What to do… Behaviour for Learning

This document is written in conjunction with the Dixons Academies Trust Positive Behaviour Policy which is available on the Trust website: www.dixonsat.com/about/policies

Principles

At Dixons Manningham, we are committed to ensuring that our pupils master the knowledge, understanding and skills to be socially, emotionally and academically successful. We want our pupils to recognise and value their role in making their school and community outstanding places in which to learn and thrive.

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

Restorative Practice (RP), with its set of principles and practice, encourages pupils to take responsibility for their behaviour by thinking through the causes and consequences. Through RP, our pupils 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 school's clear expectations and boundaries for conduct enables pupils to become self-disciplined citizens.

The support we provide pupils with 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 pupils develop effective learning habits and good conduct.
- To have high expectations of everyone in the school.
- To form an active partnership with parents and families to encourage good behaviours
- These aims are supported by regular and appropriate staff training.

Values

We believe that our Learning Routines provide a framework to ensure our key values (Aspiration, Collaboration and Excellence) are embedded in our practice.

Achievement	• Having a positive attitude
	• Working hard to achieve your goal
	• Good learning behaviours
Integrity	• Doing the right thing
	• Self-responsibility
	• Managing own distractions
Unity	• Tolerance and understanding of others
	• Treat others with respect
	• Collaborating with others to make the world a better place

Practice

We want students to be motivated by the intrinsic value of achievement and we are committed to acknowledging students for developing good learning routines. All members of staff are expected to actively promote and model the Dixons Manningham Primary Learning Routines (see booklet - Appendix X)

Good to be Green

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

To visually support pupils to develop and regulate these behaviours, the Good to be Green learning behaviour card system operates in every classroom from Year 1.

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

The aim is that all pupils remain green: it is good to be green because it is a signal that pupils 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 carefully records and monitors pupil behaviour data in order to provide personalised interventions to minimise the loss of learning time.

Pupils are supported to stay green with a micro script used by all staff. (Appendix X)

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

Green: Pupil is distracted from learning in spite of non-verbal and nurture support	Verbal encouragement and support provided to support pupil using the green micro script. Card not changed.
Yellow: Pupil continues to not use their learning time effectively within the same day.	Pupil changes card from green to yellow following a discussion with key adult following the yellow micro script.
Red: Unwanted behaviours continue in learning time within the same day	Pupil changes card from yellow to red following the red micro scripted discussion. 1st Red Card
Yellow card progression: If a pupil receives a 3rd Yellow Card within ½ term	Reported to Pastoral Team. Logged. Pupil put on a preventative Check-In Card for 1 week monitored by class teacher.
Red card progression: 1st red card in a half term	Form completed by teacher and pupil taken to SLT / Pastoral Team. Logged. Parent informed and notified of the incident and the need for their attendance at a Restorative Circle should there be a second red within the half term.
2nd red card in a half term	Form completed by teacher and pupil taken to SLT / Pastoral Team. Logged. Pupil 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 that same day with the affected staff / pupils.
3rd red card in a half term	Form completed by teacher and pupil taken to SLT / Pastoral Team. Logged. Meeting with parent Pupil removed from card system Pupil put on Report Card for remainder of half term, monitored by SLT /Pastoral. Pupil internally excluded for the remainder of the day. Pupil referred for mentoring for 6 weeks. Where the pupil continues to struggle with expected learning behaviours, measures would be put in place to support these SEMHD.

Playtime Conduct

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

Pupils are actively supervised during these times.

When pupils are in the school playground, the focus of the curriculum is:

- To develop pupils' social skills: to improve pupils' 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 below.

For level 2 and 3 conduct incidents, the Pastoral / SLT team check the SIMs Behaviour data for information about the pupil(s) and decide on the next steps based on this contextualised information. 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. See Appendix X for shared definitions of the six behaviour types below the red line.

Progression of support for poor conduct

Level 1	Low level behaviour: inappropriate, silly or unkind	School staff micro-script in restorative corner
Level 2	Play fighting, defiance, theft, vandalism, verbal abuse	Playground exclusion Pastoral Staff and SLT complete conduct form, parents informed, RC with pupil and CT.
Level 3	As above but planned, inciting others, bullying and all other discriminatory behaviour	Internal exclusion: whole day out of class Pastoral Staff and SLT complete conduct form, parents informed, RC with pupil and CT. Refer to learning mentor and report card

If a conduct incident occurs, all staff follow the steps set out above.

Serious Incident

Where a serious incident occurs at the school (whether for learning behaviour or conduct) 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 school to discuss the incident and possible ways of resolving the situation.

In exceptional circumstances the Principal will exclude a child from school for a suitable period of time. The Principal has the power to exclude a child from school 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 school.