

What to do... Behaviour for Learning - Oct 22

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

Principles

At Dixons Manningham, we are committed to ensuring that all our students master the knowledge, understanding and skills to be academically successful. We want our students to recognise and value their role in making their school and community outstanding places in which to learn and thrive. We believe that success is built on self-discipline and learnt autonomy.

Our core values of Integrity, Achievement and Unity are embedded within our daily routines and practice.

We recognise that students need nurturing classrooms in order to develop and learn. As a result, there is an expectation that provision for all will be built around these key principles.

We have a strong behaviour curriculum made up of DMN Routines, PSHE, RHE and HMSH with its focus on debate.

We consider the known specific circumstances of each student when supporting the development of learning behaviours and conduct. Some students have EHCPs, SEMHD or involvement from external agencies that will be reflected in the strategies used to help the student. Practices and decisions are underpinned by a strong commitment to inclusion.

At DMN, 'We recognise that challenging behaviour may be a form of communicating a greater need.' (Source: Bomber, L. Know Me To Teach Me, 2020.)

At DMN we are committed to Restorative Practice (RP), with its set of principles and practice. These are achieved through three main points of discussion: What happened? Who has this affected? What can be done to put this right? Through RP, we encourage students to take responsibility for their behaviour by thinking through the causes and consequences. Through RP, our students develop the language to articulate their thoughts about their behaviour choices and begin to understand the impact their actions have on others. This along with the academy's routines, clear expectations and boundaries for learning behaviour and conduct enables students to become self-disciplined citizens.

The support we provide students is built on our prime mantra:

"We do the right thing because it is the right thing to do."

The development of integrity and the fostering of intrinsic motivation are inherent in our practice. We believe it is our role to support pupils to develop the skills to modify their behaviours.

Aims

- To ensure all students develop effective learning habits and good conduct.
- To have the highest expectations of student learning behaviour to maximise their opportunity to achieve
- To form an active partnership with families to develop excellent behaviours
- To realise and celebrate the potential of all students through promoting independence and self-discipline.

Values

Throughout the academy day, all staff reinforce the values.

Achievement	<ul style="list-style-type: none"> • Having a positive attitude • Working hard to achieve your goal • Good learning behaviours
Integrity	<ul style="list-style-type: none"> • Doing the right thing • Self-responsibility • Managing own distractions
Unity	<ul style="list-style-type: none"> • Tolerance and understanding of others • Treat others with respect



- Collaborating with others to make the world a better place

Practice

At DMN, a clear distinction is made between learning behaviour and conduct.

All staff are fully aligned to this set of practices and procedures.

We are committed to using precise praise with students for developing good learning routines.

All members of staff are expected to actively promote and model the Dixons Manningham Primary Routines (see Routines 22-23 Booklet).

We believe in purpose over power, and we explain why to students

There is an expectation that we have 100% of students compliant 100% of the time in lessons. Research based techniques are used across the academy to ensure respect for all and every second counts:

- Non-verbal intervention
- Positive group corrections
- Anonymous individual corrections
- Private individual corrections
- What to do
- Radar and be seen looking

All teaching staff are supported within instructional coaching to perfect these techniques.

Restorative Practice (RP)

We follow the practices and script from the International Institute of Restorative Practice (IIRP). RP is used to support all students to develop excellent learning behaviour and conduct. - it is built into the processes for managing both.

DMN Staff who have been trained by the IIRP support all class-based staff with RP.

Students are supported to find and use their voices to express their thoughts and feelings and to develop emotional literacy.

Students are taught to actively listen to each other and develop empathy through the use of RP.

At DMN there is a restorative culture where we learn from our mistakes and move on. We get better each day.

Learning Behaviours - Good to be Green

Students are expected to work with pace and purpose, managing distractions, respecting others and taking turns.

To visually support students to develop and regulate these behaviours, the Good to be Green learning behaviour card system operates in every classroom.

All students have a named pocket on the chart, containing three cards: green, yellow and red.

The aim is that all students remain green: it is good to be green because it is a signal that students have been demonstrating the expected learning behaviours throughout the day.

This card system is used to provide warnings and an opportunity for supportive adult intervention when learning behaviour falls below expectations.

The Pastoral Team regularly and carefully monitors students' behaviour data in order to provide timely personalised interventions to minimise the loss of learning time.

Pupils are supported to stay green with a micro script used by all staff.


At the end of each day, teachers record on Bromcom each student's end of day card colour.

Every day is a new beginning with everyone reverted to a Green Card.




Supporting DMN Student Learning Behaviour - Good to be Green

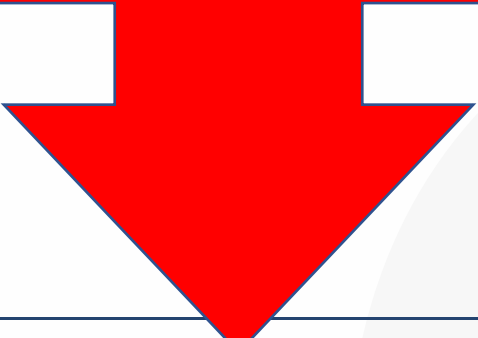
Green:
Student is distracted from learning in spite of non-verbal and nurture support.
-Verbal encouragement and support provided to student using the green micro script.



1st or 2nd Yellow in term:
Student continues to be distracted from learning in spite of verbal and nurture support, within the same day.
-Student changes card from green to yellow following verbal encouragement and support with key adult using the yellow micro script.



1st Red in term
The student is not modifying their behaviours despite the support provided:
-Student changes card from yellow to red following the red micro scripted discussion.
-Red Learning Behaviour form completed by key adult and student taken to SLT / Pastoral Team who log incident.
- Restorative conversation is had with affected students and staff.
-Parent informed by / affected staff / SLT / Pastoral - notified of the incident and the need for their attendance at a Restorative Circle should there be a second red within the term.
- Logged on Bromcom/ Child on Child Abuse log
-In EYFS staff call the office who alert SLT/ Pastoral to take the student on a Walk & Talk about safe and kind behaviour. Student returned to class with SLT for supported restorative apology. 1 written on red card.



Progression of yellow and red cards within a term

<p>Yellow card progression: If a student receives a 3rd Yellow Card within a term*</p>	<p>Reported to Pastoral Team. Logged. Class teacher puts student on a preventative Check-In Card for 1 week - monitored by class teacher.</p>
<p>EYFS 2nd red card in a day</p>	<p>Staff call office who alert SLT / Pastoral to remove student for learning outside the provision for the remainder of the day. Parents informed Bromcom / Child on Child abuse log completed Student daily need monitored by Behaviour Team and management of behaviour reviewed and planned at Behaviour Supervision meetings</p>
<p>2nd red card in a term</p>	<p>Red Learning Behaviour Form completed by key adult and student taken to SLT / Pastoral Team. Logged. Student put on a Report Card for 1 week monitored by named SLT / Pastoral Parent informed and invited to a Restorative Circle, facilitated by SLT/ Pastoral team member with the affected staff / students. Logged on Bromcom/ Child on Child Abuse log</p>
<p>3rd red card in a term</p>	<p>Red Learning Behaviour Form completed by key adult and student taken to SLT / Pastoral Team. Logged. Meeting with parents Restorative work with peers carried out Student -internally excluded for the remainder of the day , -removed from card system, -put on Report Card for remainder of half term / put on bespoke behaviour plan for remainder of half-term. -referred for mentoring for 6 weeks. Where a student continues to struggle with expected learning behaviours, measures would be put in place to support these SEMHD. Logged on Bromcom/ Child on Child Abuse log</p>
<p>Straight to red</p>	<p>Where a student crosses the red line in learning time, their card is turned straight to red and the process for a red card is implemented. Logged on Bromcom/ Child on Child Abuse log</p>

* There are 6 terms in the Dixons Academic Year - each of the 3 Cycles is made up of 2 terms.



“We do the right thing because it’s the right thing to do”

We work collaboratively and with integrity to stay on the right side of the red line

Actions that cross the red line include:

Defiance

Verbal Abuse

Discrimination

Theft

Fighting

Vandalism

Conduct

Conduct refers to behaviours in school when students are in transition or in the playground at the start and end of the academy day as well as play and lunch times.

Students are actively supervised during these times.

When students are in the academy playground, the focus of the curriculum is:

- To develop students’ social skills: to improve students’ social interactions and quality of their play.
- To foster their imagination and teach them new games.
- To meet their needs for safeguarding, movement and fun; ensuring they return to class immediately ready to learn.

Where a conduct incident has occurred, staff follow the procedures set out in the Conduct Iceberg.

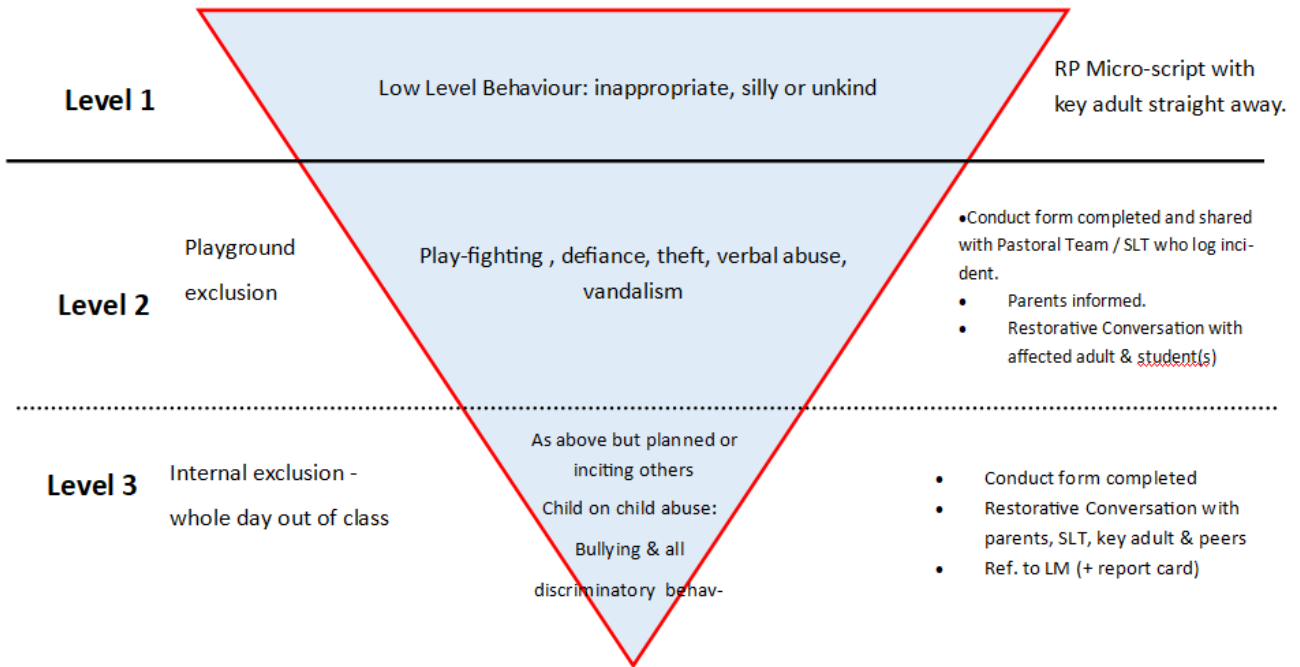
For level 2 and 3 conduct incidents, the Pastoral / SLT team check CPOMs and Bromcom for information about the student(s) and decide on the next steps based on this contextualised information.

Regular supervision meetings are held amongst SLT / Pastoral staff to ensure consistency of practice.

Red Line posters are displayed around school to provide a visual reminder of the school’s expectations for conduct. These act a focal point for preventative discussions.

Conduct Iceberg

Progression of support for poor conduct- Aug 22



If a conduct incident occurs, all staff follow the steps set out above., using the DMN Conduct Iceberg.

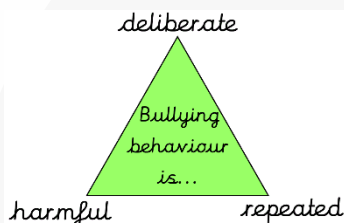
Where students need additional support to develop the expected conduct or learning behaviours, learning mentors work with identified students in partnership with the teaching team.

Check-in cards are used when students need additional support to regulate their behaviours for a short period of time - one or two weeks.

Serious Incidents

The Pastoral Team keeps a log of all incidents of child-on-child abuse. This is reviewed at each behaviour team supervision meeting to ensure follow up work is completed with affected students and staff. DSLs review this log to ensure appropriate and proportionate action is taken to support all involved.

At DMN there is a shared understanding of what constitutes bullying. There is no tolerance of bullying.



Where a serious incident occurs at the school (whether for learning behaviour or conduct) a full investigation will be undertaken by SLT / Pastoral Team.



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.

In exceptional circumstances the Principal will suspend a student from the academy for an appropriate fixed period of time. The Principal has the power to suspend a student from the academy for up to 45 days. During this time, work will be set by staff and parents are expected to collect and return the work to the academy.

Local Authority procedures are followed throughout the suspension process.

