

Relationships & Behaviour Policy



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1. Intent

Our aim is to create a school environment where every child feels safe, valued, and supported, enabling them to flourish academically, socially, and emotionally. To achieve this, our approach to behaviour management is underpinned by the principles of being firm, fair, and consistent.

- **Firm:** We set clear expectations for behaviour and uphold high standards to ensure a calm and focused environment conducive to learning. Boundaries are clearly established and consistently maintained, providing children with structure and security they need to thrive.
- **Fair:** We recognise that every child is unique, and we strive to understand their individual needs and circumstances. Our responses to behaviour reflect this understanding, ensuring all children are treated with equity and respect.
- **Consistent:** Consistency is key to building trust and a sense of fairness among children and staff. Our behaviour policy is implemented school-wide, with all staff committed to modelling and reinforcing positive behaviour.

By fostering a culture of mutual respect and shared responsibility, we aim to empower children to take ownership of their actions and grow into considerate, responsible individuals ready to contribute positively to society.

At West Drayton Academy, we aim to:

1. **Consistency and Fairness:** Implement a consistent and fair whole-school approach to behaviour management.
2. **Promote a Safe and Inclusive Environment:** Prevent bullying and the use of homophobic, racist, or discriminatory language, fostering a culture of kindness and inclusivity.
3. **Promote a Positive Learning Environment:** Foster a calm, purposeful, and inclusive environment where every child can thrive.
4. **Build Positive Relationships:** Foster meaningful relationships with all children which create trust, support, and a sense of belonging.
5. **Clear Expectations:** Ensure that agreed boundaries of acceptable behaviour are clearly understood and upheld by pupils, staff, and parents.
6. **Encourage Responsibility:** Empower children to take responsibility for their behaviour and reflect on how it impacts others.
7. **Foster Respect:** Promote respect for others, their property, and the environment.
8. **Celebrate Positive Behaviour:** Recognise and celebrate good behaviour to reinforce positive choices.
9. **Teach Essential Skills:** Provide children with the social skills and tools for effective conflict resolution.
10. **Support Emotional Awareness and Communication:** Help children identify, understand, and express a range of emotions constructively, using appropriate language and behaviour.

2. Values

At West Drayton Academy, our 'Four Pillars' embody the core values that are embraced and upheld by every member of our school community.

Head (Aim High): Encourages children to set high standards for their behaviour, take responsibility for their actions, and strive for excellence in all they do.

Heart (Be Kind): Promotes kindness, respect, and empathy, fostering positive relationships and a caring school community.

Health (Happy and Healthy): Supports emotional well-being and self-awareness, empowering children to make positive choices that support their own growth and the well-being of others.

Hands (Get Involved): Inspires pupils to actively participate in their learning and school life, building a sense of belonging and teamwork.

We implement the JIGSAW PSHE programme and the R-Time programme, alongside citizenship sessions, to promote positive behaviour, respect, appreciation of differences, and good citizenship. These initiatives are designed to support pupils in building and sustaining positive relationships.



HEAD
Aim High



HEART
Be kind



HANDS
Get involved



HEALTH
Healthy & happy

3. School Rules

At WDA we have the following three rules which the pupils and staff are expected to follow at all times:

- Follow instructions
- Keep hands, feet and objects to yourself
- Use positive language and actions

In EYFS the rules use simplified language:

1. Listen to adults
2. Use kind words
3. Use gentle hands

School Rules



- Follow instructions
- Keep hands, feet and objects to yourself
- Use positive language and actions

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EYFS Rules



- Listen to adults
- Use kind words
- Use gentle hands

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4. Rights and Responsibilities

Pupils' rights	Pupils' responsibilities
To be able to learn to the best of their ability. To be treated with consideration and respect. To be listened to by the adults in the school. To know what is expected of them. To feel safe. To be treated fairly.	To treat others with consideration and respect. To do their best and let others learn. To follow instructions from teachers and other staff. To support and encourage each other. To take responsibility for their own actions. To care for and take pride in the environment of the school. To sort out difficulties appropriately, seeking adult help if needed.
Staff rights	Staff responsibilities
To be treated with respect by pupils, parents and colleagues. To be able to teach without unnecessary interruption. To work in a supportive and understanding environment. To feel safe.	To create a safe and stimulating environment in which all children can learn. To treat pupils with consistency and respect at all times. To foster good relationships, leading by example. To involve parents when children are consistently finding it difficult to meet expectations of behaviour. To work as a team, supporting and encouraging each other.
Parents' rights	Parents' responsibilities
To be sure their children are treated fairly and with respect. To know their children are safe. To be able to raise concerns with staff and be told when their child is experiencing difficulties.	Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. Ensure children attend regularly and on time. Be aware of the strategies of the school and reinforce these at home. Promote good behaviour, politeness, courtesy and consideration for others. Inform the school of any concerns that may affect the behaviour of their child.

5. Promoting Positive Behaviour

At West Drayton Academy, we celebrate and reward positive behaviour, achievements, and contributions both individually and collectively.

5.1 Individual Rewards

Individual rewards are essential in promoting a culture of positivity, recognition, and encouragement. They contribute to creating a supportive and inclusive school environment where every child feels appreciated and inspired to achieve their best. (see Appendix 7)

5.1.a. Dojo points: Awarded by staff for excellent work, positive behaviour, great attitude and acts of kindness.

When pupils decide to spend their points, they can ask their teacher for a **Dojo Reward Menu**. After selecting their desired reward, they will tick their choice (✓) on the menu and hand it back to their class teacher. On Thursday afternoon, the Children's Leadership Team (CLT) will collect all completed menus and organise the rewards. Selected rewards will then be delivered to pupils in their classroom on Friday afternoons, creating a sense of excitement and achievement. (see appendix 1)

The Dojo Reward Shop is a positive reinforcement system designed to celebrate and encourage excellent behaviour, effort, and personal achievements. It motivates pupils through a fun and engaging reward structure, fostering a culture of respect, responsibility, and enthusiasm for learning.

How Dojo Rewards Work:

Earning Dojo Points

- Pupils earn points for demonstrating positive behaviours aligned with our school values
- Points can also be awarded for specific achievements, such as excellent class participation, completing challenging tasks, or supporting peers, acting on feedback, moving to silver (bonus).
- Points are tracked digitally, allowing pupils, teachers, and parents to monitor progress in real time.

Spending Points in the Dojo Reward Shop

- Pupils can exchange their points for rewards in the Dojo Reward Shop which will open every **Thursday break & lunch time**. The Dojo Shop is stocked with a range of items and experiences tailored to appeal to all age groups.

Examples of rewards: (see appendix 1)

- Small tangible items (stickers, pencils, erasers, playdough, fidget toys).
- Privileges (e.g. extra chromebook time, extra break, lunch fast pass, non-uniform day).
- Experiences (e.g. hot chocolate with a leader, leading a class game, cinema)

5.1.b. Champion of the Week: Certificates are awarded to celebrate children's achievements, progress, and positive attitudes toward learning. The **'Champion of the Week'** certificates are presented during assembly, and names are featured weekly in the school newsletter.

5.1.c. Verbal praise: Staff share congratulatory comments and acknowledge children, positive actions, decisions and excellent work.

5.1.d. Sharing Achievements: Pupils share their work with peers, teachers, support staff, and senior leadership team members.

5.1.e. Parent Communication: Teachers/pupils inform parents about outstanding work and Dojo rewards.

5.2 Collective Recognition Rewards

The bouncy ball reward incentive is designed to encourage positive behaviour, foster teamwork, and promote a sense of collective achievement among pupils. (See Appendix 12)

- **Class Jar and Bouncy Balls:**

Each class will have a jar containing 30 bouncy balls. These bouncy balls will be awarded to the class for demonstrating positive behaviours that promote teamwork and collaboration.

Weekly Rewards:

- **First Jar Reward:**

If the class collects all 30 balls in the jar within a week, they will earn a reward of **10 minutes of extra playtime** during that week.

- **Second Jar Bonus:**

Once the class fills the jar, they can start filling it again. If they manage to fill a second jar within the same week, each pupil in the class will receive a **reward from the class prize box**.

- **Third Jar Incentive:**

Should the class fill the second jar and move on to a third within the week, they will earn a **£15 voucher** for the class teacher to spend on items for the class. This voucher can be used to purchase games, stationery, or other resources that benefit the whole class.

6. Positive and Consistent Language for Behaviour Management

6.1. Calm and Consistent Communication

To establish clear boundaries, staff maintain calm, consistent, and professional language at all times. Conversations about behaviour are depersonalised and follow a set script, ensuring fairness and clarity. Behaviour discussions are initially handled by the class teacher, and incidents may be logged on Behaviour Smart at the staff member's discretion.

Staff consistently use a measured and gentle approach by:

- Referring to the child by name.
- Lowering themselves to the child's eye level.
- Making eye contact.
- Delivering the message clearly.
- Allowing the child 'take up time' to process the instruction.

Secondary behaviours designed to distract or escalate the situation are not engaged with by staff, ensuring the focus remains on the primary behaviour.

6.2. Visible Adult Consistencies

The consistent actions of staff set the tone for behaviour expectations and build respectful relationships. These include:

- Greeting children warmly at the classroom door each morning.
- Remaining calm, fair, and emotionally neutral when addressing children, parents, or colleagues.
- Avoiding shouting or becoming emotionally reactive.
- Modeling self-control and fairness in all interactions.
- Focusing on and praising positive behaviour, ensuring attention is directed toward pupils meeting expectations.

Adults recognise and reward positive behaviours to create a culture where pupils understand what is expected and aspire to act as role models.

6.3. Relentless Routines

Consistent, structured routines across the school ensure clarity for all pupils. Adults use scripted, repetitive language delivered with positivity and personality to maintain high standards.

Key practices include:

- **Affirming Positive Behaviour:** Use phrases like “Thank you for keeping your eyes on me,” to reinforce expectations without sounding false or robotic.
- **Giving Clear Instructions:**
 - Use precise, rule-based language, e.g., “Jane, you’re now on red. The instruction is keep your eyes on the board.”
 - Say “Thank you” instead of “Please,” as instructions are not requests.
- **Gaining Attention:** When requiring the class’s attention, use clear phrases like “Eyes on me,” and teach pupils to stop, turn, and focus. When teaching, consistently remind children to, “Keep your eyes on me or the whiteboard”
- **High Expectations in Movement:** Teach pupils to line up neatly, one behind another, with arms by their sides, and to walk calmly in the correct direction.
- **Awesome Appearance:** Pupils and adults will be expected to demonstrate pride in their Awesome Appearance and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented.

6.4. Efficient Language - No wasted Words

Use specific and efficient language to focus on what is expected rather than what is not. Avoid phrases that waste time, such as:

- x Why did you do that?
- x How many times have I told you?
- x Why am I looking at you?
- x I’m not going to tell you again.
- x It’s too noisy!

Instead, use phrases that affirm positive actions and reinforce expectations:

- ☒ Thanks for keeping your eyes on me
- ☒ Thanks for stopping straight away
- ☒ Thanks for reading in silence
- ☒ Thanks for facing the front, one behind another using a silent voice
- ☒ Looks like you’re working hard over there, Nassir

6.5. "Thanks for" vs. "Well done"

Staff are encouraged to reserve phrases like “Well done” for genuine achievements, such as mastering a skill or completing a challenging task. For everyday behaviours that meet expectations, use “Thanks for...” to reinforce the specific instruction and model respect.

For example: Instead of “Well done for lining up,” say, “Thanks for lining up quietly in the right order.”

6.6. Class Stop

Scripted Language:

- "Class Stop. (Classname) stop and put your eyes on me. Thank you for putting your eyes on me; you've got your eyes on me. I'm only going to talk for [x] minutes."

Anti-Script Examples (What to Avoid):

- Shouting.
- "Why aren't you looking at me?"
- "I'm just waiting!"
- "Everyone's waiting for..."
- "You won't know what to do if you don't listen."

6.7. Managing Noise

Voice Levels:

- **Silent Voice:** A voice in your head only; no verbal or non-verbal communication.
- **Partner Voice:** A voice only your partner can hear.
- **Table Voice:** A voice only your table can hear.

Examples of Positive Language:

- "Thanks for using a partner voice."
- "Thanks for using a table voice."
- "We're going to use a silent voice for this activity."

Anti-Script Examples (What to Avoid):

- "It's getting really noisy!"
- "QUIET!"
- "I can't hear myself think!"

6.8. Lining Up - Wonderful Walking

- Each class has a set line order, maintained in the behaviour folder.
- Pupils are always expected to be in line order when walking around school.
- Teachers reward 'Wonderful Walking' and other transitions with bouncy ball rewards, encouraging and reinforcing positive actions.

Scripted language:

*Line up one behind the other in line order, facing the front, keeping arms by your side.
Thank you for wonderful walking*

Anti-script examples:

Line up sensibly. Why aren't you lining up? Leave him alone. Go to the back.

Class Stop!



Class stop, put eyes on me. Thank you...for stopping.

- Put everything down
- Face the adult
- Silent voice

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Managing Noise



- **Silent Voice:** no talking - a voice in your head only
- **Partner Voice:** a voice only your partner can hear
- **Table Voice:** a voice only your table can hear

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Lining Up



- One in front of another
- Face the direction you are walking in
- Keep arms by your side

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7. Correcting Misbehaviour

At West Drayton Academy, the following sanctions will be applied to address instances of poor behaviour: (see Appendix 2 & Appendix 8)

7.1. Low Level Behaviour Management Strategies

- **Tactical Ignoring:** Ignoring minor attention-seeking behaviours to avoid reinforcing them, while maintaining focus on teaching or praising others. Acknowledge positive behaviour once the child self-corrects.
- **Proximity control:** Moving closer to the child to non-verbally redirect their attention.
- **Non-verbal cues:** A subtle glance or gesture to signal the behaviour should stop.
- **Redirecting focus:** Gently guiding the child back to the task without drawing attention to the behaviour.
- **Positive reinforcement:** Praising peers who are on task to model the desired behaviour.

How it Works:

- **Focus on Positive behaviours:**
Instead of drawing attention to minor disruptions (e.g., fidgeting, murmuring, or mild attention-seeking actions), the teacher focuses on reinforcing positive behaviours demonstrated by other pupils. For example, "I love how quietly and focused Is working - thank you!"
- **Avoid Escalation:**
Responding to minor behaviours can sometimes unintentionally escalate the situation by giving the pupil the attention they seek. Ignoring these actions prevents reinforcing the undesired behaviour.
- **Clear Boundaries:**
Reiterating class rules and expectations calmly and consistently. Use positive language to remind pupils of what they should be doing.
- **Targeting Positive Interaction:**
Once the pupil engages in desired behaviour, the teacher acknowledges and praises the improvement, promoting a positive learning environment.

When to Use Low Level Behaviour Strategies:

- **Mild disruptions** that are not harmful or significantly disruptive to others.
- **Attention-seeking behaviours** like calling out without raising a hand, fidgeting, or making noises.
- Situations where the **behaviour is likely to decrease** without reinforcement, such as tactical ignoring or subtle redirection.

When Not to Use These Strategies:

- **Behaviours that jeopardise safety**, such as throwing objects or physical aggression.
- Actions that **disrupt the learning of others significantly**, such as shouting or persistent interruptions.
- The **behaviour has escalated** and requires the implementation of additional behaviour management strategies.

Examples of Low-Level Behaviours:

1. **Fidgeting:**
 - A pupil tapping their pencil on the desk or shifting in their seat repeatedly.
 - Management Strategy: Tactical ignoring or proximity control (stand near the pupil to redirect focus).
2. **Calling Out:**
 - A child answering or asking questions without raising their hand.
 - Management Strategy: Calmly remind them of the rule (e.g., "Remember, we raise our hands to speak.") and praise others following the rule.
3. **Quiet Chatting:**
 - Two pupils whispering during independent work time.
 - Management Strategy: Use non-verbal cues, such as making eye contact or placing a finger to your lips, to signal the behaviour should stop.
4. **Murmuring or Noises:**
 - A pupil humming or softly murmuring while the teacher is speaking.
 - Management Strategy: Ignore the noise if it's minor, but redirect their attention by calling on them for input or gently guiding them back to the task.
5. **Off-Task Behaviour:**
 - A pupil doodling in their notebook instead of completing their work.
 - Management Strategy: Gently redirect their focus (e.g., "Let's take a look at question three together.") and acknowledge effort when they re-engage.

7.2. Traffic Light Behaviour Management System

Children will be given a structured chance to recognise and amend their behaviour using a traffic light warning system. This approach provides clear and consistent cues to pupils about their actions while encouraging self-regulation and improvement. (see Appendix 3)

How the Traffic Light System Works:

1. **Gold - Exemplary Behaviour**
 - Awarded for outstanding behaviour or contributions that go above and beyond expectations.
 - Receive a **Champion of the Week** certificate during an assembly.
 - Name added to the class recognition board
 - Have their name included in the school newsletter to share their achievement with the school community.
2. **Silver - Consistently Positive Behaviour**
 - Any pupil that reaches the silver level will stand a chance to be selected as the Champion of the Week, further motivating them to continue their positive contributions.
 - In addition to this, at the end of each week all children on Silver will receive a **bonus 'Dojo' point**.
3. **Green – Ready to Learn:**
 - All pupils begin the day on green, symbolising positive behaviour and readiness to engage in learning.
 - Positive reinforcement is provided for maintaining green status.
4. **Amber – Warning Stage:**
 - Pupils displaying minor inappropriate behaviour (e.g., talking out of turn or not following instructions) receive a verbal warning (reminder) and are moved to amber.
 - This serves as a **visual and verbal cue to reflect on their actions and make corrections**.
 - Pupils are encouraged to improve their behaviour and return to green by making positive choices.
5. **Red – Consequence Stage:**
 - Persistent or more serious inappropriate behaviour leads to a move to red.

- At this stage, appropriate consequences may follow: such as **time-out and/or missed playtime minutes or Red Alert Call Out**
- Teacher will work with the pupil to reflect on their behaviour and create a plan to return to green. Children will complete a **reflection sheet** (see Appendix 4).
- Parents will be informed by the class teacher and **logged on Behaviour Smart**.

Red Alert Call Out for Persistent Disruption/Misbehaviour

Each class is provided with a '**Red Alert Card**' (see Appendix 11) to notify the Senior Leadership Team (SLT) when a pupil has reached the red (consequence) stage on the traffic light system and continues to misbehave or disrupt the class.

When a Red Alert is triggered, the teacher will designate a responsible pupil to locate an SLT member and present the card. The SLT member will then step in to address the situation and remove the disruptive pupil from the lesson for the remainder of the session.

The pupil will complete a reflection sheet during their time away from the classroom. Any work missed as a result of their removal from class must be completed in the Reflection Room during break or lunch.

8. Time Out

Time-Out is a supportive strategy designed to help pupils regulate their emotions and behaviour by stepping away from the immediate situation. It provides an opportunity for pupils to reflect, regain composure, and return to learning in a calm and focused manner. When time-out is used it must be supportive rather than punitive, with a focus on helping pupils develop self-regulation skills.

How Time-Out Works:

- 1. Within the Classroom:**
 - Pupils may be asked to move to a designated quiet area within their own classroom.
 - This space is used for brief reflection and self-regulation while still remaining part of the learning environment.
- 2. In Another Classroom (if Appropriate):**
 - For situations where a change of environment is necessary, pupils may take time out in a partner classroom.
 - This helps minimise disruption to their peers and offers a fresh setting to encourage reflection.
- 3. Duration:**
 - Time-out is intended to be short and focused, ensuring pupils return to learning promptly once they are ready.
 - Staff monitor the pupil's readiness to re-engage and provide guidance as needed.
- 4. Follow-Up:**
 - A restorative conversation with the pupil may follow the time-out to reflect on their behaviour, identify triggers, and develop strategies for improvement.

Note: Extended time out from a class or lesson will only be considered if all other options have been exhausted and the behaviour has a sustained detrimental effect on the learning of others.

9. Detention - Zero Tolerance Approach

To maintain a safe and respectful environment, a zero-tolerance approach will be taken for the following serious incidents:

- Physical aggression (or encouraging physical aggression in others)
- Bullying
- Racism
- Swearing

- Digital Misuse
- Stealing
- Vandalism
- Homophobic/Biphobic/Sexist language
- Intentional spitting at another person
- Throwing dangerous objects
- Harmful sexual behaviour
- Disability Discrimination

12.1 Procedure for Addressing Serious Incidents

- **Immediate Action**
 - A senior staff member (SLT) will promptly meet with all individuals involved to investigate and address the issue.
- **Consequences and Reflection**
 - A lunchtime detention will be held, overseen by the SLT. (Maximum penalty (5 breaks & 5 lunch times)
 - During the detention, pupils will engage in a guided reflection activity to understand the impact of their behaviour and how to make positive changes.
- **Incident Logging**
 - The incident will be recorded on Behaviour Smart for accurate documentation and tracking as well as the significant incident log
- **Parental Involvement**
 - Parents will receive:
 - A phone call from a member of the SLT to discuss the incident and consequences.
 - A formal letter sent home. (See Appendix 10)

10. Playground Routines

- Teachers are stationed in the playground, ready to receive their class at the scheduled time.
- Before blowing the whistle, high-visibility jackets are distributed to tidy-up monitors.
- Once all teachers are present, any teacher may blow the whistle.
- On the first whistle, children stop moving, stand still, and remain silent.
- On the second whistle, children walk calmly to their designated lines, in line order. Equipment should be placed in storage bins on the way to the line.
- Playground leaders are responsible for collecting and managing the storage bins.
- Class teachers reward appropriate lining-up behaviour with a bouncy ball reward.

Playtime Bands and Equipment:

- Children require a band to re-enter the school building during playtime. Bands are stored in storage boxes and carried by staff on duty.
- Staff on duty should also carry sand timers, yellow and red cards, and bands for effective playground management.

Recognising Positive Behaviour:

Teachers on duty will distribute 'Dojo Point' stickers to pupils who display school values during playtime. Each sticker a child earns = 1 x Dojo point

11. Misbehaviour During Play and Lunchtimes

Misbehaviour during play and lunchtimes can disrupt the positive atmosphere of the school and impact the

wellbeing of others. To address such incidents, a structured and consistent approach will be taken to guide pupils toward better choices and maintain a safe and inclusive environment.

11.1. Yellow Card - unkind actions

Reasons for issuing a Yellow Card:

- Refusing to follow instructions
- Not using Peace Plan
- Misusing equipment
- Unkind words (including name calling), not swearing
- Careless actions that lead to hurting others
- Leaving somebody out of a game on purpose
- Snatching or taking equipment
- Lying or false accusations

Consequences for a Yellow Card

1. Time-Out on the Playground:

- The pupil will have a 5-minute time-out on the playground, supervised by an adult, to reflect on their behaviour.

2. Restorative Conversation:

- An adult will engage the pupil in a restorative conversation to:
 - i. Help them understand the impact of their actions.
 - ii. Encourage them to take responsibility and plan for improved behaviour.
 - iii. Discuss steps to repair relationships or resolve conflicts with peers.

11.2. Red Card - must never do actions

Reasons for issuing a Red Card:

- Not in the correct space
- Refusing a yellow card
- Play fighting
- Being rude or disrespectful towards adults

Note: A member of staff should have witnessed an incident or be certain that an incident has taken place before issuing a red card.

Consequences for a Red Card

1. Escorted to the Reflection Room:

- The pupil will be escorted to the Reflection Room by a staff member to ensure their safe arrival and to explain the purpose of the time spent there.
- If a pupil refuses to go to the Reflection Room, parents should be contacted and asked to come to school for an immediate meeting with SMT/SLT.

2. Allocated Time:

- The pupil will spend the remainder of their break or lunchtime in the Reflection Room, supervised by an adult.
- If the pupil arrives toward the end of their break or lunch, a proportionate amount of time will be made up during the next break or lunch period.

3. Reflection & Restorative Conversation:

During their time in the Reflection Room, an adult will engage the pupil in a restorative conversation to:

- **Understand the Impact:** Help the pupil recognise how their behaviour affected others and the school community.
- **Encourage Responsibility:** Support the pupil in taking accountability for their actions.
- **Plan for Improvement:** Discuss strategies and actions the pupil can take to prevent similar incidents in the future.
- **Repair Relationships:** Explore ways to rebuild trust or resolve conflicts with peers if relationships were impacted.
- **Reflection Activity:** Pupil may also be asked to write lines related to the most appropriate school rule

4. **Release from the Reflection Room:** Pupils are released from the Reflection Room **after the whistle** signals the end of the break or lunchtime period, provided they have completed their reflection activities. The adult for issuing and/or investigating the consequence must log the details on Behaviour Smart.

11.3. Incident Notification Card - needs further investigation

Reasons for issuing Incident Notification Card:

- Incident needs further investigation to determine outcome
- Notify class teacher/SLT/phase leader

12. Reflection Room During Breaks/Lunchtimes

The Reflection Room is a designated space where pupils can spend time away from the playground to reflect on the consequences of their actions and choices. This approach provides a structured and supportive environment for pupils to develop self-awareness, accountability, and improved decision-making skills.

Pupils may be sent to the Reflection Room for the following reasons:

- If a pupil **walks out of class, refuses to return** or does not return after play or lunch, the total time lost will be recorded by their class teacher on the Reflection Room log. This time will be made up during the next available session in the Reflection Room.
- When a **Red Card is issued on the playground**, the pupil must be escorted to the Reflection Room by a member of staff. This ensures safety and provides an opportunity for immediate de-escalation.
- **Rudeness to an adult or defiance**
- **Intentional spitting at another person**
- **Throwing dangerous objects**
- **Red Alert Call Out**

How the Reflection Room Works:

1. Purposeful Reflection:

- Pupils are guided to think about their actions, the impact on others, and how they can make better choices in the future.
- Reflection activities may include completing a reflection sheet (see Appendix 4), engaging in a restorative conversation, completing missed work or writing a plan for improvement.

2. Calm and Supervised Environment:

- The room is quiet and supervised by staff who provide support and guidance as needed.
- Pupils are encouraged to take ownership of their behaviour in a non-punitive manner.

3. Time Allocation:

- Time spent in the Reflection Room is proportionate to the behaviour exhibited and tailored to the individual needs of the pupil.

4. Restorative Focus:

- Where appropriate, pupils may be asked to engage in restorative practices, such as completing a reflection sheet (see Appendix 3), writing an apology or planning steps to repair relationships.

Break & Lunch Times Updated Playground Duty 2024-2025

Timings	EYFS	KS1	LKS2	UKS2
Break	n/a	10:35 - 10:50	11:15 - 11:30	10:55 - 11:10
Lunch	11:30 - 12:15	11:45 - 12:40	12:15 - 1:10	12:15 - 1:10

Reflection/Detention Room	Monday	Tuesday	Wednesday	Thursday	Friday
Breaktime (reflection only) 10:35-11:10	Class teachers	Class teachers	Class teachers	Class teachers	Class teachers
Lunchtime (detention/reflection) 11:45-1:10	Mrs Russell	Mrs Nel	Mr Yates	Mrs O'Connell	Mrs Sall

13. Peace Plan - Conflict Resolution

Conflict resolution education equips children with essential life skills for fostering caring communities and building positive relationships. Its core purpose is to help children grow into socially and emotionally competent individuals, enabling them to lead happier lives and contribute positively to society.

We aim to:

- Reduce conflicts between groups of pupils.
- Foster a respectful and caring school environment, improving overall climate.
- Minimise the time teachers spend managing disciplinary issues, enhancing classroom management.
- Support pupils' social and emotional development, including problem-solving skills, emotional awareness, and constructive conflict behaviours.
- Expand pupils' emotive vocabulary for effective communication.



When faced with conflict, we aspire for our pupils to utilise their growing emotive vocabulary and conflict resolution skills. To support this, we teach children to apply the Peace Plan, (see Appendix 5) equipping them to resolve conflicts constructively with peers both at school and at home. Children who follow the peace plan will be awarded a **bonus Dojo point**.

14. Supporting Pupils with Social, Emotional, or Mental Health (SEMH) Needs

Some pupils experience social, emotional, or mental health (SEMH) needs due to various factors, including:

- Early childhood experiences
- Environmental factors
- Inconsistent parenting
- Bereavement
- Bullying or discrimination

Pupils with SEMH needs are identified through a range of school systems, including:

- Analysis of repeated patterns of behaviour and triggers/functions (see Appendix 5)
- Identification of specific needs by the SENDCo
- Concerns raised by staff or parents/carers

Once identified, time will be dedicated to understanding the cause and nature of the behaviour. Interventions and support will be carefully considered to address the underlying causes. These may include:

- **Behaviour Monitoring:** Regular review of behaviour logs to identify patterns.
- **Positive Behaviour Plans:** Developing individualised plans for pupils exhibiting challenging behaviour over time.
- **Learning Mentors and 1:1 Support:** Allocating dedicated support for pupils.
- **Social Skills Groups:** Referrals to participate in targeted group sessions to develop social skills.
- **Emotional Literacy Support (ELSA):** Referrals to ELSA programs to enhance emotional resilience and coping skills.
- **Behaviour Support Services:** Referrals for specialist advice and intervention.
- **Educational Psychology Support:** Referrals to the Educational Psychologist or other external agencies as needed.
- **Mental Health Support Team (MHST):** Referrals to MHST for additional mental health resources and guidance.
- **Multi-Agency Referrals:** Submitting Early Help or Multi-Agency referrals to access Local Authority support or coordinate a Team Around the Family approach.

By implementing these measures, the school aims to provide a comprehensive and supportive framework to help pupils manage and overcome their SEMH challenges.

15. Zones of Regulation

At West Drayton Academy, we understand the vital role of positive mental health and emotional wellbeing in the lives of our pupils and their families. We are committed to fostering an open culture where mental health and wellbeing can be discussed freely and where children feel empowered to regulate their emotions effectively.

Through the implementation of the **Zones of Regulation**, we teach pupils to identify emotions in themselves and others, equipping them with a variety of strategies to help manage their emotions and enhance their overall wellbeing.

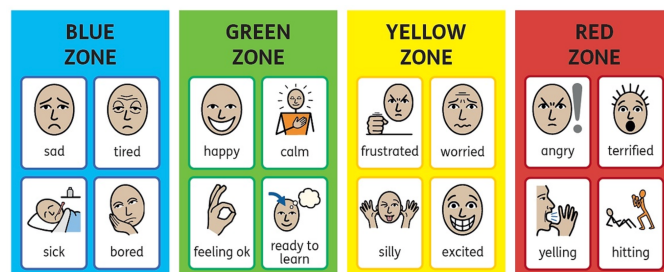
Regulation is a lifelong process that everyone engages in, consciously or unconsciously. We all face challenging situations that test our limits. Recognising when we are becoming less regulated allows us to take proactive steps to manage our feelings and restore balance. While this skill may come naturally to some, others require more focused attention and practice.

The Zones of Regulation aims to bridge this gap, helping all pupils develop the tools they need to navigate their emotions, build resilience, and thrive.

We aim to help children to:

- Recognise which Zone they are in and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them, a 'toolkit'.

Each classroom at West Drayton Academy is equipped with a **Calm Corner**—a quiet space with tools like fidget toys to help children regulate their emotions. The **Zones of Regulation** is integrated through **PSHE lessons** and reinforced daily by all staff, ensuring a consistent, whole-school approach to emotional wellbeing.



All staff members, not just class teachers, will use the Zones terminology to reinforce emotional regulation strategies and foster a shared understanding across the school community.

16. Extreme Behaviours

Occasionally, some children may behave in a more extreme way. Unacceptable behaviours may be escalated through our system of Stepped Sanctions (traffic light/yellow/red cards) to ensure they are addressed promptly by a member of the Senior Leadership Team (SLT).

16.1. Persistent Misbehaviour

For persistent misbehaviour, some children will need bespoke 'Behaviour Plans' that detail additional support, strategies and expectations (SLT discussion).

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. The school will record all incidents of extreme behaviour on Behaviour Smart and complete the positive handling report (see Positive Handling Policy).

At the discretion of SLT, seclusions or suspensions will occur following extreme incidents. A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a ½ day or 1 day seclusion in another part of the school. We understand that throughout this process, it is imperative that we communicate with parents.

16.2. Physical Attacks on Adults

We take incidents of violence toward staff very seriously. We also understand that staff are professionals and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Academy Council, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child

unless there is an immediate risk to that child or another person. If any child is at risk of harm from another child, all staff must act immediately to prevent harm.

All staff should report incidents directly to the Principal and/or Designated Safeguarding Lead and should be recorded on Behaviour Smart and the significant incident form (SLT). We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Suspension will only happen once we have explored several options and have created a plan around a child.

16.3. Dealing with Potential Aggression

If you are faced with potential aggression:

- Move away from the child so that they can not hurt you. Make sure they can get away from you and that your stance is not preventing them from moving.
- Ensure you use a very calm tone of voice with the children even if you are feeling stressed. Do not get into any kind of discussion or argument with the child. Do not tell them their behaviour is unacceptable.
- Reduce your language. Children under stress get more and more stressed and anxious when people speak to them. ASD children struggle immensely with this.
- Sometimes, if no other children are present, the best option is to keep a child contained. Attempt to re engage when safe to do so.
- When a child is at crisis point - they are not able to make rational decisions. It is not aimed at you personally.
- Praise when you see them calming eg 'Thank you, I can see you taking deep breaths and starting to calm yourself down'
- Send for help if you think a child's behaviour is escalating to this point. You can do this by using a walkie talkie, sending a child or a note to the office asking for immediate assistance. Do not rely on emails during an emergency.

Staff will physically intervene if a child poses a danger to themselves or others. Examples of this would be if they were about to run out of the school gates, destroy property or hit another child. If this is necessary, we would aim to deploy a Team Teach trained member of staff to assist (see Positive Handling Policy). All staff are expected to safeguard all children.

16.4. Serious incidents

- Any serious/significant incidents (zero tolerance behaviours) must be recorded on Behaviour Smart, logged on the significant incident log and reported immediately to the SLT Phase Leader, Deputy Principal or Principal.
- Learning mentors/SLT will carry out an investigation, parents will be informed and consequences will be given.
- Significant incidents are; racism, violence, homophobia, bullying, swearing, deliberately breaking property and stealing.
- Within each academic year, two episodes of racist or homophobic language will result in a one day seclusion. Further episodes of racist or homophobic language may result in a suspension.
- For serious incidents, SLT may choose to seclude a child for either one half or one whole day or suspend a child

16.5. Seclusion

Outlined below are the aims, principles and strategies used for the implementation of seclusion and suspension. The policy aims to take into account diversity and provide equality of opportunity.

A decision to seclude or suspend a pupil, is seen as a last resort by the school. As a school we communicate with pupils, parents and staff our expectations of standards of conduct and behaviour. A range of policies are in place to promote positive behaviour and appropriate conduct. No seclusion will be initiated without first exhausting other strategies, or in the case of a serious single incident, a thorough investigation.

Reasons for seclusion:

- Serious breach of the school's rules or policies.
- Persistent incidents of bullying, homophobia or racism which involve physical or verbal aggression.
- Risk of harm to the education or welfare of the pupil or others in the school.

Seclusions – Persistent or cumulative problems

Seclusion will be for the shortest time necessary and is usually for the length of half a day or one whole day, during the school day or until 4.30pm in consultation with parents.

Seclusion will enable the pupil to work away from their peers in isolation on the current class work. Seclusion is managed and implemented by the Phase Leader. Support Staff may be used to supervise the seclusion. In most cases, this will only be imposed when the school has implemented a range of support and management strategies. These would include:

- reminder from staff
- Time out with discussions and reflections with the pupil
- Checking any provocation through investigation of the situation
- Strategies implemented from PSP documentation if appropriate

Seclusions – Single Incidents

Seclusions may be used in response to a serious breach of school rules and policies. In such cases the Lead Learning mentor or a member of the SLT will investigate the incident thoroughly and consider all evidence, taking account of the school policies. The pupil will be encouraged to give their version of the events.

Formal Seclusions (1 day or more)

If the Principal or Deputy Principal, in the absence of the Principal, decides to formally seclude a pupil they will:

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents and explain the decision
- Send a letter to parents confirming the reasons for the seclusion, the length of the seclusion and any terms or conditions agreed for the pupil's return
- The Lead Learning mentor will ensure that appropriate work is set by the class teacher
- The Lead Learning mentor will plan how to address the pupil's needs on their return
- The Lead Learning mentor to plan and facilitate a meeting with parents and pupils on their return

Pupils with special educational needs and disabled pupils

As a school we take into account any special educational needs when considering whether or not to seclude a pupil. We recognise our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by secluding them from school for behaviour related to their disability.

As a school we will ensure that reasonable steps have been taken by the school to respond to a pupil's disability so that the pupil is not treated less favourably for reasons related to the disability. 'Reasonable steps' will include:

- Differentiation in the school's behaviour policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external support
- Requesting support from parents
- Staff training

16.6. Suspension

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspensions as a sanction where it is warranted. However, permanent suspensions should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

West Drayton Academy will ensure there is a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour. All children have a right to an education. West Drayton Academy will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day.

If West Drayton Academy does make the decision to suspend a pupil, we will notify parents of the period of the suspension and the reasons for it.

School must also, without delay, provide parents with the following information in writing:

- the reasons for the suspension;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent; • parents' right to make representations about the exclusion to the Academy Council and how the pupil may be involved in this;
- how any representations should be made;
- and where there is a legal requirement for the Academy Council to consider the suspension, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

17. Logging and Sharing Information

17.1. Steps for Logging Incidents on Behaviour Smart

a) Brief Description of the Incident:

- Provide a concise factual summary of what occurred, including:
 - The nature of the behaviour (e.g., physical aggression, refusal to follow instructions).
 - Key individuals involved (e.g., aggressor, victim).

- The time and location of the incident.

b) Actions Taken:

- Record the immediate actions taken to address the behaviour, such as:
 - Time spent in the Reflection Room/Detention.
 - Restorative conversations held with staff and/or peers.
 - Reflection activities completed by the pupil.

c) Steps to Prevent Recurrence:

- Document planned strategies to address the root cause of the behaviour and support the pupil's improvement. Examples include:
 - Introducing targeted interventions (e.g., mentoring, social skills groups).
 - Setting clear behaviour goals and expectations with the pupil.
 - Engaging parents in the process and providing recommendations for home support.

d) Parental Engagement:

- Note whether parents have been contacted, the method used (e.g. email, phone call or face to face), and any outcomes or feedback from the communication.

17.2. Reviewing and Tracking behaviour

Review of Behaviour Tracking System:

- A designated member of staff reviews Behaviour Smart daily to identify Red Card incidents and misbehaviour in class.
- Monitor recurring issues or trends in behaviour to identify areas requiring school-wide attention or specific pupil interventions.
- Check whether any significant incidents have been escalated to the Senior Leadership Team (SLT) for further action or monitoring.
- If pupils receive a detention, the incident will be recorded on Behaviour Smart and recorded on the significant incident log
- If a pupil spends any time in the Reflection Room, the time and reason will be recorded on the Reflection Room log.

17.3. Teacher Communication

a) Returning the Red Card to Class:

- After lunch, the Red Card is returned to the pupil's class with them.
- This allows the class teacher to:
 - Be aware of the incident and any behaviour patterns.
 - Follow up with additional classroom strategies or support if necessary.
 - Discuss incident with parent/carer providing:
 1. A brief description of the incident.
 2. Actions taken (e.g., reflection time, restorative conversation).
 3. Steps to prevent recurrence and how parents can support at home.

b) Additional Information:

- Where needed, the adult who issued the red card will provide the class teacher with additional context regarding the Red Card offence.

17.4. Parental Communication

Notifying Parents:

- If any time has been spent in the reflection room, parents are contacted via a phone call to inform them of the incident and consequences.

DOJO POINTS

REWARD MENU

Appendix 1 - Dojo Point Rewards & Menu' REWARDS!



Appendix 2 - Behaviour Levels

Behaviour	Behaviour	Consequence
Level 1 (Low level disruption)	• Fidgeting or tapping on a desk. • Calling out without raising a hand. • Murmuring or quietly chatting during work time. • Making subtle noises or distracting gestures. • Slightly off-task actions, such as doodling instead of completing work. Appropriate Use: Use for mild, non-disruptive behaviours like calling out. Inappropriate Use: When behaviours compromise safety, disrupt learning, or involve aggression.	Clear Boundaries: Consistently show that minor misbehaviours won't achieve the desired attention. Acknowledge Improvement: Pupils praised when they demonstrate desired behaviour.
Level 2 (Amber - warning stage)	• Persistent level 1 behaviour • Ignoring instructions • Wandering around the classroom • Calling out/disrupting the class • Making silly noises • Talking when asked not to • Being noisy • Pushing in line • Swinging on a chair • Not in line order • Running in the corridor • Misusing classroom equipment • Snatching or taking equipment • Lying or false accusations • Not sharing • Careless actions that lead to hurting others • Unkind words (including name calling), not swearing • Leaving somebody out of an activity on purpose	Pupils displaying minor inappropriate behaviour receive a verbal reminder and are moved to amber. Amber is a visual/verbal cue to reflect on their actions and make corrections guiding the child to move back to green.

Level 3 (Red - consequence stage)	● Persistent level 1 or 2 behaviour ● Refusal to do anything or work ● Throwing objects in temper (not intending to hurt)	Persistent inappropriate behaviour leads to a move to red. Time-out - moved to a designated quiet area within their own classroom. Time out used for brief reflection and self-regulation while still remaining part of the learning environment. For situations where a change of environment is necessary, pupils may take time out in a partner classroom. Missed playtime minutes - missed work not started/completed can be caught up during this time. Restorative conversation - teacher will work with the pupil to reflect on their behaviour Children will complete a reflection sheet Parents will be informed by the class teacher Teacher logs incident on Behaviour Smart. Red Alert Call Out Card - used when a pupil reaches the red stage on the traffic light system and continues to misbehave or disrupt class. SLT member intervenes and removes the disruptive pupil for the remainder of the lesson. Child will complete a reflection sheet during their time out of class. Child will catch up on missed work in the Reflection Room during break or lunch.
Level 4 (Yellow card - playground)	Yellow card on playground ○ Refusing to follow instructions ○ Not using Peace Plan ○ Misusing equipment ○ Unkind words (including name calling), not swearing ○ Careless actions that lead to hurting others ○ Leaving somebody out of a game on purpose ○ Snatching or taking equipment ○ Lying or false accusations	Time-Out on the playground - 5 minute time-out on the playground, supervised by an adult, to reflect on their behaviour Restorative conversation with adult on playground Yellow card logged on Behaviour Smart Parents are notified and yellow card sent home
Level 5 (Reflection time or Red card - playground)	● Leaving the classroom or teacher's supervision without permission ● Refusing to return to class ● Not returning to class after play or lunch ● Extreme rudeness or defiance to adults Red Card on playground ○ Not in the correct space ○ Refusing a yellow card ○ Play fighting ○ Being rude or disrespectful towards adults on duty	Escorted to the Reflection Room by a staff member on playground/teacher Amount of minutes wasted will be repaid in reflection room Time spent in the Reflection Room is proportionate to the behaviour exhibited and tailored to the individual needs of the pupil Restorative focus - child will be asked to engage in completing a reflection sheet or writing an apology or plan steps to repair relationships Incident logged on Behaviour Smart by teacher or person

		issuing consequence Parents are notified and red card sent home
Level 6 (Detention - zero tolerance behaviour)	- Physical aggression (including encouraging physical aggression in others) - Bullying - Racism - Swearing - Digital Misuse - Stealing - Vandalism (damaging/breaking property) - Homophobic language - Intentional spitting at another person - Throwing dangerous objects - Harmful sexual behaviour	SLT promptly meets with all individuals involved to investigate and address the issue Detention will be held, overseen by the SLT Maximum penalty (5 breaks & 5 lunch times) Restorative focus - child will be asked to engage in completing a reflection sheet or writing an apology or plan steps to repair relationships Incident logged on Behaviour Smart by teacher or person issuing consequence Logged on significant incident log Parents are notified by SLT & formal letter sent home
Level 7 (Seclusion)	Persistent or serious breach of school rules and policies - Within each academic year, 2 episodes of racist or homophobic language will result in a one day seclusion. - For serious incidents, SLT may choose to seclude a child for either one half or one whole day or suspend a child	Immediate action to de-escalate - trained staff intervene calmly; use physical restraint if necessary Positive handling report completed and linked to Behaviour Smart record SLT promptly meets with all individuals involved to investigate and address the issue Parents are notified by SLT & formal letter sent home Incident logged on Behaviour Smart by teacher or person issuing consequence Logged on significant incident log
Level 8 (Suspension)	Extreme behaviour leading to serious breach of school rules and policies at Principal's discretion - Further episodes of racist or homophobic language may result in a suspension. - Serious challenge to authority - Physical abuse to member of staff - Leaving school site without permission - Extreme behaviour that is violent or dangerous - Dangerous acts of vandalism - Bully (persistent and targeted verbal/physical attacks)	SLT promptly meets with all individuals involved to investigate and address the issue Parents are notified by SLT & formal letter sent home Incident logged on Behaviour Smart by teacher or person issuing consequence Logged on significant incident log Reintegration meeting with parents/SLT/teacher/SENCO Individualised behaviour plan put in place for pupils exhibiting challenging behaviour over time

Appendix 3 - Traffic Light Behaviour Stages



GOLD
EXEMPLARY BEHAVIOUR



SILVER
CONSISTENTLY POSITIVE BEHAVIOUR



GREEN
READY TO LEARN



AMBER
WARNING



RED
CONSEQUENCE

Behaviour Reflection Sheet

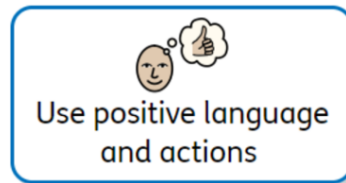
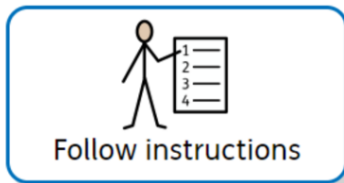


Name: _____

Date: _____ Class: _____

What happened?

Which School Rule or Value have you not followed?



Which Zone were you in at the time? Identify how you were feeling.			
 Sad  Bored  Tired or Sick Something else?	 Happy  Okay  Ready to learn Something else?	 Frustrated  Silly  Loss of Control Something else?	 Mad or Angry  Yelling/hitting  Terrified Something else?

How are you feeling now?			
 Sad	 Happy	 Frustrated	 Mad or Angry
 Bored	 Okay	 Silly	 Yelling/ hitting
 Tired or Sick	 Ready to learn	 Loss of Control	 Terrified
Something else?	Something else?	Something else?	Something else?

Who has been impacted by your actions? Include any names.



Me



The teacher



My Classmates

How can you make it right?



Apologise



Clean up



Fix what is broken

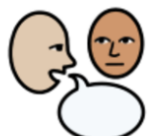
What will you do next time?



Take a deep breath



Count to 10



Tell a trusted adult

Pupil _____ Date: _____

Teacher: _____ Date: _____

SLT: _____ Date: _____

Parent/Carer: _____ Date: _____

Behaviour Reflection Sheet



Name: _____

Date: _____ Class: _____

Please write why you are having to reflect on your behaviour. Be specific.

Which School Rule or Value have you not followed?

- ☐ Follow instructions
- ☐ Keep hands, feet, and objects to yourself
- ☐ Use positive language and actions



Which Zone were you in at the time? Identify how you were feeling.			
☐	☐	☐	☐
Sad Sick Tired Bored Moving Slowly Other:	Happy Calm Feeling Okay Focused Ready to Learn Other:	Frustrated Worried Silly/Wiggly Excited Loss of Some Control Other:	Mad/Angry Terrified Yelling/Hitting Elated Out of Control Other:

PEACE PLAN

SOLVING PROBLEMS TOGETHER



1. Calm yourself

Count to 10 or take deep breaths



2. Explain your feelings

Tell the other person how you feeling and the reason. Use 'I'

I feel ____ when you ____ because
_____.



3. Solve the problem

Think of possible solutions together and agree on one.

We could ____ or ____ or ____.



4. Affirm, forgive, thank

- Say something kind about the other person's efforts.
- Forgive them if they've upset you.
- Thank them for helping solve the problem.





SENSORY. ESCAPE. ATTENTION. TANGIBLE.

FUNCTIONS OF BEHAVIOR CHEAT SHEET

The whys, whens, & how you can help!

WWW.PAAUTISM.ORG/SEAT

SENSORY

WHY? To get sensory input- it feels good, something they enjoy

WHEN? Anytime, even when alone

HOW TO HELP? If the behavior is harmful to themselves or others, find a safer activity that provides the same sensory experience. If it's not harmful or disruptive, there is no need to change the behavior.

EXAMPLE: A person is pushing on their eyes because it creates the sensation of "lights". Provide them with colorful or flashing lights they can look at.

NON-EXAMPLE: A person is pushing on their eyes because it creates the sensation of "lights" and you offer them a fidget spinner.

WHAT TO DO PROACTIVELY? Provide access to a range of safe sensory items throughout the day.

ESCAPE

WHY? To get out of unwanted activities, interactions, or environments.

WHEN? Something is hard, boring, not fun, stressful, or causes anxiety/distress.

HOW TO HELP? Break down difficult or unpleasant tasks into smaller steps, teach people to ask for a break, provide praise for small successes, make sure the environment is pleasant and set up for the person to be successful.

EXAMPLE: A person is asked to clean up and they begin throwing the items. Ask them to pick up one item and put it away, provide praise, and then help them with the rest.

NON-EXAMPLE: A person is asked to clean up and they begin throwing items. You tell them they don't have to clean up anymore.

WHAT TO DO PROACTIVELY? Keep tasks small with frequent breaks and build in fun activities with boring, difficult, or stressful activities. Set the environment up to be positive.



PAautism.org

Pennsylvania's leading source
of autism-related resources
and information.
877-231-4244

The ASERT Collaborative is funded by the Office of Developmental
Programs, PA Department of Human Services.



ATTENTION

WHY? To get access to people or interactions

WHEN? Not getting enough attention or interactions from people in their environment.

HOW TO HELP? Give praise and immediate responses for appropriate requests for attention. Teach to ask for attention in appropriate ways.

EXAMPLE: Two people are talking to each other and a person begins screaming. Let the person know if they would like to join the conversation, they can once they are quiet. Provide praise and attention as soon as they are quiet.

NON-EXAMPLE: A person is screaming while two other adults are speaking. Stop your conversation and give your undivided attention to the person who was screaming.

WHAT TO DO PROACTIVELY? Teach people how to appropriately request and access attention throughout their day. Provide plenty of positive attention freely throughout the day.

TANGIBLE

WHY? To get access to items/activities they want, need, or are interested in

WHEN? Something they want, need, or are interested in is not available

HOW TO HELP? Offer an alternative, "you can't have this but you can do A or B." Or First-then, "first we do this, then you can have that!"

EXAMPLE: A person is yelling because they want cake for dessert but there is none in the home. Offer them choices from what is available in the home.

NON-EXAMPLE: A person is yelling because they want cake for dessert but there is none in the home. You tell them there is no cake so they can't have any dessert.

WHAT TO DO PROACTIVELY? Use first/then statements, let them know when activities are done by setting a timer, teach the person to appropriately request access to items/activities

Our website offers information about local, regional and statewide events, professional trainings, community resources, services, current research and other information relevant to the autism community.



STATEWIDE RESOURCE CENTER
877 .231.4244 | info@paautism.org



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The ASERT Collaborative is funded by the Office of Developmental Programs, PA Department of Human Services.



BEHAVIOUR MANAGEMENT

MANAGING BEHAVIOUR

MANAGING NOISE

TRAFFIC LIGHT SYSTEM



Gold - Exemplary Behaviour

- Awarded for outstanding behaviour
- Receive a **Champion of the Week** certificate
- Name added to the **class recognition board** & shared in **school newsletter**

Silver - Consistently Positive Behaviour

- Chance to be selected as the **Champion of the Week**,
- All children on Silver will receive a **bonus 'Marvelous Me' point**.

Green - Ready to Learn

- Start morning/afternoon sessions on green

Amber - Warning Stage:

- Minor inappropriate behaviour** (e.g., talking out of turn or not following instructions) receive a verbal reminder and are moved to amber.
- Improve behaviour and return to green** by making positive choices

Red - Consequence Stage:

- Persistent or more serious inappropriate behaviour** leads to a move to red.
- Consequences may follow:** such as time-out and/or missed playtime minutes
- Complete a reflection sheet**
- Parents** will be informed by the class teacher and logged on **CPOMS**.

BEHAVIOUR MANAGEMENT

LOW LEVEL BEHAVIOUR MANAGEMENT

- Tactical Ignoring:** ignoring minor attention-seeking behaviours to avoid reinforcing them, while maintaining focus on teaching or praising others. Acknowledge positive behaviour once the child self-corrects.
- Proximity control:** Moving closer to the child to non-verbally redirect their attention.
- Non-verbal cues:** A subtle glance or gesture to signal the behaviour should stop.
- Redirecting focus:** Gently guiding the child back to the task without drawing attention to the behaviour.
- Positive reinforcement:** Praising peers who are on task to model the desired behaviour.
- Examples of Low-Level Behaviours:** fidgeting, calling out, quiet chatting, murmuring/noises, off-task behaviour

Managing Noise

- Silent Voice:** no talking - a voice in your head only
- Partner Voice:** a voice only your partner can hear
- Table Voice:** a voice only your table can hear

CLASS STOP

Class Stop!

- Class stop, put eyes on me. Thank you...for stopping.
- Put everything down
- Face the adult
- Silent voice

LINING UP

Lining Up

- One in front of another
- Face the direction you are walking in
- Keep arms by your side

Consequences: moved to **amber/red**
 Rewards: Collective - Bouncy Ball or
 Individual - Dojo points



PROMOTING POSITIVE BEHAVIOUR

MANAGING BEHAVIOUR

DOJO POINTS

COLLECTIVE REWARD BOUNCY BALLS



Collective rewards are used to encourage positive behaviour, foster **teamwork**, and promote a sense of **collective achievement** among pupils.

Weekly Rewards:

- First Jar Reward:** 30 balls = class earns 10 minute extra playtime
- Second Jar Bonus:** 30 balls = each pupil in the class will receive a prize from the **class treasure box**.
- Third Jar Incentive:** 30 balls = earn a **£15 voucher** for the class teacher to spend on items for the class

REWARDS

VERBAL PRAISE

Staff share congratulatory comments and acknowledge children, positive actions, decisions and excellent work.

CHAMPION OF THE WEEK

Children's exemplary behaviour is recognised as the "Champion of the Week." They are moved to gold, awarded a certificate, and featured in the school newsletter.

SHARING ACHIEVEMENTS

Pupils share their work with peers, teachers, support staff, and senior leadership team members.



PARENT COMMUNICATION

Staff inform parents about outstanding work, either in person, via 'Marvelous Me', or through a phone call

Dojo Points are awarded by staff for:

- excellent work
- positive behaviour
- great attitude
- acts of kindness
- acting on feedback to improve
- excellent class participation
- moving to silver (bonus point)
- Using the peace plan

Pupils request a **Reward Menu** to spend their points. They select a prize, mark their choice (✓), and return the menu to their teacher. Children's Leadership Team (CLT) collects menus on Thursday and organises rewards.

Rewards are delivered to classrooms on Friday afternoons by CLT.





BEHAVIOUR LEVELS

MANAGING BEHAVIOUR

LEVEL 1 (LOW LEVEL DISRUPTION)

- Fidgeting or tapping on a desk.
- Calling out without raising a hand.
- Murmuring or quietly chatting during work time.
- Making subtle noises or distracting gestures.
- Slightly off-task actions, such as doodling instead of completing work.
- Appropriate Use:** Use for mild, non-disruptive behaviours like calling out.
- Inappropriate Use:** When behaviours compromise safety, disrupt learning, or involve aggression.

LEVEL 2 (AMBER - WARNING STAGE)

- Persistent level 1 behaviour**
- Ignoring instructions
- Wandering around the classroom
- Calling out/disrupting the class
- Making silly noises
- Talking when asked not to
- Being noisy
- Pushing in line
- Swinging on a chair
- Not in line order
- Running in the corridor
- Misusing classroom equipment
- Snatching or taking equipment
- Lying or false accusations
- Not sharing
- Careless actions that lead to hurting others
- Unkind words (including name calling, not swearing)
- Leaving somebody out of an activity on purpose

LEVEL 3 (RED - CONSEQUENCE STAGE TIME OUT / MISSED PLAYTIME)

- Persistent level 1 or 2 behaviour**
- Refusal to do anything or work
- Throwing objects in temper (not intending to hurt)
- Leaving the classroom or teacher's supervision without permission
- Refusing to return to class
- Not returning to class after play or lunch
- Extreme rudeness or defiance

If behaviour persists/escalates SLT is alerted:

- Red Alert Call Out

LEVEL 4 (YELLOW CARD - PLAYGROUND)

- Yellow card (on playground)**
- Refusing to follow instructions
 - Not using Peace Plan
 - Misusing equipment
 - Careless actions that lead to hurting others
 - Unkind words (including name calling), not swearing
 - Leaving somebody out of a game on purpose
 - Snatching or taking equipment
 - Lying or false accusations

LEVEL 5 (REFLECTION ROOM / RED CARD - PLAYGROUND)

- Reflection room (classroom):**
- Red Consequence (traffic light)
 - Red Alert Call Out

- Red Card (on playground)**
- Not in the correct space
 - Refusing a yellow card
 - Play fighting
 - Being rude or disrespectful towards adults

LEVEL 6 (ZERO-TOLERANCE BEHAVIOUR DETENTION)

Maximum penalty (5 breaks & 5 lunches)

- Physical aggression (including encouraging physical aggression in others)
- Bullying
- Racism
- Swearing
- Digital Misuse
- Stealing
- Vandalism
- Homophobic language
- Intentional spitting at another person
- Throwing dangerous objects
- Harmful sexual behaviour

LEVEL 7 (SECLUSION - INTERNAL)

- Persistent or serious breach of school rules and policies
- Within each academic year, 2 episodes of racist or homophobic language will result in a one day seclusion.
- For serious incidents, SLT may choose to seclude a child for either one half or one whole day or suspend a child

LEVEL 8 (SUSPENSION - EXTERNAL)

- Extreme behaviour leading to serious breach of school rules and policies at Principal's discretion
- Further episodes of racist or homophobic language may result in a suspension.
- Serious challenge to authority
- Physical abuse to member of staff
- Leaving school site without permission
- Extreme behaviour that is violent or dangerous
- Dangerous acts of vandalism
- Bully (persistent and targeted verbal/physical attacks)



SANCTIONS

MANAGING BEHAVIOUR

ZERO-TOLERANCE DETENTION

TIME OUT

- Time out used for brief reflection and self-regulation while still remaining part of the learning environment.
- For situations where a change of environment is necessary, pupils may take time out in a partner classroom.

MISSED PLAYTIME

- Persistent inappropriate behaviour leads to a move to red (TRAFFIC LIGHT).
- Misused playtime minutes. Restorative conversation - teacher will work with the pupil to reflect on their behaviour
- Children will complete a reflection sheet
- Parents will be informed by the class teacher
- Teacher logs incident on CPOMS.

RED ALERT - CALL OUT

- Red Alert Call Out card - reach red stage and continues to misbehave or disrupt class.
- SLT alerted to remove disruptive child for remainder of lesson. Any missed work will be completed during break/lunch in Reflection Room.

REFLECTION ROOM

Amount of minutes wasted will be repaid in reflection room

- Time spent in the Reflection Room is proportionate to the behaviour exhibited and tailored to the individual needs of the pupil
- Leaving the classroom or teacher's supervision without permission
 - Refusing to return to class
 - Not returning to class after play or lunch
 - Red Alert Call Out
 - Extreme rudeness or defiance
 - Receiving Red Card on playground

SANCTIONS

PLAYGROUND

RED CARD

- Red Card on playground:**
- Not in the correct space
 - Refusing a yellow card
 - Play fighting
 - Being rude or disrespectful towards adults on duty

Consequence: Escorted by adult on duty to the reflection room (SLT)

Red card sent home, parents notified and logged on CPOMS

YELLOW CARD

- Yellow Card on playground:**
- Refusing to follow instructions
 - Not using Peace Plan
 - Misusing equipment
 - Careless actions that lead to hurting others
 - Unkind words (including name calling), not swearing
 - Leaving somebody out of a game on purpose
 - Snatching or taking equipment
 - Lying or false accusations

Consequence: 5 minutes Time-out on the playground & restorative conversation. Yellow card sent home, parents notified and logged on CPOMS

Detention will be held, overseen by the SLT
Maximum penalty (5 breaks & 5 lunch times)

- Zero-tolerance behaviors are:**
- Physical aggression (including encouraging physical aggression in others)
 - Bullying
 - Racism
 - Swearing
 - Stealing
 - Vandalism
 - Homophobic language
 - Intentional spitting at another person
 - Throwing dangerous objects

SECLUSION

- Persistent or serious breach of school rules and policies
- Within each academic year, 2 episodes of racist or homophobic language will result in a one day seclusion.
- For serious incidents, SLT may choose to seclude a child for either one half or one whole day or suspend a child

SUSPENSION

- Extreme behaviour leading to serious breach of school rules and policies at Principal's discretion
- Further episodes of racist or homophobic language may result in a suspension.
- Serious challenge to authority
- Physical abuse to staff
- Leaving school site without permission
- Extreme behaviour that is violent or dangerous
- Dangerous acts of vandalism
- Bully (persistent and targeted verbal/physical attacks)

Yellow Behaviour Card

Break/Lunchtime



West Drayton Academy
Believe • Engage • Achieve

Date _____

Offender's Name: _____

Offender's Class: _____

Victim's Name: _____

Victim's Class: _____

Adults Name: _____

✓ Tick the 'Yellow Card' behaviour that occurred:

- ☐ Refusing to follow instructions
- ☐ Not using Peace Plan
- ☐ Misusing equipment
- ☐ Careless actions that lead to hurting others
- ☐ Unkind words (including name calling), not swearing
- ☐ Leaving somebody out of a game on purpose
- ☐ Snatching or taking equipment
- ☐ Lying or false accusations

*Write a brief summary of events on the back of this card

If a child is shown this card, they will miss 5 minutes of their playtime. Please ensure the card is handed to the Reception desk at the end of break or lunchtime. The Reception team will then pass the card to the class teacher for discussion with the child's parents.

Red Behaviour Card

Break/Lunchtime



West Drayton Academy
Believe • Engage • Achieve

Date _____

Offender's Name: _____

Offender's Class: _____

Victim's Name: _____

Victim's Class: _____

Adults Name: _____

✓ Tick the 'Red Card' behaviour that occurred:

- ☐ Refusing a yellow card
- ☐ Not in the correct space
- ☐ Play fighting
- ☐ Being rude or disrespectful towards adults on duty

⚠ Zero-Tolerance Behaviour (max penalty 5 breaks & lunches)

- ☐ Physical aggression (including encouraging physical aggression in others)
- ☐ Bullying
- ☐ Racism
- ☐ Swearing
- ☐ Stealing
- ☐ Vandalism (damaging/breaking property)
- ☐ Homophobic language
- ☐ Intentionally spitting at another person
- ☐ Throwing dangerous objects

*Write a brief summary of events on the back of this card

If a child is shown this card, they will be sent to the Reflection Room and will miss their playtime. At the end of break or lunchtime, please ensure the card is handed to the Reception desk. The Reception team will pass the card to the class teacher for discussion with the child's parents.

Appendix 10 - Parent Behaviour Notification Letter



Add date here

Dear Parent/Guardian,

Re: Behaviour Incident Notification

I am writing to inform you that your child, [Child's Full Name], was involved in a **zero-tolerance behaviour** on [date], which does not align with our school's values and expectations.

The behaviour involved:

[Specify behaviour, e.g., "Physical aggression," "Bullying," "Racism," etc.].

As a result, your child will:

- Attend a supervised break and lunchtime detention for [5 days], overseen by a member of the Senior Leadership Team (SLT).
- Complete a reflection activity during detention to help them understand the impact of their actions and how to make better choices moving forward.

This incident has been added to our internal school behaviour log for future reference.

At West Drayton Academy, we are dedicated to supporting all pupils in making positive choices and fostering a respectful school environment. We kindly request that you discuss this incident with your child to reinforce the importance of upholding our school's values and expectations.

Please sign and return the reply slip below to confirm receipt of this letter. If you would like to discuss this matter further, please do not hesitate to contact the school.

Thank you for your cooperation and support.

Yours sincerely,

Mrs. Nel
Deputy Principal

Reply Slip (Please return this slip to the school)

I acknowledge receipt of the Behaviour Incident Notification letter dated [date] regarding my child, [Child's Full Name].

Parent/Guardian Signature: _____ Date: _____

Appendix 11 - Red Alert Call out Card

Class Name  Red Alert Call Out Hand this card to any member of the SLT for immediate support. The pupil will be taken out of class for the remainder of the lesson to complete a reflection sheet, any missed work will be completed in the Reflection Room during break or lunch.
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BOUNCY BALL REWARD JAR

FIRST 30 BALLS = 10 MINUTES PLAY

SECOND 30 BALLS = PRIZE

THIRD 30 BALLS = £15 CLASS VOUCHER

