



**GEORGE
DIXON
ACADEMY**

BEHAVIOUR POLICY

Date Created:	October 2017
Last Review:	September 2017
Reviewed By:	Tutvinder Mann, Deputy Headmaster
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Approved By:	Governing Body
Next Review:	September 2019

The Behaviour Policy

Principles

The George Dixon Academy Behaviour Policy has its origins in the belief that in order to foster a positive teaching and learning environment, encouraging and modelling appropriate behaviour in all aspects of Academy life, is essential.

We aim to achieve this by:

- ensuring that learning is relevant and stimulating, encouraging engagement
- promoting equal opportunities for all, in an environment free from any discrimination on the grounds of ethnicity, culture, religion, gender, sexuality, ability, and disability
- promoting mutual respect and collective responsibility
- striving to provide a physically and emotionally safe environment in which mutual respect is engendered
- striving to provide an environment free from prejudice, bullying, disruption, and violence
- promoting self-esteem, self-discipline, co-operation, tolerance, and respect for the duties and responsibilities of all staff
- taking pre-emptive action in any situation which affects learning
- advocating consistency of response to both positive and negative behaviour, ensuring fairness
- recognising as key and strongly encouraging the relationship with carers/ families, students, teachers, governors, and the community
- offering our students opportunities to be listened to, listen to each other, ask questions, have their questions honoured, find answers, and learn in diverse ways
- providing guidance to enable students to manage their behaviour

Roles, Responsibilities, and Rights

Students

Every student has the right to be able to learn, improve and be stimulated and challenged, in a positive and protected environment. It is every student's responsibility to contribute to and improve this positive environment by asking questions, supporting others, listening to each other, following directions of staff and treating others with tolerance and respect. Ideally all students will be sufficiently confident to take risks with their learning – it is alright to make mistakes.

Staff

Every member of staff has the right to teach and be treated with respect by students, families, trustees, the community and colleagues. It is every member of staff's responsibility to aim to promote a positive learning environment for students and to treat students with respect. Staff should make classroom expectations explicit by frequently reinforcing rules, procedures and expectations for learning. Staff facilitate learning by providing work that is accessible to students.

Staff should apply all policies and procedures fairly and consistently and contribute to their ongoing development.

Staff should aim to communicate regularly with families.

Staff should actively model positive behaviour.

Academy Trust

The Academy Trust has a responsibility to ensure, in consultation with the Headmaster and the staff, that the Behaviour Policy is communicated to students, parents/carers/ families and that it is consistent with the GDA Ethos.

Families/Parents/Carers

Families, parents and carers have the right to expect the Academy to provide a protected and positive environment for the education of their child(ren). Families, parents and carers are expected to take responsibility for the behaviour of their child(ren) both inside and outside of the Academy. We see the home/Academy partnership as being crucial in maintaining high standards of behaviour and cooperation.

George Dixon Academy is one which values the contributions and views of its community.

Code of Conduct

As a member of George Dixon Academy Community, students are expected to:

- arrive on time for fully prepared to study and learn;
- wear the Academy uniform, during the Academy day and on the journey to and from the Academy;
- be tolerant and respectful of all members of the Academy community;
- co-operate with other students and all staff;
- seek to promote a peaceful climate by not behaving in a negative manner, being aggressive, bullying or arguing and fighting others;
- get to the Academy and lessons on time;
- try to do their best in lessons;
- help others as appropriate;
- participate positively in lessons and not to distract or disrupt others from their learning;
- keep GDA tidy;
- use appropriate language at all times – no put-downs;
- refrain from inappropriate touching;
- behave sensibly in class, the corridors and the playground;
- behave appropriately in the local community on the journey to and from the Academy;
- walk in the corridors and behave responsibly;
- take care on the staircases and treat others with consideration;
- sit as directed by the teacher in lessons, removing coats etc and being prepared with necessary equipment;
- outdoor clothing (coats, hats etc), removed in the buildings;

- mobile phones, ipods and all other electronic devices should be switched off whilst in the Academy building. Failure to do so will result in a 2 week confiscation;
- never chew gum in the building.

Procedures

These outline procedures seek to guide actions which will ensure that instances of indiscipline are dealt with fairly and consistently and seek to promote personal and collective responsibility. The desired outcome of any effective sanction is, by separating the behaviour from the student, to set the scene positively for the next lesson or interaction. Staff should always look to build and repair and remember that **praise is the most powerful tool**. The rationale of the discipline procedures is to set out the stages of response which will facilitate effective learning, so that the ability to take advantage of learning opportunities offered is increased.

Stage 1 - Immediate action consistent with the Principles.

Immediate action by the individual classroom teacher in response to positive or negative behaviour is the most powerful and effective action. Its level of acceptance and subscription by staff and students is a measure of the strength of the staff/student relationships. Effective early action by the classroom teacher and/or support staff can reduce the need for further referral.

Examples of situations and positive reinforcement:

- any desirable behaviour, eg: politeness, effort at work, improving attainment, improving punctuality, etc. is positively rewarded with acknowledgement, e.g: a smile, a word, a reward consistent with GDA's Rewards System (**SLEUTH POSITIVES**). Crucially, the positive behaviour must be authenticated and given credibility.

Examples of situations and negative reinforcement:

- any undesirable behaviour is subject to a sliding scale of sanctions: no smile; redirection; issue a "quiet word"; restatement of expectations; opportunity for student to reconsider course of action; **SLEUTH NEGATIVES**, short time-out outside the door. Issue of warnings about conduct. Humour but not sarcasm; seeing student at end of lesson for brief

discussion; detention; family and parental contact.

The vast majority of all incidents are covered by this interaction between teacher and student, occasionally involving family/parent/carer contact.

Stage 2 – secondary action exploring and responding to barriers to learning. Situations arise which call for support beyond the classroom teacher:

1. A student's behaviour or achievement is so outstanding that wider, immediate recognition is deserved. Communication between the classroom teacher and the student's Form Tutor, Pastoral Manager, Head of Year and the Head of Department should occur.
2. A student seriously disrupts the learning environment and does not respond to Stage 1 above. In this case the **Patrol team** may be summoned, via Student Reception, to remove the student from the classroom.

In this scenario, it is still crucial for the classroom teacher to later on rebuild rapport and re-establish ground rules with the student.

3. The classroom teacher may call for support from her/his Head of Department.
4. A student may be required to work in with another teacher in the faculty who may be available.
5. The student's Form Tutor should be kept informed of developments and in the face of deteriorating behaviour will choose to involve the (Assistant) Head of Year or Pastoral Manager, should there be no improvement as a result of strategies tried.
6. The Head of Year, likewise, will, if necessary, make a referral to the SEND Lead. Throughout this process every effort will be made to understand the child's behaviour and make use of this understanding to guide action.

Rewards

The George Dixon rewards system is based on praise and encouragement and the powerful, positive effect this can have on behaviour and motivation. At the Academy we recognise the importance of focusing on the positive; we aim to catch students doing the right thing.

Examples of positive practice include:

- acknowledging effort - praise
- speaking respectfully
- smiling
- valuing the student and her/his work- issuing SLEUTH POSITIVES
- making wall displays of students' work
- listening
- being interested
- appreciating
- devising challenging and stimulating lessons
- setting and marking homework

We also operate a system of tangible rewards, in which students can choose to accumulate Rewards and earn or win prizes. Staff will have the opportunity to score students on a scale of 0-5 (see fig 1) during each data entry point via E-portal. This score will be based on the student's progress, attitude, engagement, contribution and general behaviour during lessons but NOT attainment.

These points will be combined with all the subjects the student studies and SLEUTH POSITIVES. Points contribute towards reaching one of the award levels; bronze, silver, gold or platinum

Bronze, silver and gold will be presented in celebration assemblies following each data entry

(with specific year lapel badges and certificates).

Platinum awards will be presented by the Headmaster at the awards evening in July.

Score	Criteria
5	Outstanding in all areas
4	Outstanding in some, good in others
3	At least good in all areas
2	At least satisfactory in all areas
1	Concerns in some areas
0	Concerns in most/all areas

Fig.1

Praise Post cards are very popular with all students.

In addition, Departments award commendation certificates at the presentation assemblies and HoYs and Ass HoYs award certificates and prizes for excellent and improving punctuality and attendance.

Awards assemblies formally recognise student progress with awards. There is an annual Awards' Evening.

Sanctions

Sanctions are used in response to inappropriate behaviour. Sanctions are most effective when used sparingly. In considering sanctions we look at the causes of the behaviour, and remember the importance of forgiveness, repair of damage and the avoidance of publicly humiliation.

The over-riding principles of sanctions are:

- they are most effective when applied fairly and consistently by all staff;
- they must be reflective, so that the student knows the reason for the sanction and how to improve their behaviour;
- they should minimise the likelihood of recurrence of the inappropriate behaviour;
- the outcome of a sanction is to ultimately improve the relationship between teacher and student, so that effective learning may take place subsequently.

However, students must be made aware that actions have consequences. Students may need to be reminded and in some instances and clear boundaries for their actions need to be taught and reinforced. Where boundaries are breached, sanctions, increasing in seriousness, will be applied.

Some Sanctions in use at GDA

- firmly and politely requesting cooperation and issuing warnings;
- Issuing SLEUTH NEGATIVES
- speaking one-to-one with the student at the end of the lesson;
- detaining student for some of break and/or lunchtime;
- insisting on a change in the seating plan to maximise learning;
- Late Gate- whole Academy led lateness sanction
- imposing a 30 minute detention ;

- imposing a 1 hour Friday Detention;
- imposing a 3 hour Saturday Detention;
- calling in support from Form Tutor and/or Head of Dept/Faculty – very important to work with or alongside colleague in these cases, in order to rebuild relationship with student;
- short time-out outside the classroom;
- telephoning and/or writing to families/ parents/carers;
- referral to Form Tutor, Head of Department and/or Head of Year;
- Head of Department may choose to impose faculty detention;
- Head of Department / Head of Year may impose a longer detention;
- Referral to the Academy's on site James Dixon Centre (via Head of Year)
- In the most serious cases, In-school Isolation, appearance in front of the Trustees' Disciplinary Committee, Fixed-term or Permanent Exclusion will be recommended by Deputy Headmaster.

Classroom Support

There may be occasions when a lesson cannot continue because of a student's behaviour and all attempts by the teacher in accordance with the above have been unsuccessful. In this case a student can be removed to another classroom in the department (by arrangement) or by the 'Patrol' team . If the removal is problematic, other staff can be summoned to help. It is imperative that such removals are followed up by referring staff, so that causes can be explored and parameters agreed before the next lesson.

Documenting Incidents

Whenever a pattern of behaviour is developing, or a major incident (such as a fight) has occurred, all staff should make a written record using the **SLEUTH** tool, detailing the incident and action taken. These records become extremely useful in logging intervention and guiding future support and action.

Corridor and break/lunchtime behaviour

All staff are expected to be visible during lesson changeover ('meet and greet') to help calmly speed students to their next lesson. At break, lunch and after Academy hours it is helpful if staff guide students' en route to their next destination. Staff patrol the site at lunchtimes. Staff help maintain the calm, purposeful atmosphere by contributing two breaktime and one after Academy hours duty per week.

Progress Reports

Families, parents and carers are issued with half-termly Reports. These indicate a Grade in each subject for Behaviour. This provides frequent summary data on student behaviour to inform appropriate intervention.

Exclusion

As a general rule of thumb Exclusion or Isolation is resorted to after other reasonable steps have been taken to support a student and to guide his/her behaviour. At times, Exclusion or Isolation will be the result of a single, serious instance of misconduct. By excluding a student, the Academy is making the statement that the rights of staff to be able to treated respectfully and the rights of other students to be taught free from distraction and disruption and/or to be safe and the reputation of the Academy is now the priority. In-Academy Isolation is considered as a possible alternative to Exclusion.

The only person legally empowered to exclude a student from the Academy is the Headmaster or Deputy Headmaster, in his absence.

There are a number of exceptional circumstances when, having established a student's responsibility for unacceptable behaviour and consideration of SEND (if applicable) the student will automatically be Excluded for a Fixed Term. In some instances, subject to further investigation, the student will be Permanently Excluded. Note that students will not be Permanently Excluded in the first instance. Permanent Exclusions will be preceded by a Fixed-Term Exclusion to provide an opportunity to fully investigate the students' culpability. The circumstances where Zero Tolerance applies and Permanent Exclusion will result are:

- Physical aggression against a member of staff. Serious acts of physical aggression against other students, acts of violence leading to injury, or repeated acts of violence against the same victim where exclusion has already been undertaken;
- Very serious acts of high level disorder and lack of cooperation that bring the health &

safety of students and/or staff at significant risk;

- Possession of weapons. The use or attempted use of weapons including knives, fire arms, clubs or hardware;
- The possession of proscribed substances including drugs and alcohol. The passing on or selling such substances on Academy premises or in the immediate vicinity of the Academy or the attempting to do so;
- The possession or use of explosives including fireworks in the Academy building or in the vicinity of the Academy;
- Discriminatory behaviour directed at people with disabilities or racist, sexist or homophobic conduct. If such conduct is repeated involving the same victim, where exclusion has previously occurred;
- Behaviour which could potentially publically damage the reputation of the Academy.

Links with other Policies

The George Dixon Academy Behaviour Policy has obvious links with the wider safeguarding agenda: when agreeing or reviewing the policy, links should be made with other relevant guidelines and procedures such as the anti-bullying policy, etc.

Monitoring and Review

- The Behaviour Policy will be submitted for review every two years to the Governing Body or applicable Committee.

Signed (Chairperson):



Print Name:

Sir Robert Dowling

Date: 18 October 2017