

## **Behaviour for Learning**

**Date of Last Review – September 2025**

**Responsibility for Review – Principal**

## Principles

Dixons Cottingley Academy is committed to ensuring that our students master the knowledge, understanding and skills to be academically successful. 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. 'DCO Learning Habits' provide a framework to ensure our core values (Determination, Integrity and Trust) are embedded within our daily practice and routines. We fully believe that descriptive verbal praise can be very powerful in developing a happy and purposeful school environment.

## Aims

- Have the highest expectations of student behaviour in order to maximise their opportunity to achieve.
- Ensure all students develop the good learning habits that they need to be successful in school and life.
- Realise and celebrate the potential of all students through promoting independence and self-discipline.
- Create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- Form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
- Create a culture where students are supportive and engage with the local community.

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.

## Practice

### Acknowledgements

We want students to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging students for developing good learning habits.

### Descriptive Verbal Praise

Around the academy and in lessons, staff members use descriptive praise to signal to students that they are demonstrating good learning habits. Pastoral leaders and Directors also ring home regularly; this is an opportunity to provide parents / carers with praise about their child. During appreciation assemblies, staff and students have the opportunity to thank and praise each other for exhibiting the Academy core values of Determination, Integrity and Trust. Each week, every member of the Academy staff nominate students to receive 'appreciations'. Students may be nominated for hard work, strong progress or for displaying a real commitment to the academy values.

### Acknowledgement Event

3 times each year, students who have demonstrated excellent learning habits are acknowledged with an invitation to our event. The Principal, Vice Principal and DOCP decide which students receive an invitation based on the number of corrections a student has received over the cycle and the student's attendance.

### Postcard

During the cycle students that have demonstrated our core values throughout each cycle will receive a postcard from the academy which highlights their success.

### Annual reports

Our annual report to parents provides an opportunity for students to gain recognition for their effort and progress across all subject areas over the academic year.

## DCO learning habits

All members of staff are expected to actively promote and model the Dixons Cottingley Academy (DCO) Learning Habits.

### Learning Habit 1: Homework

Students who wish to be successful complete homework 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 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 and when transitioning to lessons. When in whole year group lectures, lessons or assemblies 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 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' resulting in reset or exclusion.

### Learning Habit 3: Punctuality & Attendance

Students who wish to succeed always attend and are on time. We are trusting that students will arrive at the Academy by 8.10am each day so that they are ready for the day's learning. Failure to be on time for registration or a lesson (DCO lessons begin at 8:20am) 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. Any planned absence should be requested using the Academy's leave of absence form and passed to the Vice Principal. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

### Learning Habit 4: No Answering Back

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 reset or exclusion. 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 then they should speak to their Form Tutor, Pastoral leader, Director 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 strict uniform code then they will either be given some temporary uniform to wear, sent home to change, or will be in reset 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 detail around specific uniform expectations can be found in the parent / carer contract.

### 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 in the library each morning so that students can solve issues around lost equipment before lessons begin.

Students are expected to bring the following to school in a clear pencil case:



- 1 black pen
- 1 green pen
- Black whiteboard pen
- Pencil
- Ruler
- Eraser
- Yellow Highlighter pen
- Scientific calculator – Casio FX83GTCW
- DEAR reading book
- PE Kit (on the days they have PE)
- Planner
- Knowledge navigator folder
- Locker Key, Planner and ID Badge
- A sensible and suitable bag (not a fashion accessory)

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, students should return to their lockers to collect the necessary books and equipment they need for each lesson during that session.

Illegal items, chewing gum, unhealthy snacks and jewellery (other than one plain watch) are not allowed in the Academy. If any of these items are brought into school, they will be confiscated and will only be returned to parents at the end of each Academy term. Mobile phones are not to be seen or heard in the Academy. We would strongly recommend students do not bring a mobile phone into the Academy. If parents want their child to bring a phone to school for safety reasons, they must be switched off 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 and will be kept until a parent / carer collects it at the end of the week.

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.

## On Tour

The concept of the 'On Tour' has been devised to signal to students that a member of staff has a serious concern about a student's behaviour. On Tour may be request when:

- the student has not responded to being given a correction and their behaviour has not improved; in this situation students should be asked whether or not they are going to cross the 'red line'.
- the student has seriously challenged the dignity of a member of staff or another student at which point the teacher issues a 'red line'.

When 'On Tour' is required the 'on call' member of staff should be contacted to take the student out of the situation. The student will either spend the rest of the period in a 'moved room' or if red line behaviour has occurred spend the full day in reset with a member of the Senior Leadership Team or Pastoral Team. Parents will be contacted.

In addition, when appropriate a student may receive a Fixed Term Exclusion. In these instances Parents will be contacted. Students will not be allowed back into school until a parent has spoken to the Principal or SLT. When back in school, students will spend one full day in isolation. Staff at Dixons Cottingley Academy will not hold grudges and students will be welcomed positively back into the learning environment following an isolation or exclusion.

### Internal Truancy

Internal truancy is where a student is out of lesson, but inside school grounds, without an authorised reason. Some common authorised reasons for students being out of lesson would include:

- Student is using their base pass
- Student is using their toilet pass
- Student has been asked to run an errand by a member of staff

For all of the above reasons, plus others authorised by the teacher, the student will be provided with a note / have their planner signed to confirm it is authorised.

The vast majority of students at Dixons Cottingley attend all of their lessons and we appreciate these students and their hard work. For a small minority however, we require a firm and consistent process to ensure that in the future they make better decisions about attendance to their lessons.

1. If a student either leaves their lesson for an unauthorised reason or makes the decision to not attend their timetabled lesson, staff will follow the below process:
2. The student will be taken directly to reset (our internal exclusion room), where they will spend the remainder of their day plus one hour after school.
3. If the student refuses, you will be contacted and asked to speak to your child on the telephone to instruct them to enter reset.

If the student continues to refuse, or they walk out of reset before the end of the day, unfortunately, they will be suspended for the remainder of that school day and the following school day. This is a serious consequence and results in students missing learning time and the suspension being recorded on their permanent record.

As you will agree, being in lessons is vital for your child to succeed. When students are attending lessons, which most students do, they take another step towards achieving our mission.

If a student fails to attend a lesson it is a lost opportunity. If they do not attend lessons they are not in the same position as others within the class. Imagine reading a book and missing chapters 2, 3 and 4, then reading again from chapter 5 or watching a TV series and missing episodes 3, 4 and 5, then watching episode 6. In both cases you would not know what has taken place and would be lost. This is exactly the same impact as missing a lesson.

### 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.

## Sanction table

Table of <i>Possible</i> Consequences for Different Behaviours	Teacher		Pastoral Team	SLT	Principal	
	In Class Warnings	Correction / Moved Room	Reset	Placement	Suspension	Permanent Exclusion
Off task behaviour in lessons	✓	✓				
Answering back to staff	✓	✓				
Chewing gum	✓	✓				
Dishonest to staff member	✓	✓				
Misbehaving in correction		✓	✓			
Incorrect uniform (after 8.18am)		✓	✓			
Late to lessons		✓				
Late to line-up		✓				
Table of <i>Possible</i> Consequences for Different Behaviours	Teacher		Pastoral Team	SLT	Principal	
	In Class Warnings	Correction / Moved Room	Reset	Placement	Suspension	Permanent Exclusion
Late to school		✓				
Missing equipment (after 8am)		✓				
Missed homework / deadline		✓				
Mobile phone seen		✓	✓			
Off task in large group setting		✓	✓			

Off task in line up		✓	✓			
Other non-permitted items		✓	✓			
Overheard swearing		✓				
Poor quality homework		✓				
Argumentative toward a student		✓	✓			
Swearing at a student		✓	✓			
Absconding school			✓	✓	✓	
Leaving a lesson			✓			
Missing a correction		✓	✓	✓	✓	
Refusal to follow instructions / Defiance		✓	✓	✓	✓	
Three moved rooms in a day			✓	✓	✓	
Five moved rooms across three days in a week			✓	✓	✓	
Truancy from a lesson(s)			✓	✓	✓	
Persistent off task behaviour			✓	✓	✓	✓
Vandalism of school property		✓	✓	✓	✓	✓
Vaping / Smoking			✓	✓	✓	
Table of <i>Possible</i> Consequences for Different Behaviours	Teacher		Pastoral Team	SLT	Principal	
	In Class Warnings	Correction / Moved Room	Reset	Placement	Suspension	Permanent Exclusion

<b>Derogatory / Disrespectful Responses</b>	✓	✓	✓	✓	✓	
<b>Fighting</b>			✓	✓	✓	
<b>Racist comments or behaviour</b>			✓	✓	✓	
<b>Swearing at member of staff</b>			✓	✓	✓	
<b>Trans / homophobic comments / behaviour</b>			✓	✓	✓	
<b>Disablist / ablist comments / behaviour</b>			✓	✓	✓	
<b>Throwing water / hitting another student with a bag / coat / lanyard / etc</b>			✓			
<b>Dangerous behaviour</b>		✓	✓	✓	✓	
<b>Online abuse / bullying</b>		✓	✓	✓	✓	✓
<b>Prolonged bullying of student</b>			✓	✓	✓	✓
<b>Theft of property</b>			✓	✓	✓	✓
<b>Sexual / homophobic / racist harassment</b>			✓	✓	✓	✓
<b>Verbally threatening a member of staff</b>			✓	✓	✓	✓
<b>Bringing a dangerous weapon into the academy</b>					✓	✓
<b>Bringing drugs into the academy</b>					✓	✓
<b>Dealing drugs in the academy</b>					✓	✓
<b>Physical violence toward staff</b>					✓	✓
<b>Using implement to harm another person</b>					✓	✓



**Bringing fireworks into  
school**

✓

✓

In addition, the following sanctions may also be used to correct student behaviour.

- Removal of IT rights (e.g. email & internet academy access)
- Confiscation of item/s
- Correction conversations
- Not allowing students to attend events
- Directing the student to an alternative provision / off-site direction / fixed term placement
- Permanent Exclusion
- Removal of free time during the academy day