

# Thames View Junior School

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## Behaviour Policy

September 2026

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## Mission Statement

At Thames View Junior School, we are committed to creating a calm, respectful and nurturing environment where every member of our school community feels safe, valued and supported. We believe that positive behaviour is fundamental to successful learning and personal development, and we strive to establish a culture where pupils are encouraged to make positive choices, show respect and take pride in themselves and their school.

We aim to develop pupils who demonstrate a positive attitude towards learning and towards one another. Through clear expectations, consistent routines and strong relationships built on trust, we create an environment where good behaviour is understood, encouraged and celebrated. We recognise that developing positive behaviour is a shared responsibility and believe in a strong partnership between pupils, parents/carers and staff, with everyone taking ownership of their actions and contributing to the success of the school community.

Thames View Junior School has a strong moral ethos, founded on respect, kindness, responsibility and inclusion. Our school rules exist to ensure the safety, wellbeing and comfort of all members of our community, while helping pupils to develop the social skills and values needed to become respectful and responsible citizens. Bullying, discriminatory behaviour, violence or any actions that cause harm or distress to others will not be tolerated.

To support positive behaviour, Thames View Junior School uses the ClassDojo approach, which focuses on recognising and rewarding positive choices and behaviours. The system promotes expectations based on what pupils should do, such as being respectful, responsible and considerate, rather than focusing solely on what they should avoid. Through this approach, pupils are encouraged to reflect on their actions, understand the impact of their behaviour and develop the skills needed to make positive contributions to school life.

Our behaviour expectations are agreed, consistent and applied fairly across all areas of the school. However, as an inclusive school, we recognise that every pupil is unique and that some children may require additional support, adjustments or a personalised approach to help them succeed. We understand that behaviour must always be considered within context, and all staff are expected to use their professional judgement, knowledge of individual pupils and understanding of their needs when responding to behaviour.

Through consistency, compassion and collaboration, we aim to ensure that every pupil at Thames View Junior School has the opportunity to thrive within a positive, respectful and supportive learning environment.

## Rationale

At Thames View Junior School, we believe that a positive behaviour culture is fundamental to creating a safe, respectful and inclusive learning environment where every member of our school community can thrive. Our Behaviour Policy exists to promote the rights, responsibilities and wellbeing of all pupils, staff and families, recognising that positive behaviour is a shared responsibility.

The successful implementation of this policy relies upon the commitment and cooperation of everyone within our school community. Through consistent expectations, positive relationships and effective support, we aim to develop pupils' ability to self-regulate, make responsible choices and understand the impact of their actions on others.

Our ultimate aim is to nurture confident, respectful and responsible young people who demonstrate self-discipline, self-awareness and a strong understanding of the values that underpin our school community.

# Purpose

The purpose of our Behaviour Policy is to:

- Develop habits of self-discipline, responsibility and positive behaviour choices.
- Encourage pupils to develop self-respect, confidence and a positive sense of identity.
- Promote respect, understanding and sensitivity towards others.
- Develop cooperation, teamwork and positive relationships.
- Encourage respect for the environment and for personal and shared property.
- Support pupils in understanding the consequences of their actions and making positive changes.
- Create a consistent approach that enables all pupils to succeed socially, emotionally and academically.

## Aims of the Policy

Through this Behaviour Policy, Thames View Junior School aims to ensure that:

- Every member of our school community feels valued, respected and included.
- We promote an environment where everyone feels happy, safe and secure.
- Expectations for behaviour are clear, consistent and understood by all.
- All members of the school community are treated fairly, with dignity and respect.
- Positive behaviour is recognised, encouraged and celebrated.
- Pupils are supported to develop independence, resilience and responsibility.
- Behaviour is understood within the context of individual needs, circumstances and experiences.

At Thames View Junior School, we have 3 rules:

# **L**EARN

I will allow myself and others to learn.

# **L**ISTEN

I will listen and follow instructions given by an adult.

# **R**ESPECT

I will show respect to the people and property around me.

*These rules are displayed across the school and in each classroom.*

# How Positive Behaviour is Taught Through the Curriculum

At Thames View Junior School, we recognise that positive behaviour is not simply expected; it is actively taught, modelled and reinforced throughout school life.

Positive behaviour is developed through:

- **Personal, Social, Health and Economic Education (PSHE):** Pupils are taught about relationships, respect, responsibility, emotional regulation and making positive choices.
- **Assemblies:** Whole-school assemblies provide opportunities to explore our values, celebrate achievements and reflect on expectations for behaviour and attitudes.
- **Spiritual, Moral, Social and Cultural (SMSC) Development:** Pupils develop an understanding of empathy, respect, diversity and their responsibilities within the wider community.
- **Social Skills Groups:** Targeted support is provided for pupils who require additional opportunities to develop communication, emotional regulation and positive interaction skills.
- **Daily classroom practice:** Staff model positive behaviours, provide consistent reminders and support pupils in applying our expectations across all areas of school life.
- **ClassDojo:** Positive behaviours and achievements are recognised and celebrated through the ClassDojo reward system, encouraging pupils to take pride in their choices and contributions.

## Values

At Thames View Junior School, we follow a values-based approach to learning which promotes the importance of valuing ourselves, others and the environment around us. This approach supports the holistic development of every child by nurturing self-esteem, respect, empathy and a strong sense of belonging.

Our school values underpin our behaviour expectations and reflect the ethos and vision of our school. They encourage pupils to consider how their words, actions and choices affect themselves and those around them.

Every fortnight, the whole school community focuses on a key value. Through ClassDojo, staff recognise and celebrate pupils who demonstrate these values in their everyday actions, while also supporting pupils who may need encouragement to achieve their personal value goals.

Whole-school assemblies reinforce the importance of the focus value, providing opportunities for pupils to reflect on its meaning and consider how it can be demonstrated in different situations. The focus value for each fortnight is identified within the school's assembly overview.

# Rights and Responsibilities

At Thames View Junior School, we believe that every member of our community has rights that must be respected, alongside responsibilities that contribute to a positive and successful school environment.

This includes pupils, staff, parents and carers working together to maintain a culture of respect, kindness and cooperation.

## Pupil Rights and Responsibilities

Pupils have the right to:

- Receive a high-quality education in a safe and supportive environment.
- Feel happy, valued and respected.
- Be treated fairly and with kindness.
- Participate in a wide range of learning experiences and activities.
- Express their thoughts, feelings and opinions appropriately.
- Receive support to help them manage their behaviour and make positive choices.

Pupils have the responsibility to:

- Follow the school's behaviour expectations and contribute positively to the school community.
- Treat others with kindness, respect and consideration.
- Listen to and follow instructions from staff.
- Take responsibility for their own actions and choices.
- Respect school property, the environment and the belongings of others.
- Work hard, participate positively and allow others to learn.
- Demonstrate our school values in their everyday behaviour.
- Engage positively with the ClassDojo reward system by making choices that reflect our expectations.

**LEARN**

I will allow myself and others to learn.

**LISTEN**

I will listen and follow instructions given by an adult.

**RESPECT**

I will show respect to the people and property around me.

*Follow the school's behaviour expectations and earn Class Dojo points.*

# Rights Respecting Schools Award

As a Gold Level Rights Respecting School, Thames View Junior School's approach to behaviour is firmly rooted in the principles and values of the United Nations Convention on the Rights of the Child (UNCRC). We believe that positive behaviour develops most effectively within a culture where children's rights are understood, respected and upheld by every member of our school community.

Our approach recognises that children and adults have shared responsibilities in creating a respectful, inclusive and safe environment. By understanding their rights and the rights of others, pupils develop empathy, responsibility and an awareness of how their actions contribute to the wellbeing of the wider school community.

Our behaviour expectations are closely linked to key articles from the UNCRC, including:

- **Article 2 – Non-discrimination:** Every child has the right to be treated fairly and without discrimination.
- **Article 3 – Best interests of the child:** The best interests of the child must be a primary consideration in all decisions and actions.
- **Article 12 – Respect for the views of the child:** Every child has the right to express their views, feelings and opinions and to have them considered.
- **Article 19 – Protection from harm:** Every child has the right to be protected from harm, abuse and actions that may negatively affect their wellbeing.
- **Articles 28 and 29 – Right to education:** Every child has the right to an education that develops their personality, talents, abilities and prepares them for life within a diverse society.

These rights guide our approach to establishing expectations, responding to behaviour and supporting pupils to make positive choices. Our school values provide a framework for understanding how we respect these rights in our everyday actions, interactions and decision-making.

All adults within Thames View Junior School are expected to always model rights-respecting behaviour. Through their language, actions and relationships, staff demonstrate respect, empathy, fairness and consistency, providing pupils with positive examples of how to interact with others.

Our response to behaviour is based on a restorative and supportive approach. When incidents occur, pupils are encouraged to reflect on their choices, understand the impact of their behaviour on others, take responsibility for their actions and consider how relationships and rights can be repaired and respected moving forward.

Thames View Junior School is committed to ensuring equality, inclusion and fairness for all. Behaviour expectations apply consistently to every pupil, while recognising that some children may require additional support, reasonable adjustments or personalised approaches to help them meet expectations in line with their individual needs and rights.

Pupil voice is central to our behaviour culture. Through class discussions, School Ambassadors, pupil surveys and other feedback opportunities, children are encouraged to contribute their views and help shape behaviour systems that remain fair, respectful and reflective of our shared values.

By embedding the principles of the UNCRC throughout our behaviour practices, Thames View Junior School continues to develop a safe, nurturing and respectful environment where every child feels valued, understands their responsibilities and has the opportunity to flourish.

## **Staff Rights and Responsibilities**

At Thames View Junior School, all staff have the right to work within a safe, respectful and supportive environment where they are able to provide high-quality education and promote positive outcomes for all pupils. Every member of staff has a shared responsibility for establishing and maintaining a consistent approach to behaviour across the school.

The Headteacher has overall responsibility for ensuring that the Behaviour Policy is implemented effectively. However, all staff play a vital role in creating a positive behaviour culture by modelling expectations, building strong relationships and responding to behaviour consistently and fairly.

All staff will:

- Treat all pupils with fairness, dignity and respect, recognising their individual strengths, needs and circumstances.
- Provide a challenging, engaging and inclusive curriculum that supports pupils to achieve their full potential.
- Create a safe, calm and welcoming learning environment where pupils feel valued and ready to learn.
- Recognise that every child is unique and consider individual needs, experiences and barriers when responding to behaviour.
- Teach, model and reinforce the school's behaviour expectations, ensuring pupils understand what is expected of them.
- Apply rewards, consequences and restorative approaches consistently and fairly, using professional judgement where appropriate.

- Work collaboratively with parents/carers, colleagues and external agencies to support pupils' wellbeing, development and behaviour.
- Act as positive role models by demonstrating respect, kindness, responsibility and the values we expect from pupils.
- Promote a rights-respecting approach by ensuring that all interactions uphold the dignity and wellbeing of every child.

## **Use of ClassDojo and Behaviour Recording Systems**

To ensure consistency and effective communication, all staff are expected to use the school's behaviour systems appropriately and regularly.

Staff will:

- Log into ClassDojo each morning to ensure the system is accessible and ready for use throughout the school day.
- Use ClassDojo to celebrate pupils' achievements, recognise positive behaviours and showcase examples of excellent learning and effort.
- Use ClassDojo as an effective communication platform to share relevant class updates, key messages and information with families.
- Complete the weekly ClassDojo review each Friday, including updating pupil points and resetting weekly 'bubbles' in preparation for the following week.
- Maintain accurate and timely behaviour records throughout the day, including recording relevant incidents and actions taken during breaktimes, lunchtimes and at the end of the school day.
- Ensure behaviour information is shared appropriately with relevant staff to support consistency and effective follow-up.

Through a shared commitment to these responsibilities, staff at Thames View Junior School ensure that pupils experience clear expectations, positive relationships and consistent support, enabling every child to feel safe, respected and able to succeed.

# Parents' and Carers' Rights and Responsibilities

At Thames View Junior School, we recognise that parents and carers are their child's first and most influential educators. Developing and maintaining positive behaviour is most effective when there is a strong partnership between home and school, built on mutual trust, open communication and shared expectations.

Parents and carers have the right to know that their child is educated in a safe, supportive and inclusive environment where they are treated fairly, with dignity and respect. They also have the right to be informed about their child's behaviour, to have their views listened to, and to work collaboratively with the school to support their child's personal, social and emotional development.

To promote positive behaviour and ensure the best possible outcomes for every child, parents and carers are expected to:

- Treat all pupils, staff, parents and visitors with courtesy, respect and kindness.
- Support the school's Behaviour Policy and work in partnership with the school to reinforce positive behaviour expectations.
- Attend meetings and engage positively with staff when concerns regarding behaviour or wellbeing arise.
- Familiarise themselves with the school's behaviour expectations, values and routines.
- Encourage their child to demonstrate respect, responsibility, resilience and positive attitudes towards learning.
- Promote independence, self-discipline and accountability for their actions.
- Model respectful behaviour and positive relationships both within and outside the school community.
- Inform the school promptly of any circumstances at home or elsewhere that may affect their child's wellbeing, behaviour or learning, enabling appropriate support to be provided.
- Communicate openly and respectfully with school staff regarding any concerns.

- Access ClassDojo regularly to keep up to date with school communications, celebrate their child's achievements and remain informed about class news and important messages.
- Encourage their child to take pride in their learning and celebrate their successes both at home and at school.

By working together in a respectful and collaborative partnership, parents, carers and school staff create a consistent approach that supports children to feel safe, valued and successful, enabling them to develop the skills, attitudes and behaviours needed to flourish both in school and beyond.

# Procedures for Promoting Positive Behaviour

## Recognition and Celebration through ClassDojo

At Thames View Junior School, we believe that recognising and celebrating positive behaviour encourages pupils to make positive choices, develop intrinsic motivation and contribute positively to our school community. Our approach focuses on rewarding effort, progress, kindness and the consistent demonstration of our school values.

ClassDojo is used across the school as a consistent platform for recognising pupils' achievements, positive attitudes and behaviour. Staff award Dojo points to acknowledge pupils who demonstrate the behaviours and values expected within our school, both in the classroom and around the wider school environment.

The agreed ClassDojo categories are used consistently by all staff to ensure fairness and consistency across the school.

Each class will use ClassDojo as a consistent whole-school system for recognising and rewarding positive behaviour. Dojo points may be awarded to acknowledge pupils' effort, achievement, positive attitudes to learning, respectful behaviour and responsible conduct when moving around the school. To ensure fairness and consistency across all classes, only the agreed **green** Dojo categories listed below should be used when awarding positive points.



Class Dojo **Green** categories:

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

## Weekly Procedures

To ensure consistency across the school:

- Staff will award ClassDojo points throughout the school day to recognise positive behaviour, effort, achievement and demonstration of the school's values.
- Every Thursday after school, class teachers will record each pupil's total weekly Dojo points on the school's internal tracking system.
- ClassDojo dashboards will be reset each Friday morning, providing all pupils with a fresh opportunity to achieve and be recognised each week.
- Class teachers will identify their weekly **Dojo King** and **Dojo Queen**—the pupils who have achieved the highest number of Dojo points within their class.
- Teachers will add the names of their Dojo King and Dojo Queen to the weekly Celebration Assembly presentation (see Appendix 2).
- The Celebration Assembly presentation will also include:
  - **Star of the Week** recipients from each class.
  - **Class of the Week**, recognising the class that has achieved the highest overall progression points.
- During the weekly Celebration Assembly, certificates will be presented to each class's Dojo King and Dojo Queen, alongside other awards recognising achievement, effort, progress and positive contribution to school life.

## Consistency of Practice

The ClassDojo reward system is designed to celebrate success and reinforce positive behaviours rather than compare pupils. Staff are expected to use the system consistently, ensuring that recognition is meaningful, fair and linked directly to the school's behaviour expectations and values.

Where appropriate, Dojo points should recognise not only high attainment but also effort, perseverance, resilience, kindness, respect, responsibility, cooperation and personal improvement. This ensures that every pupil has regular opportunities to experience success and receive positive recognition.

By consistently celebrating positive choices, Thames View Junior School promotes a culture where pupils feel motivated, valued and encouraged to become confident, responsible and respectful members of the school community.

## ClassDojo Displays

Each classroom will have a dedicated ClassDojo display to promote and celebrate positive behaviour. The display will include:

- The class ClassDojo dashboard, enabling pupils to view and celebrate their collective and individual achievements.
- The current ClassDojo Reward Shop menu ("shopping list"), allowing pupils to understand the rewards they are working towards through consistently demonstrating the school's values and behaviour expectations.
- A prominent display recognising the current week's Dojo King and Dojo Queen, celebrating those pupils who have demonstrated outstanding positive behaviour, effort and commitment throughout the week.

These displays provide a visible and consistent reminder of the school's positive behaviour culture, encouraging pupils to take pride in their achievements, celebrate the success of others and remain motivated to make positive choices each day.



*\*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*

## Weekly Celebration and Recognition

Celebrating pupils' achievements is an important part of promoting a positive behaviour culture at Thames View Junior School. Each week, pupils are recognised for consistently demonstrating the school's values, behaviour expectations and commitment to learning.

To ensure consistency across the school:

- The weekly **Celebration Assembly** presentation will include:
  - **Dojo King** and **Dojo Queen** from each class.
  - **Star of the Week** recipients from every class.
  - **Class of the Week**, awarded to the class achieving the highest overall progression points during the week.
- During the weekly Celebration Assembly, certificates will be presented to:
  - The **Dojo King** and **Dojo Queen** from each class (see Appendix 1).
  - One **Star of the Week** from each class, recognising exceptional effort, progress, attitude, resilience or demonstration of the school's values.

## Classroom Displays

Each classroom will maintain a dedicated **ClassDojo display** which will include:

- The class ClassDojo dashboard.
- The current **ClassDojo Reward Shop** ("shopping list"), allowing pupils to see the rewards they are working towards.
- A celebration section recognising the current week's **Dojo King** and **Dojo Queen**.

These displays provide a visible celebration of pupils' achievements and reinforce the school's commitment to recognising positive behaviour, effort and personal success.



Each Friday, one pupil from every class will be awarded a **Star of the Week** certificate in recognition of their outstanding effort, progress, attitude, resilience, or consistent demonstration of the school's values and behaviour expectations. The award will be presented during the weekly Celebration Assembly.



## Dojo Reward Shop

Each classroom will display a **ClassDojo Reward Shop**, providing pupils with a range of rewards that can be purchased using the positive Dojo points they have earned.

The rewards are allocated a points value, encouraging pupils to work towards longer-term goals while recognising their consistent demonstration of the school's values and behaviour expectations.

- Pupils may exchange their accumulated Dojo points for rewards at the end of each half term.
- Once a reward has been purchased, the corresponding number of Dojo points will be deducted from the pupil's overall balance.
- Pupils can monitor their current points total using the class Dojo tracking system, encouraging responsibility, motivation and goal setting.

The Dojo Reward Shop is intended to celebrate positive behaviour, perseverance and effort while promoting delayed gratification and personal responsibility.

(See **Appendix 3 – Positive Rewards Protocol.**)

# Assemblies

Assemblies play an important role in reinforcing the school's values, celebrating achievement and promoting positive behaviour.

## Monday – Values Assembly

The weekly Values Assembly is led by the Headteacher (or another member of the Senior Leadership Team in their absence). The assembly focuses on the school's core values, Rights Respecting principles and expectations for behaviour and learning.

## Tuesday and Thursday – Class assemblies

Focusing on the Rights Respecting Schools programme. Each session is focused on an article and has a class-based discussion.

## Friday – Celebration Assembly

The weekly Celebration Assembly is delivered by members of staff on a rota basis.

Class teachers contribute to the weekly presentation, recognising pupils and classes for their achievements, including:

- **Dojo King and Dojo Queen** from each class (certificate and Dojo lanyard presented).
- **Star of the Week**, recognising pupils who have demonstrated the school's values, exceptional effort, resilience or engagement with the Rights Respecting Article of the Week.
- **Class of the Week**, recognising outstanding collective achievement.
- Classes achieving the highest progression in **Maths Whizz** and **Doodle**, who are awarded the relevant whole-class trophy.

# Managing Behaviour

At Thames View Junior School, we recognise that behaviour is a form of communication and that positive relationships are central to effective behaviour management. Our approach is based on promoting positive behaviour, teaching self-regulation and supporting pupils to make appropriate choices.

Whilst positive behaviour is recognised and celebrated, staff will respond consistently and proportionately when behaviour falls below the school's expectations. Responses are intended to support pupils in reflecting upon their actions, repairing relationships where appropriate and making better choices in the future.

When responding to inappropriate behaviour, all staff will:

- Promote positive relationships by recognising, praising and reinforcing appropriate behaviour.
- Remain calm, respectful and professional at all times.
- Avoid raising their voice or reprimanding pupils publicly wherever possible.
- Preserve pupils' dignity by addressing behaviour discreetly and respectfully.
- Use positive handling only where it is lawful, necessary and in accordance with an agreed Positive Handling Plan or the school's Physical Intervention Policy.
- Model the behaviour expected of pupils through punctuality, professionalism, courtesy and respectful communication.
- Work collaboratively with colleagues to support individual pupils and maintain consistent expectations across the school.
- Challenge all incidents of bullying, discrimination, harassment or prejudicial behaviour in accordance with school policies.
- Use logical and proportionate consequences that are directly linked to the behaviour displayed, avoiding whole-class sanctions wherever possible.
- Apply consequences consistently so that pupils understand expectations and trust the fairness of the school's systems.
- Help pupils understand the link between behaviour, personal choice and the impact their actions have on themselves and others.
- Provide opportunities through PSHE, restorative conversations and reflection to develop emotional literacy, conflict resolution and problem-solving skills.
- Consider whether inappropriate behaviour may be influenced by additional needs, SEND, social, emotional or mental health needs, trauma, safeguarding concerns or unmet learning needs, ensuring that appropriate support and reasonable adjustments are made where necessary.

## Red ClassDojo Points

Where pupils make inappropriate choices or demonstrate behaviour that does not meet the school's expectations, staff may issue a **Red ClassDojo Point**.

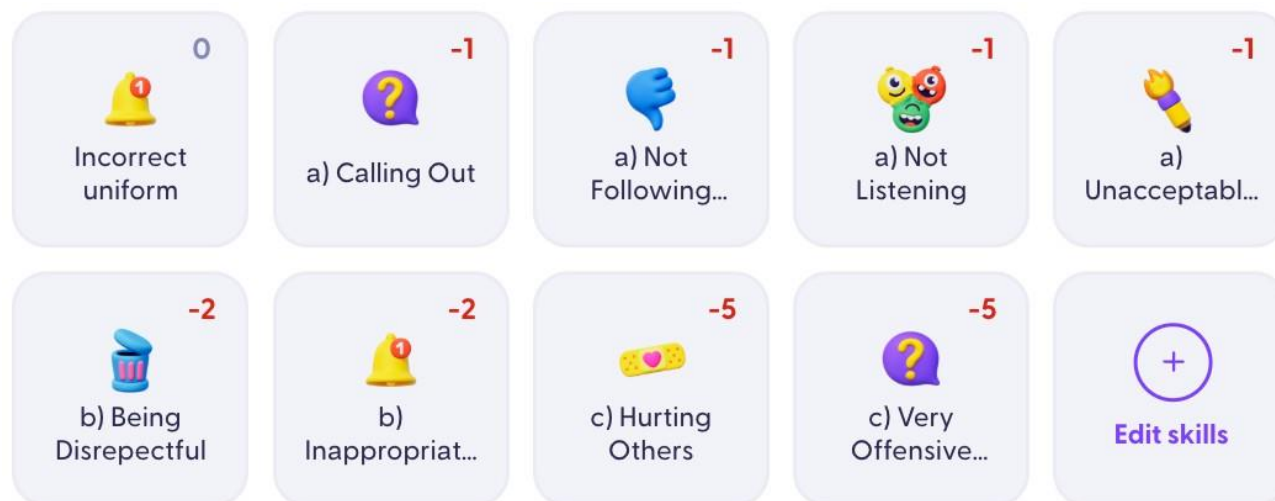
Red ClassDojo Points are used to record behaviours that require follow-up and support. They **do not deduct** from pupils' positive (green) Dojo points and therefore do not diminish the recognition pupils have earned for positive behaviour.

Red Dojo Points are reset each week, providing every pupil with a fresh start and reinforcing the school's restorative approach to behaviour.

Where a pupil accumulates a specified number of Red Dojo Points within a week, graduated consequences and additional support will be implemented in accordance with the school's Behaviour Procedures.

A summary of the staged response to Red Dojo Points can be found below and in **Appendix 4**.

#### *Red Dojo reasons:*



#### *Graduated response for negative behaviour:*

| Number of Reds dojos within a week: | 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:</i></li> <li>• <i>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 to <u>be added to the behaviour modification report.</u></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> <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> </ul> |
| 30                                    | <p>As above, plus:</p> <ul style="list-style-type: none"> <li>• Behaviour continues to be a barrier to progress</li> <li>• Behaviour Lead to conduct an observation of child in class and at break &amp; lunch times</li> <li>• Continue to monitor Behaviour Modification Report</li> <li>• Inclusion Lead to work with external services towards additional support and look into any additional funding towards assistance</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 based on behaviour and level of severity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Consistently high number of Red Dojos | <p>Pupils that receive a consistently high number of red dojos each week will be placed on a Behaviour Modification Report. 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. If a pupil receives consistently high scores, they may be removed from the report</p> <p>Pupils that continue to consistently receive low scores will require further intervention and a meeting with parents.</p>                                                                                                                                                                                                                                                 |

## Behaviour Modification Report

Where a pupil demonstrates persistent behaviour that falls below the school's expectations despite appropriate support and intervention, they may be placed on a **Behaviour Modification Report**.

The report enables staff to monitor behaviour throughout the school day, provide regular feedback and identify patterns that may require additional support. Members of the Inclusion Team will review the pupil's progress at agreed intervals, working closely with class staff, parents/carers and, where appropriate, external agencies to promote sustained improvements.

The Behaviour Modification Report is intended to be a supportive intervention that helps pupils develop self-regulation, positive decision-making and successful behaviour for learning.

| Behaviour Modification Report                               |                                          |                       |
|-------------------------------------------------------------|------------------------------------------|-----------------------|
| Class Teacher, please award a score for:                    |                                          |                       |
| Readiness to work with in lessons without disturbing others | Behaviour in class and on the playground | Attitude to learning  |
|                                                             |                                          | Attitude toward peers |

| Teachers:  |         |       | MONDAY |      |      |       |      |      |       |      |      |         |       |  |
|------------|---------|-------|--------|------|------|-------|------|------|-------|------|------|---------|-------|--|
| First Name | Surname | Class | 8 Club | 0830 | 0955 | Break | 1030 | 1140 | Lunch | 1330 | 1420 | AS Club | Total |  |
|            |         |       |        |      |      |       |      |      |       |      |      |         | 0     |  |
|            |         |       |        |      |      |       |      |      |       |      |      |         | 0     |  |
|            |         |       |        |      |      |       |      |      |       |      |      |         | 0     |  |

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

## Child-on-Child Abuse

Whilst most incidents of inappropriate behaviour between pupils will be managed through this Behaviour Policy, the school recognises that some behaviours may constitute **child-on-child abuse** and therefore require an immediate safeguarding response.

All concerns of this nature must be recorded on **CPOMS** and referred immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL, in accordance with the school's Safeguarding and Child Protection Policy.

Examples include, but are not limited to:

- Bullying (including prejudice-based and discriminatory bullying).
- Physical abuse.
- Emotional abuse.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Online abuse and exploitation.
- Sharing of nude or semi-nude images.
- Domestic abuse within adolescent relationships.
- Child sexual exploitation.
- Serious youth violence.

The school recognises that abuse can occur both inside and outside school, including through online platforms and social media. All allegations will be taken seriously and investigated in accordance with statutory safeguarding guidance.

# Online Safety

Thames View Junior School recognises that children's use of technology presents both opportunities and safeguarding risks.

The school has robust filtering and monitoring systems in place to protect pupils when using the school's network. In addition, a Mobile Device Policy sets clear expectations regarding the use of personal devices during the school day.

Online behaviour that negatively impacts the safety or wellbeing of another pupil; including cyberbullying, harassment, sharing inappropriate content or other online abuse - will be managed through both the Behaviour Policy and the Safeguarding Policy, depending on the nature of the incident.

## Lunchtime Procedures

Positive behaviour expectations apply throughout the school day, including lunchtime.

Any significant behavioural incidents occurring during lunchtime will be recorded on CPOMS where appropriate and shared with the relevant class teacher and Senior Leadership Team to ensure appropriate follow-up and consistency of support.

Midday Assistants are able to give out both **Green** and **Red** Dojos for behaviour. Any incidents that occur at lunchtime are to be logged on CPOMS.

## Time-out Passes

Where a pupil is regularly displaying challenging behaviour or feels that they need to speak with a trusted adult, they may use a Time-Out Pass to request a short period away from the classroom for up to 10 minutes, a maximum of twice per day. This will be set up by the SENDCo.

The class teacher will contact a member of the supporting staff team to check whether an appropriate adult is available to support the pupil. The purpose of the pass is to provide a brief opportunity for the pupil to regulate, seek support and return to learning when they are ready.

## Suspensions and Exclusions

Thames View Junior School is committed to ensuring that every pupil has access to a high-quality education within a safe, supportive and inclusive environment. The school recognises that suspension is a serious sanction and will only be used when all appropriate

support, interventions and reasonable adjustments have been considered, unless there has been a serious breach of the Behaviour Policy that requires an immediate response.

The Headteacher has the statutory responsibility for decisions relating to suspension and permanent exclusion and will do so in accordance with the Department for Education's statutory guidance, **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England**, together with any guidance issued by the London Borough of Barking and Dagenham.

A suspension may be considered where:

- There has been a serious breach, or persistent breaches, of the school's Behaviour Policy.
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school community.
- The educational entitlement, wellbeing or safety of the pupil concerned, other pupils or members of staff would be placed at significant risk.

Before making a decision to suspend or permanently exclude a pupil, the Headteacher will ensure that:

- A thorough investigation has been carried out.
- All available evidence relating to the incident has been carefully considered.
- The pupil has been given an opportunity to explain their version of events.
- Any mitigating circumstances have been considered, including whether the behaviour may have been provoked through bullying (including prejudice-based bullying), discrimination, racial harassment or sexual harassment.
- Consideration has been given to whether the behaviour may be linked to SEND, disability, safeguarding concerns or other vulnerabilities, and whether appropriate reasonable adjustments have been implemented in accordance with the Equality Act 2010.
- Advice is sought from appropriate members of staff or other professionals where necessary, provided they will not later be involved in any review of the decision.

Parents and carers will be informed of the decision without delay and will receive information regarding the reasons for the suspension or permanent exclusion, the duration (where applicable), arrangements for education during the suspension, and their statutory rights to make representations or appeal in accordance with current legislation.

## **London Borough of Barking and Dagenham Suspension Categories**

For consistency of recording across the Local Authority, the following categories may be used when recording the reason for a suspension or permanent exclusion:

The use of these categories supports accurate recording and reporting of suspensions and permanent exclusions in line with Local Authority requirements.

**BU = Bullying: Includes** verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability.

**DA = Drug and alcohol related breach: Includes** alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse, vaping.

**DB = Persistent or general disruptive behaviour: Includes** challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely.

**DM = Damage: Includes** damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism.

**DS = Abuse relating to disability: Includes** derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment.

**LG = Abuse against sexual orientation and gender identity: Derogatory** statements about sexual orientation (for example, heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics.

**MT = Inappropriate use of social media or online technology: Includes** sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media.

**OW = Use or threat of use of an offensive weapon or prohibited item that has been prohibited by the school policy: Includes** carrying or bringing onto the school site an offensive weapon or prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon.

**PA = Physical assault against an adult: Includes** obstruction and jostling, violent behaviour, wounding.

**PH = Wilful and repeated transgression of protective measures in place to protect public health: Includes** deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.

**PP = Physical assault against a pupil: Includes** fighting, obstruction and jostling, violent behaviour, wounding.

**RA = Racist abuse: Includes** derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics.

**SM = Sexual misconduct: Includes** lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment and upskirting.

**TH = Theft: Includes** selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property.

**VA = Verbal abuse/threatening behaviour against an adult: Includes** aggressive behaviour, swearing, threatened violence, verbal intimidation.

**VP = Verbal abuse/threatening behaviour against a pupil: Includes** aggressive behaviour, swearing, threatened violence, verbal intimidation.

# Internal Suspension

In exceptional circumstances, and where appropriate, the school may implement an internal suspension as an alternative to a fixed-term suspension.

During this period, pupils remain under the supervision of designated members of staff while continuing their learning separately from their peers.

# Lunchtime Suspension

Where behaviour during lunchtime presents a significant risk to the safety or wellbeing of others, the Headteacher may consider a lunchtime suspension in accordance with current statutory guidance.

Parents/carers will always be consulted and informed of the arrangements.

# Racist and Discriminatory Incidents

The school has zero tolerance for racism, discrimination or prejudice of any kind.

Any racist, religiously motivated, homophobic, biphobic, transphobic, disability-related or other discriminatory incidents will be:

- Reported immediately to a senior member of staff.
- Recorded on the school's safeguarding and behaviour systems.
- Investigated appropriately.
- Reported to the Local Authority where required.

These incidents will also be addressed through restorative practice, education and, where appropriate, disciplinary action.

# Supporting Pupils with Additional Behavioural Needs

Where a pupil continues to experience significant behavioural difficulties despite consistent implementation of the school's behaviour systems, staff will consider whether additional support or assessment is required.

Behaviour may be influenced by a range of factors including SEND, communication needs, trauma, adverse childhood experiences, mental health needs or safeguarding concerns.

The school will work collaboratively with parents/carers and external professionals to ensure that appropriate interventions and reasonable adjustments are implemented.

## Equality and Inclusion

The school is committed to fulfilling its duties under the **Equality Act 2010**.

Behaviour expectations apply consistently to all pupils while recognising that some children may require reasonable adjustments because of disability, special educational needs or other protected characteristics.

## Children in Care

The school recognises its particular responsibility towards Children in Care and will make every reasonable effort to maintain their educational placement and avoid suspension wherever possible, working closely with carers, social workers and the Virtual School.

## Reviews and Appeals

Any suspension or permanent exclusion will be managed in accordance with current Department for Education statutory guidance.

Where required, the Governing Body will review decisions and consider any representations made by parents/carers.

# Positive Handling

Thames View Junior School is committed to creating a safe, calm and supportive environment where positive relationships, de-escalation and restorative approaches are used to promote positive behaviour. The use of reasonable force or physical intervention is always a last resort and will only be used where it is necessary, proportionate and lawful.

Where appropriate, an individual Positive Handling Plan will be developed following consultation with parents/carers and relevant professionals.

Staff will make every reasonable effort to prevent situations from escalating through the use of positive behaviour strategies, restorative conversations, de-escalation techniques and appropriate support. Physical intervention will only be considered when all appropriate alternatives have been attempted or where immediate action is required to prevent harm.

In accordance with **Section 93 of the Education and Inspections Act 2006** and the Department for Education guidance *Use of Reasonable Force in Schools*, authorised members of staff may use reasonable force where it is necessary to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent a pupil from committing a criminal offence.
- Prevent serious damage to property.
- Prevent behaviour that would seriously disrupt the good order and discipline of the school.

Any use of reasonable force will always be:

- **Reasonable, necessary and proportionate** to the circumstances.
- Used for the **minimum time necessary** to reduce the risk of harm.
- Carried out with the **least restrictive intervention** appropriate to the situation.
- Applied with due regard to the pupil's age, understanding, medical needs, SEND, disability and any known vulnerabilities.
- Recorded promptly and accurately using the school's agreed recording procedures.
- Reported to the Headteacher or a member of the Senior Leadership Team as soon as possible.
- Communicated to parents/carers at the earliest appropriate opportunity.

Following any incident involving physical intervention, the school will undertake a debrief with the pupil and staff involved, where appropriate, to support reflection, repair relationships and identify strategies to reduce the likelihood of future incidents.

Where a pupil is identified as being at increased risk of behaviours that may require physical intervention, the school will work collaboratively with parents/carers and relevant professionals to develop an individual **Positive Handling Plan** (or equivalent individual risk

assessment). This plan will identify known triggers, preventative strategies, preferred methods of de-escalation and any agreed approaches to physical intervention where absolutely necessary.

The school is committed to ensuring that all staff receive appropriate training and guidance in behaviour management, de-escalation and the safe use of physical intervention appropriate to their role.

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.

## **Playground Behaviour**

Positive behaviour expectations apply equally during playtimes and lunchtimes.

Staff use the school's **Playground Charter** to support restorative conversations, helping pupils understand which school value, right or responsibility has not been upheld and how they can repair relationships and make better choices.



Midday Supervisors carry a copy of the Playground Charter and use it consistently when discussing incidents with pupils. Where a Red ClassDojo Point is issued, pupils will be supported to understand the connection between their behaviour, the school's values and the rights and responsibilities of others.

Through this consistent, restorative approach, pupils are encouraged to reflect, learn from their choices and develop the skills needed to build positive relationships throughout the school community.

## Challenging Behaviour and Support

At Thames View Junior School, we recognise that behaviour is a form of communication and that some pupils may experience difficulties managing their emotions, regulating their responses or understanding social expectations. Pupils with social, emotional and behavioural needs may require additional support, adaptations and targeted interventions to help them successfully engage with school life.

Where a pupil's behaviour presents ongoing challenges, staff will work collaboratively to understand the underlying reasons for the behaviour and identify appropriate strategies to support positive change. This may include consideration of factors such as special educational needs and disabilities (SEND), communication needs, emotional wellbeing, safeguarding concerns, trauma or other individual circumstances.

If a pupil's behaviour does not improve despite the consistent implementation of the school's behaviour systems, including positive recognition, targeted support and

appropriate consequences, staff will consult with the Inclusion Team and Senior Leadership Team to consider additional strategies and reasonable adjustments.

Support may include:

- Individual behaviour support plans.
- Additional pastoral support.
- Emotional regulation interventions.
- Social skills support.
- Individual Education Plans (IEPs – known as Pupil Passports), where appropriate.
- SEND assessments or referrals.
- Support from external agencies.

The aim of any additional support is to help pupils develop self-regulation, resilience and positive behaviour strategies, enabling them to participate successfully in school life.

## Pastoral Support Plans / Behaviour Modification Reports (PSPs/BMRs)

Where a pupil's behaviour continues to present significant challenges that impact upon their own education, wellbeing or safety, or the safety and wellbeing of others, a **Pastoral Support Plan (PSP)** known as a Behaviour Modification Report, may be implemented.

The BMR is a structured, supportive intervention designed to identify barriers to positive behaviour and provide a clear plan for improvement.

The PSP will be developed collaboratively by:

- The pupil (where appropriate).
- Class teacher.
- Inclusion Team/SENDCo.
- Senior Leadership Team.
- Parents/carers.
- Relevant external professionals, where appropriate.

The plan will include:

- Identified areas of concern.
- Possible triggers and underlying needs.
- Agreed behavioural targets.
- Strategies and interventions to support success.
- Responsibilities of those involved.
- Monitoring arrangements and review dates.

The BMR will run for an agreed period, after which a review meeting will take place to evaluate progress and determine next steps.

Where a pupil continues to experience significant difficulties despite targeted support, reasonable adjustments and intervention, the school may need to consider further actions in line with statutory guidance, which may include consideration of suspension or permanent exclusion as a last resort.

## Equality, Disability and Inclusion

Thames View Junior School is committed to ensuring equality, inclusion and fairness for all pupils.

The school recognises its duties under the **Equality Act 2010** and will ensure that pupils are not discriminated against because of a protected characteristic, including disability, race, religion or belief, sex, sexual orientation or gender reassignment.

When responding to behaviour concerns, the school will consider:

- Whether a pupil's behaviour may be linked to a disability or additional need.
- Whether appropriate reasonable adjustments have been made.
- Whether the pupil requires additional support to access behaviour expectations.
- Whether any external factors may be influencing the pupil's behaviour.

The school will ensure that decisions regarding behaviour support, suspension or permanent exclusion are fair, proportionate and consider each pupil's individual circumstances.

Thames View Junior School is a mainstream educational setting and is not a specialist provision or an additionally resourced provision. While we recognise that some pupils may require additional support, reasonable adjustments and personalised approaches to help them regulate their behaviour and access school successfully, this does not remove the expectation that all pupils must respect the safety and wellbeing of others. Physical violence, whether directed towards another pupil or a member of staff, is not accepted and will always be addressed seriously and appropriately. The school will provide appropriate support and interventions to help pupils develop safer ways to manage emotions, resolve conflict and make positive choices; however, the safety of all members of the school community remains a priority.

## Race Equality and Discrimination

Thames View Junior School has a zero-tolerance approach to racism and discrimination.

The school has a responsibility to ensure that no pupil is treated unfairly or disadvantaged because of their race, ethnicity, culture or identity. Any incidents of racist or discriminatory behaviour will be addressed promptly, recorded appropriately and managed in line with the school's Behaviour Policy, Equality Policy and Safeguarding procedures.

All behaviour responses will reflect the school's commitment to respect, dignity, inclusion and the rights of every child.



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.</li> <li>5 or more reds to be logged onto CPOMS.</li> </ul> | Class Teachers         |
| Tuesday   | <ul style="list-style-type: none"> <li>Use the dojo dashboard to award red or green dojos through the day.</li> <li>5 or more reds to be logged onto CPOMS.</li> </ul> | Class Teachers         |
| Wednesday | <ul style="list-style-type: none"> <li>Use the dojo dashboard to award red or green dojos through the day.</li> <li>5 or more reds to be logged onto CPOMS.</li> </ul> | Class Teachers         |
| Thursday  | <ul style="list-style-type: none"> <li>Use the dojo dashboard to award red or green dojos through the day.</li> <li>5 or more reds to be logged onto CPOMS.</li> </ul> | Class Teachers         |
| Friday    | <ul style="list-style-type: none"> <li>Use the dojo dashboard to award red or green dojos through the day.</li> <li>5 or more reds to be logged onto CPOMS.</li> </ul> | Class Teachers         |

## Appendix 4- Red Dojos- protocol: -

### Graduated response for negative behaviour:

| Number of Red dojos within a week:           | What we do now:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b>                                     | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>10</b>                                    | <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:</i></li> <li>• <i>Child A has 10 red dojos- missed whole of play, please see below meeting minutes of meeting with parents and YGL</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>20</b>                                    | <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 to <u>be added to the behaviour modification report.</u></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> <li>• <b>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</b></li> <li>• <b>SENDCo to undertake a SNAP Behaviour Assessment</b></li> </ul> |
| <b>30</b>                                    | <p>As above, plus:</p> <ul style="list-style-type: none"> <li>• <b>Behaviour continues to be a barrier to progress</b></li> <li>• <b>Behaviour Lead to conduct an observation of child in class and at break &amp; lunch times</b></li> <li>• <b>Continue to monitor Behaviour Modification Report</b></li> <li>• <b>Inclusion Lead to work with external services towards additional support and look into any additional funding towards assistance</b></li> <li>• <b>Meeting with Safeguarding Team and Inclusion Team to discuss further individualised support strategies</b></li> </ul>                                                                                                                                                                                     |
| <b>40</b>                                    | <ul style="list-style-type: none"> <li>• <b>Internal or fixed term suspension – to be decided by SLT based on behaviour and level of severity</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Consistently high number of Red Dojos</b> | <p>Pupils that receive a consistently high number of red dojos each week will be placed on a Behaviour Modification Report. 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. If a pupil receives consistently high scores, they may be removed from the report</p> <p>Pupils that continue to consistently receive low scores will require further intervention and a meeting with parents</p>                                                                                                                                                                                                                                                                |

## 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.



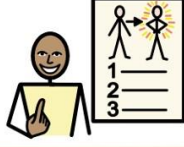
**39** I have the right to help if I have been hurt, neglected or badly treated

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.