



# **Dixons City Academy**

## **Policy Documentation**

### **Policy: Positive Behaviour**

**Responsibility for Review:**  
**Senior Vice Principal**  
**Date of Last Review: March 2017**

# Positive Behaviour

## Statement of Policy:

The Academy has clear expectations of good behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour.

## The aims are:

- to recognise realise and celebrate the potential of all students, thus promoting high self-esteem, high expectations and the ability to be economically successful
- to create an environment in which students are enabled to become mature, self-disciplined and industrious, accepting responsibility for their own actions
- to form an active partnership with parents and carers to support the learning of their children

These aims are supported by regular and appropriate in-service training; close parental and community links; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; and Academy social events aimed at pulling together the different life experiences of groups within the community.

## Procedures:

The Academy has whole school PRIDE rules and 5 PRIDE classroom rules that it expects students to follow. Students, staff and parents have been involved in reviewing these rules and training has taken place to set them out clearly for all members of the Academy community to see. This policy outlines the rules that we expect all members of the Academy to follow. It also states the consequences sanctions used when a student chooses to break a rule.

An ordered environment is vital so that teachers can teach and all students can learn. Behaviour is discussed not only by Form Tutors and Heads of Year in year meetings, but also by subject staff and Heads of Department in departmental meetings. Students are taught conflict management skills within Personal Development Studies to allow self-management of possible conflict. Experienced staff support others in classroom management and behaviour and there is an In-Service Training (INSET) session for all staff at least once a year. This session should take place near the start of each year. The great majority of students in the Academy go about their everyday activities without breaking rules. The Academy rewards those students and these rewards are also set out in this document.

To support student learning, we have 5 very clear classroom rules that are referred to constantly and remembered by the acronym of PRIDE. Praise, reward and appropriate consequences (sanctions) are related to these rules and are displayed in the student planner and on classroom walls. All teachers constantly refer to these rules and students are made aware of how they particularly apply to the learning environment that they are in – for example in Science, **Integrity** may be particularly important during practical lessons.

## The 5 Classroom PRIDE Rules

**Purpose** – on time and ready to learn

**Respect** – respect everyone and everything, follow instructions first time, every time

**Integrity** – do the right thing

**Determination** – never give up on your learning

**Excellence** – be the best and do the best you can

The 5 classroom PRIDE rules relate to the whole school PRIDE rules which are displayed in both the student diary and around the school.

## Rewards

There is a firm emphasis on honorific prizes and verbal recognition. The Reward system in the Academy uses PRIDE points which are linked directly to the whole school PRIDE values. The PRIDE point system applies to both Key Stage 3 (KS3) and Key Stage 4 (KS4).

The categories for PRIDE points and rewards are outlined in the table below. Subject postcards are also sent home for high standards of work and effort. Each teacher is expected to send a minimum of three postcards per week.

## Guidelines for Rewards

<b>PRIDE POINTS will be recorded under the Achievement section in SIMs.</b>		
<b>PRIDE POINT Categories and Values</b>	<b>Positive Achievement / Contribution Postcards</b>	<b>PRIDE POINT Milestones</b>
<p><b>P = Purposeful</b> learning and conduct in lessons = 1 PRIDE POINT</p> <p><b>R = Respectful</b> behaviour around the school = 1 PRIDE POINT</p> <p><b>I = Integrity</b> demonstrated by helping others = 1 PRIDE POINT</p> <p><b>D = Determination</b> demonstrated in lessons and activities in and out of school = 1 PRIDE POINT</p> <p><b>E = Excellence</b> demonstrated in learning and representing the school = 1 PRIDE POINT</p> <p><b>Subject Teachers Post Card</b> = 5 PRIDE POINTS</p> <p><b>Head of Year Post Card</b> = 10 PRIDE POINTS</p> <p>All PRIDE POINTS will be recorded by staff on SIMs under the achievement section.</p>	<p><b>Subject Teachers Post Card</b> will be given <b>WEEKLY</b> for consistent outstanding contribution in lessons.</p> <p><b>Head of Year Post Cards</b> will be given at the end of each <b>DCA TERM</b> to recognise the outstanding contribution across the curriculum of students in their year group.</p> <p>A weekly draw will be made in <b>KS3 and KS4 assemblies</b> by the Head of Year using the subject post cards. The student who has their post card drawn out will receive a £5 gift voucher.</p> <p>All postcards will be recorded by staff under the 'post card' categories on SIMs. Students receiving a subject postcard will receive 5 PRIDE POINTS. Students receiving a Head of Year postcard will receive 10 PRIDE POINTS.</p>	<p><b>KS3 and KS4</b></p> <p><b>150 PRIDE POINTS = BRONZE EXCELLENCE CERTIFICATE.</b></p> <p><b>300 PRIDE POINTS = SILVER EXCELLENCE CERTIFICATE.</b></p> <p><b>450 PRIDE POINTS = GOLD EXCELLENCE CERTIFICATE.</b></p> <p><b>600 PRIDE POINTS = PLATINUM EXCELLENCE CERTIFICATE.</b></p> <p><b>Year 11</b></p> <p>PRIDE POINTS Will be converted into a financial discount from either the Prom or school leavers merchandise.</p>

<p><b>100% weekly attendance = 5 PRIDE POINTS</b></p> <p>Attendance PRIDE POINTS to be added by form tutors.</p> <p>NB more than one student can be rewarded for the same category at one time.</p>	<p>Teaching staff are asked to send a minimum of <b>three postcards</b> a week.</p> <p>It is the responsibility of the teaching staff to address the postcards and drop them into the relevant post boxes for each year group.</p> <p>The post cards will then to be posted home by the office on Friday.</p>	
---	---	--

### **Parental Engagement**

The Academy highly values the 3 way partnership between us, the student and the parent/carers. The relationship between home and the Academy is formed through pre-arranged opportunities, such as:

- yearly consultation evenings
- curriculum meetings
- trip meetings
- meetings that are arranged as the need arises

# Sanctions

When a student disrupts learning or behaves inappropriately within the Academy there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to the students.

## ***P1 Verbal Warning – planner removed to the teacher’s desk***

Persistent low level disruption such as talking or off task behaviour

Not following instructions the first time

## ***P2 PRIDE detention given for that lunchtime 30 minutes***

Repeated low level disruption of lesson following P1

Misuse of school equipment

First instance of: no homework

No planner

Poor punctuality to lesson

Chewing, eating or drinking in wrong place

Breaking of dress code (including hair and jewellery)

Deliberately rude/disrespectful to staff

Dropping litter

Late to school

Inappropriate use of phone, MP3 player or Smart watch in the Academy (Along with confiscation)

Truancy (Student to make up missed time)

## ***P3 PRIDE detention extended to one hour after school***

More serious misuse of school equipment/damage to school property

Abusive behaviour towards others

Disrupting the good order of the Academy

Such poor behaviour in a lesson that the student needs to be removed

## ***P4 Internal exclusion***

Persistent refusal to follow staff instructions

Fighting/assault/aggressive behaviour

Poor behaviour whilst on report

Abusive behaviour directed towards others

Setting off the fire alarm

Failure to attend PRIDE detention  
Refusal to be removed from the lesson

**P5 External exclusion**

Only for the most serious of incidents

Discussions would take place with SMT to discuss appropriateness and length of exclusion.

## Table of Sanctions 2016

Type of Behaviour	P1 Verbal Warning	P2 Lunchtime Detention/After school	P3 Removal from Lesson After School Detention 1 hour	P4 Internal Exclusion	P5 External Exclusion	By Who
Failure to follow instructions – calling out	Issued in first instance – planner removed to teacher’s desk	Second instance same lesson – detention written in planner	Repeated low level disruption – room removed within Faculty and 1 hour detention given	<ul style="list-style-type: none"> <li>Continued poor behaviour</li> <li>Refusal to comply</li> <li>Refusal to move to room removal</li> </ul>		Class teacher
Forgot equipment - pen pencil, ruler calculator– Checked by FT in morning reg		Detention issued				Form Tutor or class teacher
No student planner in registration/lesson		Detention issued written in planner and each day until brought or replaced				Form tutor or class teacher
Punctuality to Academy		Late, still in the mall or area other than outside form room - Detention issued written in planner	Two lates in a week			Duty staff
Punctuality to lesson		More than 2 mins late to any lesson. Still in mall, canteen etc after music stops				Class teacher Duty staff
Homework not done		Detention issued written in planner				Class teacher
Chewing, eating drinking in inappropriate place	Eating / drinking - warning given and opportunity to correct Chewing gum	No action or refusal from student - detention given  Detention given		Repeated offences placed in isolation and FT/HoY/BSW contact parents		Duty staff

Uniform incorrect/nail polish or false nails	Opportunity to correct - jewellery confiscated until end of the day, nail polish removed	Failure to correct – detention given				Form teacher or class teacher
Inappropriate hair – lines/patterns shaved				Letter sent home and isolated until corrected		Form tutor
Refusal to follow instructions	Initial warning and explanation of consequences	If continued detention given	If still refuses then longer detention	Further refusal results in removal by BSW/HoY/SLT May result in internal exclusion		Form tutor or class teacher
Inappropriate use of mobile phone or any Smart watch in school		Confiscated and given to HoY – detention given				Form tutor, class teacher or duty staff
Internal/external truancy			Detention given to make up learning time lost Parents contacted			Class teacher
Argumentative with staff failing to show respect	Initial warning given	Detention given and written in planner if behaviour not corrected				Class teacher form tutor or duty staff
Failure to move with purpose or accessing a locker between lessons with the exception of PE kit		Detention issued and written in planner				All staff
Inappropriate language	Warning if overheard on Academy site	Detention if heard inside classroom	Further detention if repeated and parents contacted			Duty staff
Wilful damage of a student's property		Required to pay, apologise and detention given				Form tutor/class teacher



Acting with aggression towards another student causing a disturbance to the good order of the academy			P3 detention given and depending	Depending on the level of disturbance possible internal exclusion		Duty staff, HoY, BSW or SLT
Unprovoked assault on student				Minimum internal exclusion parents contacted apology expected	Depending on severity FTE or permanent exclusion would be considered. Police may be called.	Principal or Senior Vice Principal
Swearing, aggression, insulting member of staff				Minimum internal exclusion parents contacted apology expected	Depending on severity may lead to FTE or possible PX	Principal or Senior Vice Principal
Assault on member of staff					Exclusion FTE or PX. Police may be called	Principal or Senior Vice Principal
Wilfully undermining the security of the Academy (e.g. letting in strangers)				Minimum internal exclusion parents contacted	May be FTE depending on danger.	Principal or Senior Vice Principal
Sexual, homophobic, racist harassment				Minimum internal exclusion	Depending on level, FTE or PX. Police may be called	Principal or Senior Vice Principal
Carrying dangerous items				Minimum internal exclusion	Depending on level, FTE or PX. Police	Principal or Senior Vice Principal

					may be called	
Theft and handling stolen goods				Minimum internal exclusion	Depending on level, FTE or PX. Police may be called	Principal or Senior Vice Principal
Dealing taking or possessing illegal substances				Minimum internal exclusion	Depending on level, FTE or PX. Police may be called	Principal or Senior Vice Principal

1. At Dixons we operate a choices and consequences system which provides students with clear guidance, boundaries and the opportunity to choose to make the right decisions.
2. Sanctions should be restricted to the individual concerned. Group punishments are rarely (if ever) necessary.
3. Once behaviour is chronic and/or very serious, then the student's Form Tutor, Head of Year and Head of Department should be involved. This is through the system of the Pride consequences.
4. Continual misbehaviour in lessons will lead to students being monitored by the report system. If difficulties persist, students may be internally or externally excluded (for a fixed term or in extreme cases permanently).
5. Unacceptable behaviour out of lessons is the responsibility of all adults in the Academy, not just the Duty Staff. It must be dealt with immediately by the member of staff witnessing it. Serious incidents are then reported to the Head of Year.
6. If a student's behaviour is considered sufficiently serious, then the Head of Year will ask the student's parents to come in to the Academy to discuss the matter. If the situation is not resolved at this point, the Assistant Principal and /or Senior Vice Principal will become involved.
7. Additional support, where appropriate, is provided by IN, e.g. daily IN report, counselling, individually supported study. The ultimate sanction is exclusion from the Academy, or if possible, a managed move to another school. Depending upon the seriousness of the situation, exclusion or managed moves can be temporary or permanent. The only person authorised to permanently exclude a student is the Principal. (see Exclusion Policy).
8. Students who are referred to the Assistant Principal will have a Behavioural Support Plan drawn up, targeting areas for improvement. This will be reviewed regularly with student and staff, arrangements will be made in the initial meeting.
9. If a student does not respond to all other interventions, a Pastoral Support Programme is drawn up in consultation with parents, and where necessary, external agencies. Pastoral Support Programmes are only put in place for students deemed to be at risk of exclusion.