

This is now a written reminder, e.g. "This is your written reminder, STAR position, thank you."
 Adults keep a log of written reminders and discretely place a visual reminder on the student's desk
 Take-up time
 Use visual reminder to show when behaviour has been corrected
 If unacceptable behaviour continues, students will be informed that they are about to progress to Stage 4.



**Stage 4:
Reflection**

If students have not modified behaviour after take-up time, they will be informed of a 15-minute Reflection at playtime or lunchtime with Peak Pioneers or SLT
 A restorative conversation will be facilitated during the reflection, Peak Pioneer or SLT link.
Instant Stage 4 Reflection: Some behaviours may warrant immediate progression to Stage 4 Reflection (use of inappropriate language, physical altercations, negative behaviour toward staff and peers).

For more serious incidents Primary SLT may consider the use of:

- Extended Reflections
- Reduced timetables
- Suspension
- Directing the student to an alternative provision / managed move
- Exclusion



Red Line

Primary SLT will be responsible for determining whether a student has crossed the 'red line,' which may encompass behaviours such as undermining staff, unkindness to others or persistently not following our learning habits.

Red Lines may also be issued for more serious incidents such as:

- Defiance
- Serious physical altercations
- Harassment
- Bullying
- Homophobic or Transphobic comments or behaviour
- Racism
- Dangerous behaviour (including bringing illegal items into the academy)

When the 'red line' has been crossed, a member of SLT will take the student out of the situation. The student will spend a period working in an alternative space. This will be an opportunity to self-regulate before an incident escalates into something more serious. The student will spend the time in 'red line' completing set work, a reflection document and will receive a mentoring session by their Peak Pioneer or SLT link to support restoration. The length of a 'red line' is determined by SLT, related to the severity of the incident and how many red lines the student has had previously.

Suspension

The decision to issue a suspension (Fixed term Exclusion) is only taken by the Head of Primary where behaviour is deemed severe. Students may be excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of anyone in the academy.

Reintegration

Following a suspension or Red Line families will be asked to take part in a reintegration meeting. Expectations for behaviour will be re-clarified and systems put in place to support the student to make a successful return to school. All reintegration meetings will have minutes taken. This supportive three-way conversation between families, students and the academy will aim to discuss the incident and agree targets to ensure students move forwards with climbing their mountains.



Communication with Parents

Where student behaviour is persistent, we will work with families and the student to put support in place, which may involve creating individualised strategies to help the student get back on track (graduated response). Meetings with families will be used to address ongoing concerns, highlight where things are going well and try to identify solutions to problems that are occurring. Any behaviour that is persistent would be treated very seriously and consequences could be escalated as a result. It is our hope that by putting consequences in place after one incident, we avoid any behaviours becoming persistent.

1st/2nd Reflection of the week	This will be communicated to families by the Class Teacher. This will be at pick-up or by phone and via a note in the student's planner. The purpose of this is to ensure that there are strong home school links and effective communication.
3rd Reflection of the week	Class Teacher will contact families to arrange a meeting to discuss the incidents which resulted in reflections. This is so that we can work together to stop behaviours escalating and becoming persistent.
4th Reflection	A member of the Middle Leadership Team (Peak Pioneer) will contact families to discuss the incidents which resulted in reflections. This is so that we can work together to stop behaviours escalating and becoming persistent.
5th Reflection	A member of the Middle Leadership Team (Peak Pioneer) will arrange a meeting in school for families to attend to discuss behaviour concerns and ensure that further strategies are put in place to support students to modify behaviour.
7 Reflections across a Term	A member of the Senior Leadership Team (SLT link) will arrange a meeting in school for families to attend to discuss behaviour concerns and ensure that further strategies are put in place to support students to modify behaviour.
Red Line	A re-integration meeting with families will be arranged with the Head of Primary or Primary Vice Principal. The use of this consequence should be rare as it is viewed as very serious.

Crafting culture within the classroom

We hold high expectations tailored to every student. High expectations are demonstrated through clear culture routines and a range of student feedback strategies to increase accountability for all. If a student needs support to meet expectations, additional scaffolds are put in place to enable them to be successful. We want our students to strive to be successful through the creation of positive learning environments. When we set high expectations for our students, it inspires them to excel, fostering a constructive learning environment where students cultivate their inner drive and motivation.

Inclusive classrooms

Creating a safe and inclusive classroom can make a significant difference in the ability of students to emotionally regulate. As such, we carefully consider learning environments to positively impact culture. Students are provided with equitable opportunities to learn and participate through the creation of supportive and respectful atmosphere that values diversity and promotes the success of every student.

Restorative practice

Restorative practices respond to conflicts and harms in a way that promotes healing and growth for all involved. We believe it is a more holistic way of supporting students with their communication and behaviour which emphasises the need for equal measures of support and structure. At Dixons Trinity Chapeltown, we call this high challenge, high support. Students will be encouraged to share their perspectives and feelings in a safe and supportive environment. Using 'restorative questioning' will help students take responsibility for their actions and think about the impact they have had on others whilst encouraging 'active listening' and empathy to build understanding and connection.

PACE

PACE (Dr Dan Huges, Psychologist) is based on the ideas that building positive and supportive relationships with children is essential for their emotional well-being and development. It stands for *Playfulness, Acceptance, Curiosity, and Empathy*. We incorporate these principles into daily classroom practices so that there is a clear focus on the whole child and not simply the behaviour observed. These principles also help us to promote effective empowering interactions with students who may be experiencing feelings of dysregulation and connect with them on an emotional level.

