

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:

- Ashley Jacobs – Senior Vice Principal
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Principles

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

Recognition

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 and students who demonstrate our values and drivers. Focusing on our drivers of mastery, autonomy and purpose support us to build students intrinsic motivation. The reward for our students is a school where they have great lessons, taught by brilliant staff and they can climb their mountain to their great life.

We recognise students in different ways:

- **Appreciations:** Students will appreciate fellow students or staff by speaking in front of everyone during Family Dining.
- **Verbal recognition:** Staff will recognise students for demonstrating our learning habits in and around the academy. It should be very clear which value or behaviour the child is demonstrating, e.g. "Thank you for walking in natural state." All classes can also design their own 'team cheers' for students who have demonstrated good learning habits. Two claps after three is also used to recognise students and their commitment to our values.
- **Student of the Week:** During our Celebration Assembly, a student from each class is chosen who has consistently demonstrated our value or driver of the week. The teacher will choose a student and communicate this with the member of 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 for the weekend, following on from the Celebration Assembly. This will be a student who has demonstrated our learning habits that week. During the assembly, the teacher will explain why that student was chosen.
- **House points:** Any member of staff around the academy can recognise students who are modelling the academy values, drivers or learning habits by giving a house point. These will be recorded across the week and shared with the school during Celebration Assembly
- **Notes Home:** Any member of staff around the academy can recognise students who are modelling the academy values, drivers or learning habits by writing a note for them to take home. See the template [here](#).
- **Earned Autonomy:** Staff may decide that a student is ready to move to the next Earned Autonomy level. See [WTD... Earned Autonomy](#).
- **SLT Recognition (Postcard Home):** Any member of SLT can send a postcard home appreciating a student who has demonstrated academy values, drivers and learning habits. SLT will recognise the process of the work rather than the outcome/finished product. At the end of each term, one student from each class will be chosen to have a recognition hot chocolate with their SLT link. Families of those students will be informed of this.
- **End of year celebration:** All students will be celebrated for their hard work at the end of each year with a celebration activity.

Learning habits

All members of staff are expected to actively promote and model the Dixons Trinity Chapeltown Learning Habits. We work in partnership with families to embed our learning habits because this will support the progress and achievements for our students.

Learning Habit 1: Homework and Deadlines

Engaging with Tapestry (EYFS), reading every day (to and with students), completing spellings, completing Learning with Parents activities, Times Tables Rockstars and using knowledge organisers to remember key knowledge are essential to student progress and attainment. Please sign the reading bookmark and ensure reading books are in school everyday so that teachers can change them regularly and support progress. As students move further up the school, homework must be completed on time and be of a good standard

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. Being kind, always is an important part of on task behaviour both inside the school, during break times and outside school. A strong focus on this supports our students to grow into kind and caring individuals.

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 this by keeping to a regular bed-time and supporting preparation time in the morning before school. A consistent bed-time and morning routine sets students 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. Mistakes do happen therefore, 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 students at Dixons Trinity Chapelton 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 whilst others 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 organiser in their bags. Younger students will need support with this at first but should then be encouraged to develop age-appropriate independence.

Crafting culture within the classroom

We use nonverbal signals in the classroom to ensure that talk is purposeful, and time is maximised. It also ensures all students know what is expected of them. Use of hand gestures and PECS cards remind students of the expectation within a classroom. These are consistent throughout school to provide students with a safe, predictable environment where they can focus on their learning.

In order to maximise every minute of learning, we have several specific routines that are used consistently throughout Primary, including silent stop and tight transitions. These are practised during student induction and re-induction throughout the year. The silent stop allows the teacher to gain the attention of students in the least invasive way and our non-verbal transition routine ensures students can move around the school safely and with purpose.

We hold high expectations of *all* students. High expectations are demonstrated through clear culture routines such as: tracking the speaker, insisting on full sentence answers and use of a range of student feedback strategies to increase accountability for all. We never lower our expectations of any student. If a student is struggling to meet our high expectations, additional scaffolds are put in place to support them to be successful. Ultimately, when teachers hold high expectations of students, they will strive to meet them which in turn creates a positive learning environment in which students develop intrinsic motivation.

100% strategies (lifeguarding) and positive framing

Students are motivated by the positive far more than the negative. Seeking success and happiness will spur much stronger action than seeking to avoid consequences. We aim to improve behaviour relentlessly whilst striving to do so positively. The goal is to get 100 percent accord so teachers can teach, and students can learn. Intervention should be fast, unobtrusive and successful.

Consequences

Purpose

We have high expectations of all our students, and we are committed to creating a safe environment. When a student does not meet our learning habits, it is important that this is corrected to minimise the effect on other students and 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.

EYFS to Y3

Students will have a visual behaviour chart in their classroom, which must be accessible and visible at all times. This is a visual cue to support learning habits, support students and communicate clarity so students understand where they stand within a lesson.

Orange planet: Students do not stay on orange planet for long. This is a visual reminder that they need to follow the instruction given by the teacher. As soon as they have fixed that choices and sustained this, they move back to earth.

Red planet: If the student does not correct their choices then they will move onto red planet. This is a 3-5 minute reflection time during their play time. If the student receives 2 red planets in one lesson, they will finish their work in the Peak Lead's classroom.

Y4 and Y5

First correction: When students receive 2 P's within one lesson, they will receive their first correction. The student will sit this correction at lunchtime and families will be informed at the end of the day by the class teacher.

Second correction: When students receive a second correction within the same week, they will sit this correction at lunchtime and the class teacher will call home to explain the incident.

Third correction: The third correction given within the same week will result in an after-school correction. Families will be informed by a call home and a text message. Families will also be asked to attend a meeting with the Phase Lead / SLT Link which will take place during the afterschool correction.

If a student is finding it a challenge to meet our expectations, we will contact parents to discuss further support strategies. We have additional strategies that we can put in place to intervene and make reasonable adjustments. See [WTD... Graduated Response for Behaviour - Primary new.docx](#)



| Table of Possible Consequences for Different Behaviours | Teacher | | | | SLT | Principal | |
|---|---------------|------------|-----------------|------------|----------|------------|---------------------|
| | Orange Planet | Red Planer | Planner Warning | Correction | Red Line | Suspension | Permanent Exclusion |
| Off task behaviour in lessons | ✓ | ✓ | ✓ | ✓ | | | |
| Answering back to staff | ✓ | ✓ | ✓ | ✓ | | | |
| Dishonest to staff | | ✓ | | ✓ | | | |
| Refusal to follow instructions | ✓ | ✓ | ✓ | ✓ | | | |
| Off task after planner taken | | | | ✓ | | | |
| 2 'p's' in a planner in one lesson | | | | ✓ | | | |
| Fighting | | ✓ | | ✓ | | | |
| Overheard swearing | | ✓ | | ✓ | | | |
| Vandalism of school property | | ✓ | | ✓ | ✓ | | |
| Misbehaving in correction | | | | | ✓ | | |
| Missing a correction | | | | | ✓ | | |
| Public defiance of a teacher | | ✓ | | ✓ | ✓ | | |
| Online abuse / bullying | | | | | ✓ | ✓ | |
| Racist comments or behaviour | | | | | ✓ | ✓ | |
| Prolonged bullying | | | | | ✓ | ✓ | |
| Verbally threatening a member of staff | | | | | ✓ | ✓ | |
| Physical violence towards staff | | | | | ✓ | ✓ | |



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.

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.

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.

'Now That' Recognition Events

Three times each year, at random intervals, student data is checked and those students who have met our learning habits are recognised with an in-school event. 'Now That' refers to a method of recognition in Drive by Dan Pink. It is intended to support students to build intrinsic motivation.

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.

100% expeditions

Three times a year, students with excellent attendance and 0 corrections in a cycle are recognised with an additional expedition off-site.

Principal's Breakfast

Once per term each subject area nominates a student to meet with the Principal to have breakfast and receive recognition. This is a highly prestigious recognition event.

Student of the Cycle

Once per cycle each subject, year group and the Principal nominate students for 'Student of the Cycle'. This takes place during an extended Morning Meeting and students who have gone above and beyond the expectations of the academy are celebrated.

Learning habits

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

Learning Habit 1: Homework and 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 in certain areas such as teaching spaces. 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 available each morning in the morning meeting space so that students can solve issues around lost equipment before 7.55am with no sanction.

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.

Prohibited Items

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 when parents are available to collect, and after a correction has been sat. 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.



Correction

If a student fails to meet a learning habit (before 3.15pm) they will be issued with a 30-minute same day correction. If they fail to meet two, they will be issued with 60-minutes and three, 90-minutes. Any corrections received after 3.15pm will carry over to the following day. Families will be informed via text if their child has a correction. If a student fails to attend the correction, then they will resit the correction plus an additional 30 minutes the following day. Same day corrections apply for all students, no exceptions.

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
- the student has failed to attend a 90-minute correction

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 Dixons Trinity Chapeltown. 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.

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.

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 Possible Consequences for Different Behaviours | Teacher | | HOY / SLT | SVP | Principal | |
|---|-----------------|------------|-----------|-----------|------------|---------------------|
| | Planner Warning | Correction | Red Line | Placement | Suspension | Permanent Exclusion |
| Off task behaviour in lessons | ✓ | ✓ | | | | |
| Answering back to staff | | ✓ | | | | |
| Breaking no contact rule | | ✓ | | | | |



| Table of Possible Consequences for Different Behaviours | Teacher | | HOY / SLT | SVP | Principal | |
|---|-----------------|------------|-----------|-----------|------------|---------------------|
| | Planner Warning | Correction | Red Line | Placement | Suspension | Permanent Exclusion |
| Chewing gum | | ✓ | | | | |
| Dishonest to staff member | | ✓ | ✓ | | | |
| Eating prohibited food items | | ✓ | | | | |
| Misbehaving in correction | | ✓ | ✓ | | | |
| Incorrect uniform | | ✓ | ✓ | | | |
| Late to lessons | | ✓ | | | | |
| Late to school | | ✓ | | | | |
| Missing equipment (after 8am) | | ✓ | | | | |
| Missed homework / deadline | | ✓ | | | | |
| Mobile phone seen | | ✓ | | | | |
| Refusal to hand over mobile phone | | | ✓ | | | |
| No locker key by 7.50 am | | ✓ | | | | |
| Off task in large group setting | | ✓ | | | | |
| Off task in line up | | ✓ | | | | |
| Other non-permitted items | | ✓ | | | | |
| Overheard individual swearing | | ✓ | | | | |
| Poor quality homework | | ✓ | | | | |
| Planner not signed | | ✓ | | | | |
| Argumentative toward a student | | ✓ | ✓ | | | |
| Swearing at a student | | ✓ | ✓ | | | |
| Absconding school | | | ✓ | ✓ | ✓ | |



| Table of Possible Consequences for Different Behaviours | Teacher | | HOY / SLT | SVP | Principal | |
|---|-----------------|------------|-----------|-----------|------------|---------------------|
| | Planner Warning | Correction | Red Line | Placement | Suspension | Permanent Exclusion |
| Leaving a lesson | | ✓* | ✓ | | | |
| Missing a correction | | ✓ | ✓ | | | |
| Plagiarism | | | ✓ | | | |
| Public defiance of a teacher | | ✓ | ✓ | ✓ | ✓ | |
| 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 | | | ✓ | ✓ | ✓ | |
| Play 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 | | | | ✓ | ✓ | ✓ |



| Table of Possible Consequences for Different Behaviours | Teacher | | HOY / SLT | SVP | Principal | |
|---|-----------------|------------|-----------|-----------|------------|---------------------|
| | Planner Warning | Correction | Red Line | Placement | Suspension | Permanent Exclusion |
| Bringing a dangerous weapon into the academy | | | | | ✓ | ✓ |
| Bringing drugs into the academy | | | | | ✓ | ✓ |
| Dealing drugs in the academy | | | | | ✓ | ✓ |
| Physical violence toward staff | | | | | ✓ | ✓ |
| Using implement to harm another person | | | | | ✓ | ✓ |
| Bringing fireworks into school | | | | | ✓ | ✓ |

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. Any behaviour that is persistent would be treated very seriously and sanctions 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.

Restorative and reintegration practice

When students have not made the right choices and received a correction, it is important that we, as teachers, speak to the students when they have had time to distance themselves from the situation. We may need to do this to guide their reflection on their correction reflection document, but we always need to do this to repair the relationship between ourselves and the student.

If we make the time to visit the student and discuss what could have been better, the student then sees that you care about them and have high expectations, to the extent that you are willing to give up your time to enable the student to meet them.

Successful restorative conversations will acknowledge what has happened and provide feedback on what the student could have done to avoid the situation. They will be supportive but authoritative, ensuring the student is accountable for their behaviour, but the teacher is willing to help them meet expectations. If a restorative conversation is not turning out as you would hope (positively), then you will need to seek help from the HoY / SLT on correction duty. The conversation should not take place publicly in front of other students.

Following an FTE or Red Line families will be invited to take part in a reintegration meeting and targets will be agreed to ensure help students move forwards with climbing their mountains and develop the three-way partnership between families, students and the academy.

