

What to do... Behaviour for Learning - August 2025

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-determination 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 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 through the three elements of Self-Determination Theory: 1) competence: through calibrated challenge, 2) relatedness: fostering belonging, and 3) autonomy: supporting internalisation (which correlates with Dan Pink's Mastery, Purpose and Autonomy)

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 realise and celebrate the potential of all students through promoting independence and self-determination.

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.

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:

- Least invasive interventions: Non-verbal intervention, Positive group corrections, Anonymous individual corrections, Private individual corrections
- Radar and be seen looking
- Make compliance visible

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. It is only conducted when all parties are in a regulated state and ready to participate.

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 micro scripts used by all staff.

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

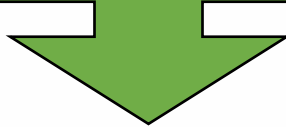
Every day is a new beginning with everyone reverted to a Green Card.



Supporting DMN Student Learning Behaviour - Good to be Green

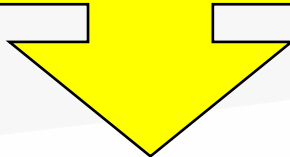
Green warning:

- Student is not engaged in learning or distracting others. Strategies are utilised to support student to access learning.
- Expectations are reset through the green micro script.
- Card moved to portrait subtly by teacher, to identify warning given



Yellow given when:

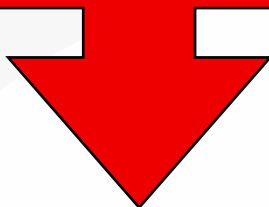
- Despite strategies being consistently used, inappropriate learning behaviour continues and is disrupting peers.
- Challenge is given using the yellow micro script.
- Card is changed.
- Consideration is given on the best way to modify behaviour for learning: these fit with our restorative practice, self-determination and inclusion ethos. (RP, SD, I)



Red given when:

A student is not modifying learning behaviours despite the support provided, and behaviour is impacting peers:

- Card is changed. Consideration is given on the best way to de-escalate situation, in line with RP, SD, I.
- Restorative conversation is held by the affected teacher and students. As part of the restorative practice, actions are decided that will help repair the harm caused/make things right.
- Reset is carried out at playtime (with person in phase on reset duty) or 15 minutes at lunchtime (phase lead/SLT). Reset form is completed so that person within phase on reset duty can conduct a purposeful reset
- Teachers log on Bromcom within the end-of-day behaviour reporting.



Progression of yellow and red learning behaviours within a term

Yellow card progression: If a student receives a 3rd Yellow Card within a week	<p>Class teacher reconsiders the strategies being deployed to support that student to manage their learning behaviours. These strategies are identified and recorded within the Inclusion Map within the "closing the gap" sections</p> <p>If necessary, this is discussed with Phase Lead to identify best way of supporting.</p>
Yellow card progression: If a student receives a 6th Yellow Card within a term	<p>Phase Lead investigates the triggers and barriers for the student and discusses best ways forward with the teacher.</p>
Yellow card progression: If a student receives a 9th Yellow Card within a term	<p>Student discussed in Supervision Meeting to determine next steps</p>
2nd red card in a term	<p>Phase Lead investigates the triggers and barriers for the student and discusses best ways forward with the teacher.</p>
3rd red card in a term	<p>Red Learning Behaviour Form completed by key adult and student taken to Pastoral Team. Logged.</p> <p>Student put on a Report Card for 1 week monitored by named SLT / Pastoral</p> <p>Parent informed and invited to a Restorative Circle, facilitated by Pastoral team member with the affected staff / students.</p> <p>Logged on Bromcom</p>
4th red card in a term	<p>Red Learning Behaviour Form completed by key adult and student taken to SLT / Pastoral Team. Logged.</p> <p>SLT informed and meet with parents</p> <p>Restorative work with peers carried out</p> <p>Student:</p> <ul style="list-style-type: none"> -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. <p>Where a student continues to struggle with expected learning behaviours, measures would be put in place to support these.</p> <p>Logged on Bromcom</p>
Straight to red	<p>Where a student crosses the red line in learning time, their card is turned straight to red and pastoral/SLT remove from class.</p> <p>SLT informed and meet with parents</p> <p>Logged on Bromcom by SLT/pastoral</p>

* There are 6 terms in the Dixons Academic Year - each of the 3 Cycles is made up of 13 weeks



Conduct

Conduct refers to personal behaviour and not linked to learning.

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.



Conduct Iceberg

Progression of support for poor conduct – Aug 25

Level 1

Low level behaviour: inappropriate, silly or unkind, play-fighting.

RP micro-script with key adult straight away

Level 2

Teacher creates CPOMS and alerts DSL on duty. Reset organised with Phase Leads

Defiance, theft, low-level verbal abuse & vandalism

Conduct form completed and shared with class teacher, who log incident.

- Parents informed
- Restorative conversations with affected adult and student(s)

Level 3

As above + Principal/Vice Principal alerted. Internal insolation

As above but planned or inciting others. Child on child abuse: bullying & all discriminatory behaviours

- Conduct form completed
- Restorative conversation with parents, SLT, key adults & peers
- Refer to Learning Mentors (+report card)



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.



“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
theft

verbal abuse
fighting

discrimination
vandalism

*developmental stage appropriate

For behaviour that crosses the red line: Teacher creates CPOMS and alerts DSL on duty.

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

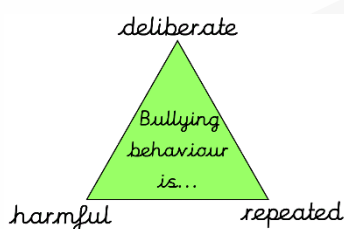
Where students need additional support to develop the expected conduct or learning behaviours, Learning Mentors work with identified students in partnership with the teaching team.

Check-in cards are used when students need this as 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 exclude a student from the academy for an appropriate fixed period of time. The Principal has the power to exclude 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 exclusion process.

