



## **Behaviour and Engagement Policy**

**Updated December: 2025  
Next Review: November 2026**

## Behaviour Policy

### Mission Statement

1. The ethos of our school is to promote good behaviour via a calm well structured environment that consists of a safe learning atmosphere in which every person is valued.
2. We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.
3. Thames View Junior School is a school with a strong moral ethos. School rules are for the safety and comfort of all members of the school community as well as a way of establishing social learning. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.
4. At Thames View Junior School we have adopted the 'Class Dojo' initiative. The Class Dojo system provides expectations which focus on positive action (being respectful) rather than what pupils should not do, it highlights both positive and negative behaviour with appropriate actions in order to promote well rounded students. The expectations are agreed actions so that there is consistency and fairness in all areas of school life. However, as an inclusive school, we recognise that all pupils are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific pupils. Behaviours must be put in context and require all staff to use their professional judgement.

### Rationale

At Thames View Junior School we believe that the behaviour policy should support and develop the rights and responsibilities of the pupils and adults within the school, emphasise that its successful execution depends on everyone's support, and that it will ultimately benefit all in the school community. The overriding aim should be to encourage self-discipline and self-awareness in the pupils.

### Purpose

- To develop habits of self-discipline and acceptable behaviour
- To develop self-respect
- To develop respect of, and sensitivity to, others
- To develop co-operation
- To develop respect of property, their own and other people's

### Aims of the Policy

- That every member of our school community feels valued and respected
- That we promote an environment where everyone feels happy, safe and secure
- That every member of our school community is treated fairly and in a consistent manner

### How Positive Behaviour is taught through the curriculum.

- Positive Behaviour is taught through the PSHE curriculum
- Positive Behaviour is addressed during assemblies
- Positive Behaviour forms an important part of the SMSC lessons
- Positive Behaviour, on a smaller more intimate scale, is taught during Social Skills Groups
- Positive behaviour is rewarded through class dojos

## Values

As a school we will follow the values-based approach to learning which seeks to promote an educational philosophy based on valuing self, others and the environment. It helps children to develop holistically, nurturing a secure sense of self, respect for self and others and supports our ethos and school vision.

Every fortnight, whole school community will work on a key value together. Via Class Dojo, staff will praise the children who follow these values and encourage the children who need support to reach their value goals.

Each week, the whole school assembly will also highlight the importance of the fortnightly focused value. The value of each week is stipulated on the assembly overview for each term.

## Rights and Responsibilities

As a school community at Thames View Junior School (pupils, all school staff and parents/carers) we all have rights but accept that we all have responsibilities.

### Pupil's Rights and Responsibilities:

Pupils have the right to a good education, to be happy and healthy, to join in lots of activities and to express their opinion. They are responsible for their own behaviour and for meeting the expectations set out by the school.



### Rights Respecting Schools Awards

As a *Gold Level Rights Respecting School*, our approach to behaviour is rooted in the principles of the United Nations Convention on the Rights of the Child (UNCRC). We believe that positive behaviour flourishes in an environment where children's rights are understood, valued and consistently upheld by all members of the school community.

Children and adults work together to promote a culture of mutual respect, fairness and inclusion. Our behaviour expectations are linked to key UNCRC Articles, including:

- Article 2 – Every child has the right to be treated fairly and without discrimination.
- Article 3 – The best interests of the child must be a top priority in all decisions and actions.
- Article 12 – Children have the right to express their views and be listened to.
- Article 19 – Children have the right to be safe from harm.
- Article 28/29 – Children have the right to an education that develops their personality, talents and abilities to the full.

These Articles guide how we set expectations, how we respond to behaviour, and how we support children to make positive choices. Our school values focus on and the actions everyone will take to respect those rights. These values underpin daily routines, relationships and behaviour expectations across the school.

All adults are expected to model rights-respecting behaviour through their words, actions and interactions, demonstrating respect, empathy and consistency at all times. Our responses to behaviour are restorative rather than punitive, supporting children to understand the impact of their actions, repair relationships and identify how rights can be upheld moving forward.

The school is committed to equality and inclusion. Behaviour expectations apply consistently to all pupils while recognising and accommodating individual needs in line with children's rights.

Pupil voice plays a key role in shaping our behaviour culture. Through class discussions, School Ambassadors, and feedback opportunities, children help review and refine behaviour systems and ensure they remain fair, respectful and rights-based.

By embedding the UNCRC into our behaviour practices, we ensure that our school remains a safe, nurturing and respectful environment where every child can thrive.

### Staff Rights and Responsibilities

All staff have the right to provide a good education for all pupils in a happy, safe environment. They have a collegiate responsibility for consistently implementing school policy on positive behaviour. The Headteacher holds overall responsibility.

All staff will:

- Treat all pupils fairly and with respect
- Provide a challenging and stimulating curriculum
- Create a safe and pleasant learning environment
- Recognise each child's individuality and be aware of his/her needs
- Teach pupils the rules and make expectations clear
- Use rules and sanctions clearly and consistently
- Work together with parents, carers, colleagues and other agencies
- Be good role models to the pupils in their care
- Log into Class Dojo every morning for ease of access throughout the day
- Use Class Dojo to showcase children's work
- Use Class Dojo as a platform to communicate key messages relating to the class
- Complete a dojo log every Friday and reset 'bubbles' ready for the following week
- Update Behaviour Logs throughout the day at breaktime, lunchtime and the end of each day

Parents Rights and Responsibilities:

All parents/carers have the right to know that their child is being well educated in a safe environment. They also have the right to be listened to, made aware of any problems affecting their child's behaviour and to be supported and guided in dealing with their child's behavioural issues.





















All parents will:

- Treat all pupils and adults fairly and with respect
- Support the school in the implementation of this policy and attending any scheduled meetings to address behaviour issues
- Be aware of the school rules
- Show an interest in all their child does while at school
- Encourage independence and self-discipline
- Be a good role model to their child
- Make the school aware of any information which may result in their child displaying behaviours outside the norm
- Log onto Class Dojo every day for any key messages and to see their child's work

## PROCEDURES FOR DEALING WITH PUPILS'S BEHAVIOUR

Achievement- Dojos

Each class will use class dojo to positively reward children in their work, attitude and movement around the school. The following **green** dojos should exclusively be used for each class:

 +0 Active Travel	 +1 Lunchtime helper	 +2 Reading 3 or more times	 +1 Word of the Week	 +1 a) Active Listening
 +1 a) Enjoying Challenge	 +1 a) Helping Hands	 +1 a) On Task	 +1 a) Participating	 +1 a) Positive Role Model
 +1 a) Pride in Work	 +1 a) Work Collaborativ...	 +5 b) Dojo King/Queen	 +3 b) Value of the Week	 +3 c) 3+ Prog on MW
 +5 c) 5+ Prog on Maths Whizz	 +5 d) 1000+ on TTRS	 +3 d) 500+ on TTRS	 +3 e) 40+ Stars on Doodle	 +5 e) 80+ Stars on Doodle

- Every Thursday after school, class teachers will record the total number of dojos each child in the class has achieved onto an internal tracker. Every teacher will also refresh their dojo dashboard for a new start on Friday mornings.
- All teachers are to add the names of the Dojo King & Dojo Queen to the whole school assembly PowerPoint (Appendix 2).
- The whole school assembly PowerPoint is to also include 'Star of the week' and Class of the week; for the class achieving the highest progression points
- During celebration assembly each Friday, certificates will be presented to every boy and girl in each class who have achieved the highest number of dojos (Dojo King & Dojo Queen- see appendix 1).



- Each class will have a display to showcase the dojo dashboard, along with the 'shopping list' which children are aiming for.  
The display will also showcase 'this week's dojo & dojo queen'.



- \*A3 size LLR poster (laminated)
- \*Class dojo title (laminated)
- \*Dojo King & Queen Certificates (laminated)
- \*Class dojo Dashboard A3 size printed and laminated.
- \*Class dojo shopping list printed A3 size (laminated)
- \*Class dojo characters printed and laminated A4 size.



- Every Friday there will also be a 'Star of the week' certificate awarded to a child from every class.

**(Appendix 3- see overview of the positive rewards protocol)**

### Dojo Shopping list

Each class will have a 'Dojo Shopping list' which features a price list of rewards that the children can purchase with their Class Dojo points. The rewards on the shopping list are weighted and can be 'spent' half termly. Once Dojo's have been 'spent' on a reward, they will be taken from the child's total. The children can access their totals on the class Dojo Excel sheet, and this can be used as an incentive and motivator to focus on achieving the points.

### Assemblies

Monday- Value Assembly - led by the Headteacher (SLT member in the absence of the Headteacher).

Wednesday- Singing Assembly- on a fortnightly basis lower school and upper school will participate in singing assemblies, led by the music lead. On alternate Wednesdays, classes will have collective worship time in their classrooms focused on the R&R article of the week.

Friday- Achievement assemblies - These assemblies will be led by all staff, on a rota. Each week all teachers must contribute towards the assembly power point which celebrates the children who have achieved: -

- Highest number of dojos (Dojo King & Dojo Queen- certificate and dojo lanyard to be given to King & Queen)
- Star of the week (shown awareness of the school values or contribution towards the learning of the R&R article).
- Classes with the most progression points with Maths Whizz and Doodle will be awarded with a whole class trophy.

Managing unwanted behaviours

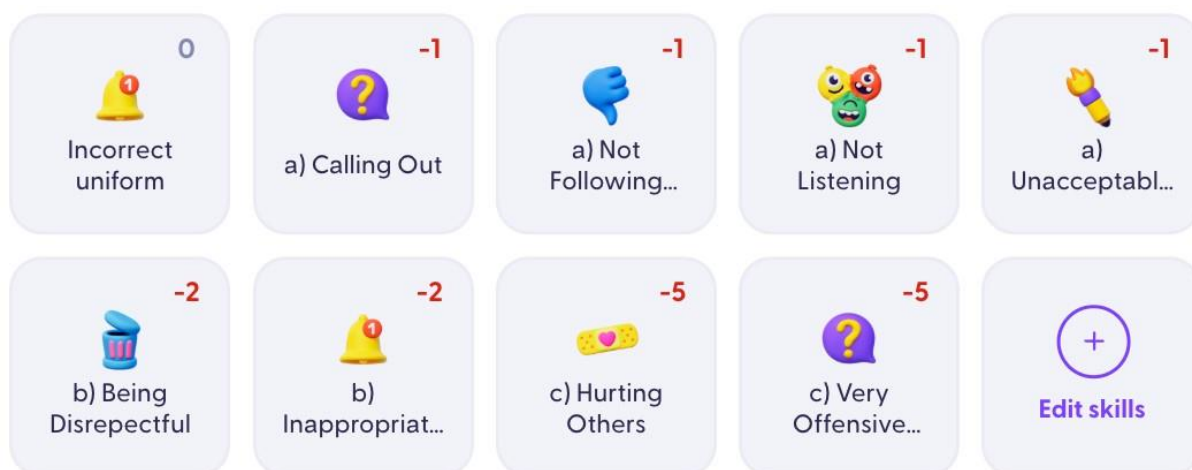
Unwanted behaviour creates a barrier to learning and thus impacts on achievement. At Thames View School, teachers manage behaviour of pupils in and around the school, address any inappropriate behaviours and refer serious incidents as appropriate.

When dealing with inappropriate behaviour, all staff:

- Encourage, praise and positively reinforce good relationships as a way of reinforcing the behaviour you would like to see rather than focusing on the negative behaviour
- Remain calm and avoid shouting at children
- Avoid telling a child off publicly
- Avoid all physical contact with children unless a positive handling plan is agreed and in place.
- Aim to be good role models - punctual, well prepared, organised, polite and courteous
- Support each other in addressing an individual child's behaviour needs and the needs of the whole school
- Challenge all conduct involving bullying or harassment
- Avoid whole-group sanctions that punish the innocent as well as the guilty wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour
- Ensure that sanctions are seen as inevitable and consistent
- Always link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- Use PSHE lessons to enable children to express their feelings appropriately and to learn how to resolve conflicts through discussion
- Consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of additional learning need; this includes consideration of whether the learning is differentiated and appropriate

Red Class Dojo points

Red class dojos will be given when children do not make the right choices and display an unwanted behaviour. Red dojo points do not minus from the green positive dojo points. Red Dojo points will be reset at the end of each week. After a certain amount of red dojo points have been reached, the following consequences will be in place: (Appendix 4 for summary of below)



Number of Reds dojos:	What we do now:
5	<ul style="list-style-type: none"> <li>• 5 minutes of play missed (CT)</li> <li>• Parent to be verbally informed by CT</li> <li>• CT to log the accumulation of 5 dojos on CPOMS</li> <li>• <i>Example of a log on CPOMS: Child A has 5 red dojos- parents informed&amp; missed 5mins of play</i></li> </ul>
10	<ul style="list-style-type: none"> <li>• Whole playtime missed (CT)</li> <li>• CT to set up meeting with Parent &amp; YGL</li> <li>• CT to log on CPOMS the accumulation of 10 dojos on CPOMS</li> <li>• <i>Example of a log on CPOMS: Child A has 10 red dojos- missed whole of play, please see below meeting minutes of meeting with parents and YGL</i></li> </ul>
20	<ul style="list-style-type: none"> <li>• Whole lunchtime missed with SLT (CT to inform SLT)</li> <li>• CT, SLT and SENDCo to meet with parents and inform parents of child going onto a behaviour modification report.</li> <li>• SENDCo to determine whether child should be included on the SEND provision list as SEMH due to behaviour proving to be a barrier to progress</li> <li>• SENDCo to undertake a SNAP Behaviour Assessment</li> <li>• CT to log the accumulation of 20 dojos on CPOMS</li> </ul>

	<ul style="list-style-type: none"> <li>Example of a log on CPOMS: Child A has 20 red dojos- missed whole of lunch time, please see below meeting minutes of meeting with parents &amp; SLT- behaviour now being monitored via behaviour modification report</li> </ul>
30	<ul style="list-style-type: none"> <li>Behaviour proving to be a barrier to progress</li> <li>Behaviour Lead to conduct an observation of child in class and at break/lunch times</li> <li>Continue to monitor Behaviour Modification Report</li> <li>Inclusion Lead to work with external services towards additional support and funding with this</li> <li>Meeting with Safeguarding Team and Inclusion Team to discuss further individualised support strategies</li> </ul>
40	<ul style="list-style-type: none"> <li>Internal or fixed term suspension – to be decided by SLT</li> </ul>
Consistently high number or Red Dojos	<ul style="list-style-type: none"> <li>Pupils that receive a consistently high number of red dojos each week will be placed on a Behaviour Modification Report</li> <li>Class Teachers will be required to update this throughout the day and pupils will need to see a member of SLT at break, lunch and before the end of the school day</li> <li>If a pupil receives consistently high scores, they may be removed from the report</li> <li>Pupils that continue to consistently receive low scores will require further intervention and a meeting with parents</li> </ul>

Behaviour Modification Report

If a child has consistently poor or negative behaviour, they may be placed on a Behaviour Modification Report. This tracks their behaviour and ensures that an adult from the Inclusion Team is monitoring their behaviour at intervals throughout the day.

**Behaviour Modification Report**

**Class Teacher, please award a score for:**

Readiness to work well in lessons without disturbing others	Behaviour in class and on the playground	Attitude to learning
		Attitude toward peers

**Teachers:**

Please award the student a score for each lesson:  
 Excellent=4  
 Good=3  
 Needs to improve=2  
 Poor=1  
 Sent from room=0  
 Sign your score

			MONDAY											
First Name	Surname	Class	B Club	08:30	09:05	Break	10:30	11:40	Lunch	13:30	14:20	A5 Club	Total	
													0	
													0	
													0	

Peer on Peer Abuse

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns.

Behaviour concerns of a more serious nature (as outlined below) must be reported on CPOMS to alert the safeguarding team.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour/Sexual Violence – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others. This should be reported on CPOMS. For further information around HSB & Sexual Violence please see safeguarding policy.
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way but also includes assault with injury offences.
- E-Safety concerns relating to Peer on Peer. Children may have unlimited and unrestricted access to the internet via a host of devices. This access can lead to a number of safeguarding issues that can be prevented while in school as well as dealt with appropriately when disclosed. There is a mobile device policy in place for the school that restricts the use and access of these devices during the school day. The school recognises that a host of issues can arise as a result of these devices relating to peer-on-peer concerns. These incidents could include harassment. Sexual or other, indecent image sharing (consensual or otherwise). We manage these risks by having clear safeguarding protocols to follow and when a child uses the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.
- There are also different gender issues that can be prevalent when dealing with peer-on-peer abuse (i.e. girls being sexually touched or/and assaulted, or boys being subjected to initiation and/or hazing type violence).

#### [Team points/ Dojo points](#)

Every child across the school is assigned to a house captain: - Michelle Obama, Greta Thunberg, Marcus Rashford and Nelson Mandela. Every dojo point that is awarded forms points towards the house captains. Each term the House captains who achieve the highest number of dojo points achieve a non-uniform day.

### Lunchtime Procedures/ Middays

Poor behaviour incidences occurring during lunch time should be documented on CPOMS. SLT then forward these incidences to the class teacher's attention.

### Suspensions

In most cases suspension will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Suspension will only be considered where the educational entitlement and the wellbeing and safety of the pupil concerned, the staff and the rest of the pupils in the class/school is jeopardised. The formal reasons whereby the school may consider the suspension of a pupil would be: In response to serious breaches of the Behaviour and Engagement Policy

If, by allowing the pupil to remain in school, the education or welfare of the pupil or others in the school would be seriously harmed.

Where suspension is necessary, we refer to "Exclusion from maintained schools, academies and pupil referral units in England for Governing Boards and Headteachers" Factors to consider before making a decision to suspend:

- Ensure that a thorough investigation has been carried out
- Consider all the evidence available to support the allegations, taking account of the school's Behaviour and Engagement policy, where applicable, the Race Relations Act 1976 as amended, and the Disability Discrimination Act 1995 as amended
- Allow the pupil to give his or her version of events
- Check whether the incident may have been provoked, for example by bullying, including homophobic or other prejudiced based bullying, or by racial or sexual harassment

If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.

### Internal Suspension

At the discretion of SLT and family, an agreement can be made for internal suspension under special circumstances. Throughout the internal suspension the pupil will remain under the supervision of SLT.

### Lunchtime Suspensions

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. Lunch time suspensions will have to be agreed timings with the parents.

### Racist Incidents

In accordance with the borough procedures all racist incidents should be reported to a senior member of staff. This includes verbal and physical insults related to race or religion. These are then reported to the borough.

### Challenging Behaviour:

Pupils with emotional, social and behavioural difficulties will often persistently challenge class and playground rules to such an extent that in serious cases a Pastoral Support Plan may be required and a behaviour action plan completed and shared with members of staff.

If a pupil's behaviour does not improve following the consistent use of rewards and sanctions outlined in the school's Behaviour and Engagement Policy, this may indicate an underlying additional need. Staff will consult with the Leadership Team to consider further strategies and adjustments. If progress remains limited, an Individual Education Plan or additional support plan may be introduced.

#### Pastoral Support Plans (PSP)

When a pupil's behaviour continues to present significant challenges that place their own educational entitlement, wellbeing, or safety, or that of others, at risk, a Pastoral Support Plan will be developed. This plan will be created collaboratively by the class teacher, Social Inclusion Officer, and Headteacher, in partnership with parents/carers.

The PSP will run for a period of time, after which a review meeting will be held to evaluate progress and determine next steps. If, despite targeted support and intervention, the PSP is not successful, the school may need to consider further actions in line with statutory guidance, which could include the possibility of exclusion.

### Pupils with Disabilities

We have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

### Race Relations

We have a legal duty to take steps to ensure that we will not discriminate against pupils on racial grounds when making a decision about whether to exclude a pupil.

### Pupils in Public Care

We should try every practicable means to maintain that pupils in Public Care are in school.

### Procedures for Review and Appeal

The Governing Body must review all permanent exclusions and fixed period suspensions that result in a pupil being suspended/excluded for more than 15 school days in any one term. They must decide whether or not to reinstate the pupil, if appropriate, or whether the Headteacher's decision to suspend/exclude the pupil was justified.

At all times we wish to reinforce positive behaviour in our pupils.

Where inappropriate behaviour recurs repeatedly and records show no improvement, a programme of behaviour management strategies will be devised in conjunction with the SENDCO team, the pupil and the pupils' parents/carers. If deemed necessary, outside agencies will be invited to contribute.

### Physical Restraint

Where physical restraint is necessary, we refer to the School's Positive Handling Policy.

This policy is brought to the attention of all parents annually.

A Positive Handling plan will be made after the first physical restraint incident.

Behaviour on the playground – Playground Charters:

When there has been an incident of unwanted behaviour on the playground, staff are to utilise our schools Playground Charter, see below.



Each midday has a copy of the Playground Charter that they will utilise when speaking to a child outside at lunch time. Staff are to refer to this poster, especially if they are issuing a red dojo. The child must understand which responsibility they did not adhere to in relation the article.

Appendix 1 - Dojo King/Queen & Star of the week Certificates





Appendix 2 - reward assembly –whole school power point. (Saved on Share point: - Assemblies folder)



Appendix 3- positive reward overview

Day	Action	Responsible for action
Monday	<ul style="list-style-type: none"> <li>Use the dojo dashboard to award red or green dojos through the day. 5 or more reds to be logged onto CPOMS.</li> <li><i>dojos to be awarded to whole classes</i></li> </ul>	Class Teachers <i>Dojos – SLT</i>
Tuesday	<ul style="list-style-type: none"> <li>Use the dojo dashboard to award red or green dojos through the day. 5 or more reds to be logged onto CPOMS.</li> <li><i>dojos to be awarded to whole classes</i></li> </ul>	Class Teachers <i>Dojos – SLT</i>
Wednesday	<ul style="list-style-type: none"> <li>Use the dojo dashboard to award red or green dojos through the day. 5 or more reds to be logged onto CPOMS.</li> <li><i>dojos to be awarded to whole classes</i></li> </ul>	Class Teachers <i>Dojos – SLT</i>
Thursday	<ul style="list-style-type: none"> <li>Use the dojo dashboard to award red or green dojos through the day. 5 or more reds to be logged onto CPOMS.</li> <li><i>dojos to be awarded to whole classes</i></li> </ul>	Class Teachers <i>Dojos – SLT</i>
Friday	<ul style="list-style-type: none"> <li>Use the dojo dashboard to award red or green dojos through the day. 5 or more reds to be logged onto CPOMS.</li> <li><i>dojos to be awarded to whole classes</i></li> </ul>	Class Teachers <i>Dojos – SLT</i>

Appendix 4- Red Dojos- protocol: -

Number of Reds dojos:	What we do now:
5	<ul style="list-style-type: none"> <li>5 minutes of play missed (CT)</li> <li>Parent to be verbally informed by CT</li> <li>CT to log the accumulation of 5 dojos on CPOMS</li> <li><i>Example of a log on CPOMS: Child A has 5 red dojos- parents informed&amp; missed 5mins of play</i></li> </ul>


<p>10</p>	<ul style="list-style-type: none"> <li>• Whole playtime missed (CT)</li> <li>• CT to set up meeting with Parent &amp; YGL</li> <li>• CT to log on CPOMS the accumulation of 10 dojos on CPOMS</li> <li>• <i>Example of a log on CPOMS: Child A has 10 red dojos- missed whole of play, please see below meeting minutes of meeting with parents and YGL</i></li> </ul>
<p>20</p>	<ul style="list-style-type: none"> <li>• Whole lunchtime missed with SLT (CT to inform SLT)</li> <li>• CT, SLT and SENDCo to meet with parents and inform parents of child going onto a behaviour modification report.</li> <li>• SENDCo to determine whether child should be included on the SEND provision list as SEMH due to behaviour proving to be a barrier to progress</li> <li>• SENDCo to undertake a SNAP Behaviour Assessment</li> <li>• CT to log the accumulation of 20 dojos on CPOMS</li> <li>• <i>Example of a log on CPOMS: Child A has 20 red dojos- missed whole of lunch time, please see below meeting minutes of meeting with parents &amp; SLT- behaviour now being monitored via behaviour modification report</i></li> </ul>
<p>30</p>	<ul style="list-style-type: none"> <li>• Behaviour proving to be a barrier to progress</li> <li>• Behaviour Lead to conduct an observation of child in class and at break/lunch times</li> <li>• Continue to monitor Behaviour Modification Report</li> <li>• Inclusion Lead to work with external services towards additional support and funding with this</li> <li>• Meeting with Safeguarding Team and Inclusion Team to discuss further individualised support strategies</li> </ul>
<p>40</p>	<ul style="list-style-type: none"> <li>• Internal or fixed term suspension – to be decided by SLT</li> </ul>
<p>Consistently high number or Red Dojos</p>	<ul style="list-style-type: none"> <li>• Pupils that receive a consistently high number of red dojos each week will be placed on a Behaviour Modification Report</li> <li>• Class Teachers will be required to update this throughout the day and pupils will need to see a member of SLT at break, lunch and before the end of the school day</li> <li>• If a pupil receives consistently high scores, they may be removed from the report</li> <li>• Pupils that continue to consistently receive low scores will require further intervention and a meeting with parents</li> </ul>

Appendix 5- Playground Charters: -



## Our Playground Charter






12

I have the right to be listened to, and taken seriously


**Our responsibility is to listen when someone else is speaking, ensuring we are giving them eye contact.**



39

I have the right to help if I have been hurt, neglected or badly treated


**We have the responsibility to inform an adult if we see someone hurt or if we have hurt someone.**



31

I have a right to relax and play

**Our responsibility is to respect each other when playing, making sure we do not push or hit each other.**



29

I have the right to an education which develops my personality, respect for others' rights and the environment

**Our responsibility is to respect the environment around us and to respect others by not using unkind words.**