COLLIS PRIMARY SCHOOL

Behaviour Policy



Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Collis Primary School
Fairfax Road, Teddington TW11 9BS

Last Update: December 2025
Review: December 2026
Statutory Policy

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1. Collis Aims and Expectations

This policy is informed by our vision:

'Learning to make the world a better place'

To achieve this we follow the 5 Cs of Collis and these are integral to our everyday life.

At Collis we adhere to the following values:

- **Care**
  We are a school that relentlessly promotes empathy and wellbeing. We are a place where lots of good things happen. We give children the best time of their lives.
- **Challenge**
  We work to be the best we can. We have an academic environment that encourages and inspires. We are a springboard to help children succeed in life.
- **Collaboration**
  We help each other learn within our learning community; through learning together we can achieve more.
- **Courage**
  We are resilient and keep going even when we are stuck, and we encourage the children to do the same. We do this by preparing and equipping our children for now and the future.
- **Creativity**
  We grow dreams. We enable children to find their true passions. We teach children how to think, not what to think. We help them to understand next steps in their learning journey.

Our 4 Bs of behaviour also support our aims and expectations



- Be Respectful
- Be Responsible
- Be a Learner
- Be Safe

Aims for the policy:

- To make clear the boundaries of what is acceptable behaviour.
- To create an environment which encourages and reinforces good behaviour.
- To encourage consistent and fair responses to both positive and negative behaviour.
- To promote the importance of self-discipline, proper regard for authority among pupils and the difference between right and wrong.

Collis Principles:

We have formed principles for behaviour in our school. These principles allow us to cultivate an environment where behaviour and knowledge is valued. These principles are embedded in our everyday practice (see Appendix 7)

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

3. Bullying

At Collis Primary School we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility is available. Bullying of any kind is unacceptable in our school. Our Anti-Bullying Policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult. Bullying incidents are monitored termly by the Leadership Team. All classrooms and public areas show clear visual messages and rules relating to these behaviours and we regularly revisit the anti-bullying theme in our teaching and learning throughout the year both via the classroom and through other means such as assemblies. This will include ways of dealing with verbal abuse, racial abuse as well as homophobic abuse. Our S.T.O.P. campaign and anti-bullying statements are visible across the school. Please refer to the Anti Bullying Policy in which you can read about this in further detail.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Head Teacher and Designated Safeguarding Lead will consider implementing child protection procedures.

4. Child on Child Abuse

At Collis Primary School we do not tolerate any form of abuse and will not allow any such behaviour to be passed off as 'banter', 'just having a laugh' or 'part of growing up'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Any form of child on child abuse will be classed as a serious behaviour incident and the relevant steps will be carried out according to this policy.

If an incident raises a safeguarding concern, the relevant steps outlined in the Safeguarding and Child Protection Policy will be followed.

5. Sexual Violence, Sexual Harassment and Upskirting

Collis Primary School follows the DfE's advice about sexual violence and sexual harassment between children in schools and colleges. Sexual violence, sexual harassment and upskirting is not acceptable at Collis Primary School. Behaviours such as making sexual remarks (even if they are meant as compliments), grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

Any form of sexual violence, sexual harassment or upskirting will be classed as a serious behaviour incident and the relevant steps will be carried out according to this policy.

If an incident raises a safeguarding concern, the relevant steps outlined in the Safeguarding and Child Protection Policy will be followed.

6. Sharing Nudes and Semi-nudes

All incidents of sharing nudes and semi-nudes will be dealt with as safeguarding concerns.

7. Roles and Responsibilities

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To collaborate and co-operate with other children and adults.

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and caring environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and through creativity enable children to find their true passions.
- To be aware of their (special) needs.
- To offer a framework for social education.

Parent/Carer responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence, self-discipline, courage and resilience.
- To show an interest in all that their child does in school.
- To foster good relationships and work in collaboration with the School.
- To support the School in the implementation of this policy.
- To be aware of school rules, expectations, 4 Bs and 5 Cs of Collis.
- To offer a framework for social education.

Governors responsibilities are:

- The Pupils, Parents and Partnership Committee is responsible for reviewing and approving the behaviour principles written statement.
- The Pupils, Parents and Partnership Committee will also review this Behaviour Policy in conjunction with the Head Teacher and monitor the policy's effectiveness.

8. Rewards and Sanctions

As part of our Behaviour Policy, we are committed to fostering intrinsic behaviour, where children are motivated by praise, feedback, the joy of learning, and self-discipline, not by material incentives. We want to encourage children to focus on improving their learning rather than focus on collecting gold stars or rewards, as Dylan William suggests. We do use a range of whole class rewards to promote collaboration and develop a community spirit. On the occasions when children do not follow our behaviour code (4 Bs of behaviour), they are given the chance to correct their behaviour before any further action is taken.

8.1. Rewards – That are fair – Rewards that everyone receives

Individual rewards are not given, as further research from Shirley Clarke shows that this is demotivating and unfair for some children and can lead to a reliance on getting a reward for doing the right thing, rather than as a matter of course. However, individual children or children on the SEND register may collect stickers or other tokens as part of a specific behaviour intervention plan.

Whole class rewards are given for a range of behaviours and are celebrated in class, in our weekly whole school assembly and with our wider school community in the weekly newsletter. In class children are collaboratively rewarded for demonstrating our school values (5 Cs) and the behaviour code (4 Bs). Every week, a class is nominated and celebrated in assembly. These achievements are described using the language of the school values, 4Bs and Building Learning Power. The class receives the BLP Cup and a notice is put in the school newsletter. A similar approach is taken to award the Sportsmanship Cup in assembly. Each week the class, or sports team, that has demonstrated good teamwork, is celebrated in assembly and the newsletter.

At Collis we believe there are times in which particular efforts of a child should be praised when they display this effort in their learning linked to our 5C's. The class teacher may choose to let the child show a piece of learning to another adult or photocopy a piece of learning to send home.

All members of the community actively seek ways to praise children verbally and each class can work together towards a whole class reward, focussing on particular areas of the 4 Bs that need to be developed.

8.2. Sanctions

Sanctions range from expressions of disapproval, through to withdrawal of privileges, to referral to the Head Teacher, informing parents and, in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be dealt with through the use of clearly outlined sanctions.

There are also age related approaches to sanctions throughout the School, which are all linked to the Collis 4 Bs of Behaviour. They are used for the majority of children, although there will be exceptions as some children may have their own behaviour plans outlined in their Communication Passports.

Here at Collis we recognise that a child may display a particular behaviour, which could be a potential indicator of abuse. In these circumstances, adjustments may have to be made to the sanctions depending on the individual case of the child.

In light of this, it is important that parents do not ask about another child's sanction other than their own.

9. Behaviour Management

Children follow the examples and attitudes of adults and others around them. In order for our Behaviour Policy to be effective, we feel it is necessary for all adults, including staff, parents, governors, visitors and older children to always present themselves as positive role models. In all interactions, adults model the behaviour they expect pupils to display towards them and to each other. We encourage parents to collaborate with us by continuing to share the responsibility for promoting positive attitudes. When concerns arise, parents should immediately report any problems to the School so that these can be dealt with effectively. All staff are available to discuss any concerns that parents have about their child. This can be done through appointments or informally after school.

The staff take pride in our commitment to quality teaching and to raising children's achievements through the recognition and valuing of the individual child's needs. All staff ensure that children have the opportunity to be listened to and are given the chance to correct their behaviour if they have made mistakes.

9.1. Zones of Regulation

At Collis we want to support children to recognise and manage their feelings in order to self regulate. Self regulation is the ability to focus your attention, control your emotions and manage your thinking, behaviour and feelings. This, in turn, leads to increased control and problem solving abilities. The first step to self-regulation is identifying how your body and brain feels. There are four zones that help us with this (see Appendix 4). These zones are called the zones of regulation. These are displayed in every classroom and at least one 'check in' each day with the children is encouraged. Weekly, planned zones of regulation lessons take place during the class wellbeing slot. The lessons are progressive and take the children from recognising/labelling emotions, to acknowledging emotions and then managing them appropriately.

9.2. Building Learning Power

Building learning power (BLP) is about helping young people to become better learners, both in school and out. BLP is based on an extensive body of research into learning and the brain. Professor Guy Claxton is the original pioneer and chief inspiration, 'It is about creating a culture in classrooms – and in the school more widely – that systematically cultivates habits and attitudes that enable young people to become better learners; face difficulty and uncertainty calmly, confidently and creatively.

Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable.'

We celebrate classes that demonstrate the weekly BLP in assembly and in the weekly newsletter.

9.3. Strategies for Taking a Constructive Approach

- Consistency is paramount – high expectations are clear.
- Refer frequently to the 4 Bs and 5 Cs of Collis throughout the day and in assemblies.
- Discuss specific class rules and routines throughout everyday life at school so they are familiar to the children and they know how to follow them.
- Ensure that all behaviours are dealt with as soon as is appropriate.
- Ensure that all children are aware and clear of exactly what is and what is not acceptable behaviour.
- Ensure that all members of staff read the Behaviour, Safeguarding and Anti-Bullying policies on an annual basis.
- Ensure that all serious incidents, and those occurring regularly, are made known to both the Class Teacher and parents and are formally recorded.
- Always give a clear warning to allow the child a chance to rectify their behaviour.
- Give a private reprimand if possible.
- Always give children the opportunity to talk about/write about any incidents and to talk about their feelings.
- Use a calm, assertive tone.
- Verbally reason and explain using clear and appropriate language.
- Give children time to calm down before discussing an incident and then give them more time for thought and re-evaluation of the situation.
- Make it clear that you object to the behaviour, not the child.
- Make it clear that the child has a choice – 'You have a choice, to behave appropriately', or 'You have chosen to do the wrong thing'.
- Encourage children to take responsibility for their actions.
- Restructure groups or activities to provide a positive situation.
- Initiate more home/school collaboration, e.g. a diary, if behaviour is consistently repeated.
- Children to be actively involved in rectifying the situation, if appropriate.

The 4 Bs for behaviour are displayed around the School (in classrooms and base areas) as well as other visual displays outlining expected standards of behaviour and safety. A consistent expectation is therefore set for all pupils, parents/carers, staff, governors and visitors. If there are incidents of anti-social behaviour, the Class Teacher discusses these both with individuals and with the whole class during our PSHE sessions. The PSHE curriculum promotes positive behaviour. The School vision, 4 Bs of behaviour and the 5 Cs of Collis are highlighted regularly throughout the school day and in assemblies.

At the beginning of each year, every teacher works with their new class to form a set of class rules, based on the expectations in the 4 Bs grid.

9.4. Playtimes and Lunchtimes

Playtime and lunchtime should be a positive experience. Class Teachers and School Meals Supervisory Assistants (SMSAs) work in partnership to encourage positive play and the use of lunch time equipment provided in the playgrounds. We want all children to feel safe and happy in the playground. Clear playground and wet play rules are shared with all members of the school community and the children are rewarded and sanctioned in line with the school rules and Behaviour Policy with the yellow and green card system adhered to. We believe that the playground is an important and valued part of the school day and that the 4 B's should be adhered to in the same way outside. In addition, SMSAs are made aware of children with specific needs and strategies

to support these needs. If an incident is judged not to be serious and can be resolved by the SMSA, then the incident is reported to the Class Teacher at the end of lunchtime. If the incident is more serious and cannot be resolved by the SMSA, the Class Teacher and a member of the Leadership Team are informed. The Head Teacher /Lead Assistant Head will also be informed, as necessary. The SMSAs are supplied with guidelines to ensure that consistency of approach is followed by all adults. There is a playground charter that was created with both children and adults for joint responsibilities on our school playground.

9.5. Safer Handling (Physical Restraint)

Safer Handling is the positive application of force with the intention of protecting children from harming themselves or others or seriously damaging property. In some circumstances, staff may use reasonable force to prevent a pupil from:

- Committing an offence.
- Causing personal injury to, or damage to the property of, any person (including the pupil).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the School or among its pupils, whether during a teaching session or otherwise.

Incidents of safer handling must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents (see Safer Handling (Physical Restraint) Policy).

9.6. Exclusion

In serious cases, parents may be sent for by the Head Teacher and the child removed from school premises. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, the Head Teacher may exclude the pupil. L.A. procedures will be followed in any cases of fixed term or permanent exclusions. The Head Teacher should be confident in using exclusion where they deem it to be a lawful, reasonable and fair sanction. The use of exclusion should reflect the importance of good behaviour for the education and welfare of all pupils. In considering whether to exclude a pupil, the Head Teacher will weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the School as a whole and the integrity of our Behaviour Policy. We will make every effort to identify pupils at risk of exclusion and to put in place strategies to address problematic behaviour in a proactive way. Hence our monitoring of behaviour is rigorous and our aim is to reward and sanction consistently across the School. Whilst we believe in inclusion for all, we will not adopt a blanket approach of never excluding pupils as it may undermine the School's ability to maintain discipline.

9.7. Internal Exclusion

This is an internal process within the School and is used when the objective is to remove a pupil from class, not the school site, for behaviour reasons. Internal exclusion forms part of our whole school approach to promoting positive behaviour. Children who display behaviours deemed to be unacceptable to the learning environment they are in, will be sent to a member of the Senior Leadership Team or a quieter or more public area where they are given time to reflect, discuss in a confidential environment with a member of staff, complete any unfinished work due to unacceptable behaviour and/or complete a written apology if needed. The pupil should then be

ready to return to the learning environment. Internal exclusion is aimed to be the shortest time possible and it allows for the teaching and learning of the majority of pupils to go uninterrupted.

It should be used:

- in line with the School rules and guidelines; and
- when a potentially explosive situation can be resolved by removing the pupil to a quieter area.

All parents and carers will be contacted to discuss any internal exclusions relating to their child and any agreed actions.

9.8. Inclusion Statement

The promotion of positive behaviour will support inclusion as part of our school ethos and within our teaching practice, positively embracing diversity. Guidance and support is provided by the Senior Leadership Team, SENCo and L.A. that anticipates changes needed to promote quality learning experiences for all pupils. (e.g. planning and assessment procedures and what makes a good lesson). We firmly believe that all the cultures in our school should be celebrated, respected and valued by all staff and pupils. We use PSHE and circle time activities to discuss a variety of cultural and lifestyle issues. Daily collective worship opportunities are carefully planned to explore a variety of faiths present in the School and wider community. At the school we recognise many religious festivals and we use displays, artefacts and music to enhance our understanding and respect.

All children follow the School's Behaviour Policy. Where children have special needs, these should be given consideration and they should be treated with sensitivity.

This could include:

- More immediate positive reinforcement.
- More immediate rewards.
- Liaison with Class Teacher/SENCo where appropriate/SEND Team.
- Immediate intervention when the safety of others and/or themselves in an issue.
- Children involved in setting their own behaviour targets.
- Individual Behaviour Plans and/or communication passports.

9.9. Anti-Racism/Anti-Sexism/Genderism/Homophobic

We believe that it is the right of all pupils to receive the best education Collis Primary School can provide. We do not tolerate any forms of racism, sexism, genderism, homophobia or disability prejudiced behaviour. We challenge any incident of prejudice and should an incident occur we follow the School and L.A. procedures immediately informing the Head Teacher (please refer to the Equalities Policy). Any form of racist behaviour will result in the following sanctions: a period of internal exclusion, a conversation from a member of the Senior Leadership Team to educate the pupil, a call home to parents/carers to inform them about the behaviour and help them to support the child in ensuring this behaviour is not repeated and a letter of apology from the child. Racist incidents are reported termly to the Local Education Authority and Governing Body. We understand that stereotyping and prejudice are caused by ignorance and poor self-image on the part of the alleged instigator of harm. Through positive educational experiences and support for each individual's point of view we aim to promote positive social attitudes and respect for all. PSHE and circle time activities are also used to challenge discriminatory attitudes and beliefs. The Head Teacher, Senior Leadership Team and Governing Body are committed to Equal Opportunities and they constantly endeavour to ensure that all members of the school community are treated fairly and with equality in all situations. The Head Teacher and Governing Body are careful to ensure that

all interview panels give due regard to this policy so that no one is discriminated against when considering employment or training opportunities on the grounds of sex, gender, race, colour, religion, nationality or sexuality. Please see Appendix 6 for more information on ways of dealing with abuse.

9.10. Procedures for Dealing with Serious or Repeated Incidents

Most incidents of unacceptable behaviour, which occur during the school day, will be minor and will be dealt with by the Class Teacher, using the strategies and responses outlined in earlier sections of this policy. Similarly, all adults involved in the school community will adopt these approaches and inform the Class Teacher.

There may be occasions when an incident is of a more serious nature, or when minor incidents are occurring regularly. At this stage the following procedure comes into operation: the Class Teacher will inform parents and Senior Management/Team Leader. The Head Teacher/Lead Assistant Head will also be informed. Serious incidents and communications between staff and parents are recorded on CPOMS (confidential school safeguarding record system) to facilitate future plans for supporting individuals and for reference purposes.

10. Training and Staff Development

We are committed to keeping our staff updated with any changes to our Behaviour Policy and strive to model consistency in all of our approaches.

11. Interventions or Outside Agencies Used to Support Behaviour Management

We regularly collaborate with relevant agencies to support individuals and groups with their behaviour.

- Observing pupils and advising on new strategies.
- Support groups for example circle of friends.
- 1 to 1 or group session with a member of our wellbeing team.
- SPA referral.
- SEN referral.
- Educational Psychologist/Occupational Health/Speech and Language assessments.
- Early Help assessment/Children's services.
- School Nurse.
- Parent support classes.
- TEAM Teach – Positive handling Strategies.

12. Monitoring Arrangements

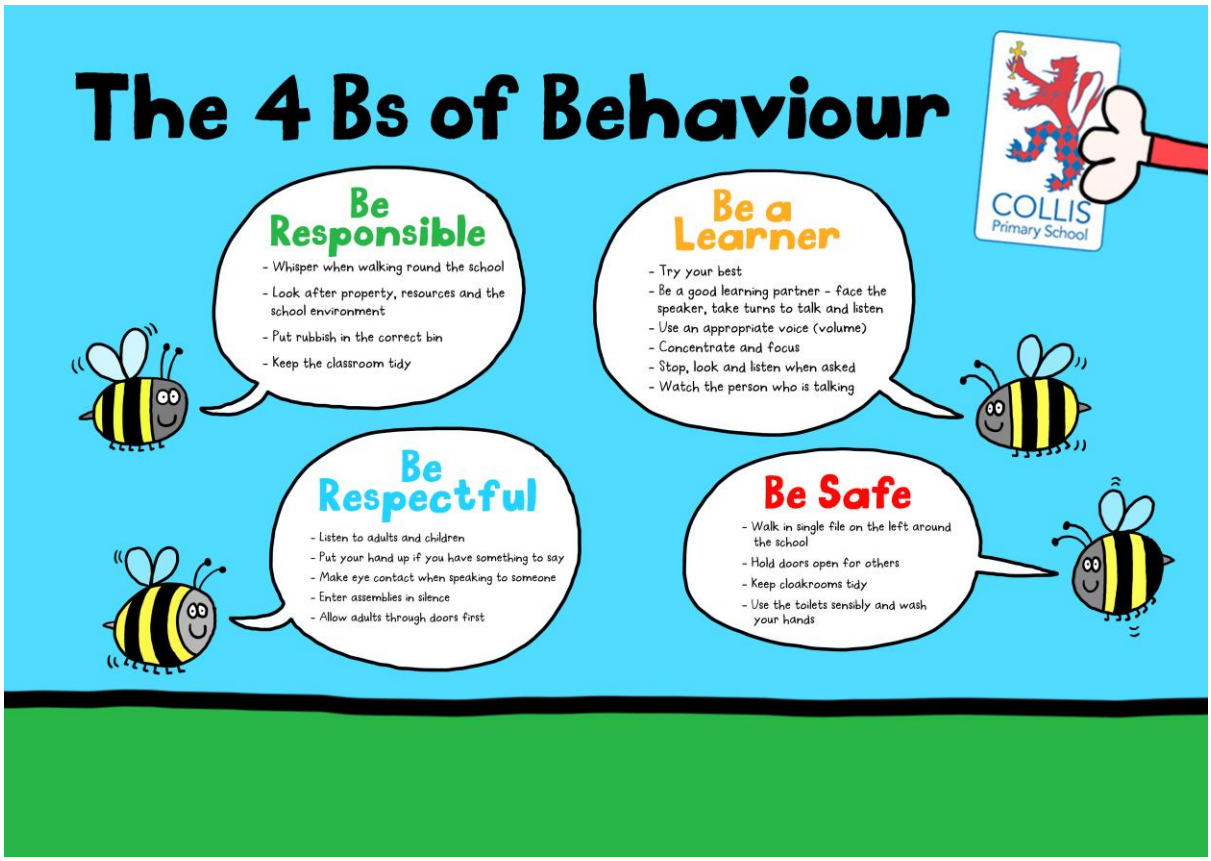
This policy will be reviewed and monitored in line with the School Improvement Plan (every year). Records of incidents as well as the frequency of events and dialogue with other agencies all aid the monitoring of the policy.

The policy as outlined is an active document and can only work with the full understanding and cooperation of staff, children and parents.

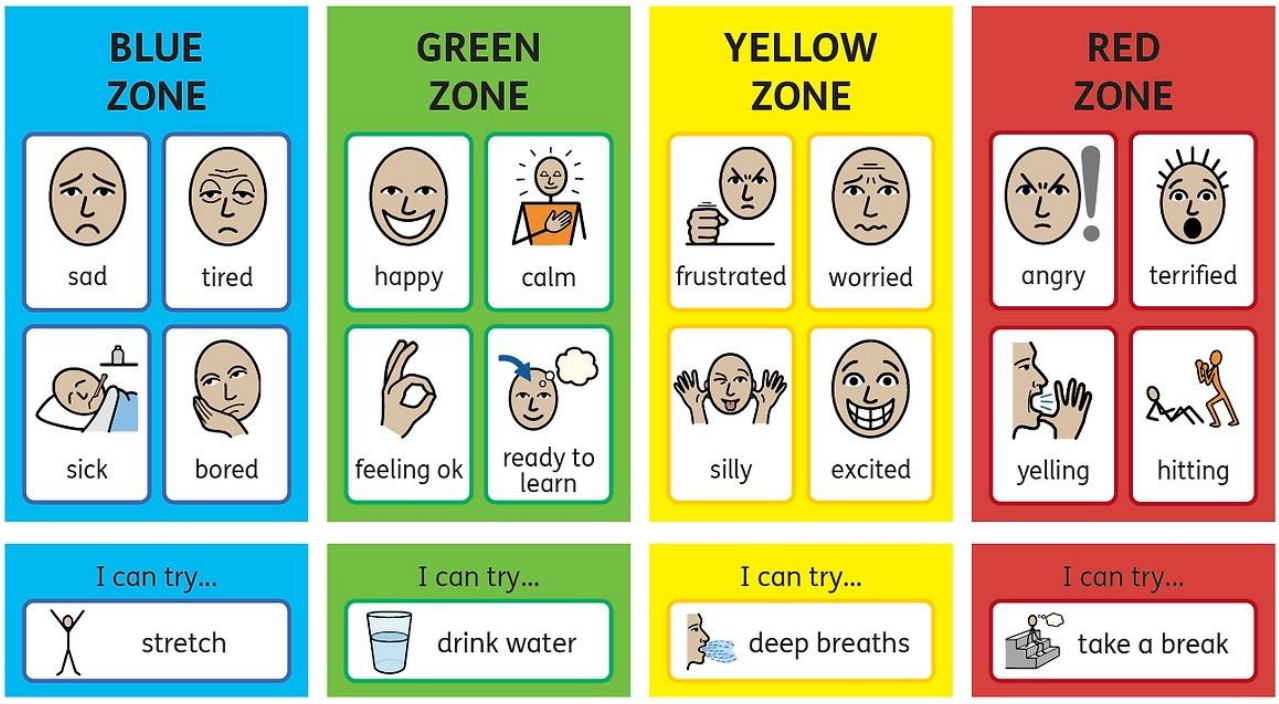
13. Relevant Documents and Policies

- Collis school rules
- Playground Charter
- Rules for the zone 2012
- Wet Play rules
- Bullying is…
- S.T.O.P.
- E-Safety rules
- Collis Overview of Rewards
- House point system
- Collis Overview of Sanctions
- Home school agreements for EYFS, KS1 and KS2
- Anti-Bullying Policy
- Safer Handling (Physical Restraint) Policy
- Equalities Policy
- Safeguarding and Child Protection Policy

Appendix 1 – 4 Bs of Behaviour



Appendix 2 – Zones of Regulation



Appendix 3 – Collis Overview of Rewards

Rewards in EYFS
• Children will be praised for effort and can show their learning to another member of staff where appropriate • Children can take home a photocopy of their learning or upload to tapestry where they have displayed a 5C value • Tokens/physical items (e.g. marbles) are awarded whenever the whole class is meeting a target to work towards a reward for the whole class (e.g. Craft session/extra play/class disco/ show and tell) around twice or three times per half term
Rewards in KS1
• Regular verbal praise and feedback given to all children • Children will be praised for effort and can show their learning to another member of staff where appropriate • Children can take home a photocopy of their learning where they have displayed a 5C value • Tokens/physical items (e.g. marbles) are awarded whenever the whole class is meeting a target to work towards a reward for the whole class (e.g. Craft session/extra play/class disco/ show and tell) around twice per half term
Rewards in KS2
• Regular verbal praise and feedback given to all children • Children will be praised for effort and can show their learning to another member of staff where appropriate • Children can take home a photocopy of their learning where they have displayed a 5C value • Tokens/physical items (e.g. marbles) are awarded whenever the whole class is meeting a target to work towards a reward for the whole class (e.g. Craft session/extra play/class disco/ show and tell) around once per half term

Appendix 4 – Collis Approach to Behaviour

Card descriptors	**Low level negative behaviour** Class teacher gives green card which is a warning * In Reception, the children are given an extra warning before receiving a yellow card, time out.	**<u>Repetition</u> of low level behaviour** Or **Inappropriate behaviour, where a warning wouldn't be sufficient**	**3rd yellow card in a half term** Or **<u>Persistent</u> disruptive behaviour** Or **Bullying claims**	**Support for children with regulation of their behaviour with TA, wellbeing team or SENCo depending on child's need**	**Go to SLT for** **4th yellow card in a half term** Or **Serious behaviour (see below)**
Examples of behaviours	Low level Not displaying the 4 Bs of behaviour • Not being respectful • Not being responsible • Not being a good learner • Being unsafe	• Name calling • Swearing • Low level physical (no visual marks, pushing in the line) • Purposefully defacing school or other people's property	• Refusal • Defiance • Any claims from children or adults about bullying	• Support with calming down after an incident • Upset about a friendship issue • Restorative conversations • Use of de-escalation strategies •	Continued disruptive behaviour after seeing the Year Group Leader child will come to SLT • All racist incidents • Harmful sexual behaviour • Homophobic • Online incidents • Serious physical incidents where children are hurt or a mark is left • **The safeguarding lead should also be informed about harmful sexual behaviour and online behaviour incidents**
Sanctions	• Placed on child's desk in class as a warning • Can be removed at the end of the lesson if they have made the right choice	• Placed on child's desk in class. Child goes to another classroom for 5 minutes. Sets sand timer themselves and then returns Or • Child misses 5 minutes break time/lunch time depending on the behaviour and the need of the child • Restorative conversation with the class teacher • Class teacher to communicate to all parents about behaviour incident	• Child sent to YGL to continue their learning. • Restorative conversation with class teacher and YGL at the end of the session • Sanction miss part of break or lunch • Reflection form • Apology letter (where appropriate) • Year group leader to call all parents about the behaviour incident(s)	• No sanction, this is a supportive measure	• SLT to call all parents about the behaviour incident(s) • On the 4th time they come to SLT and if necessary set up behaviour plan with child and parents/ carers • Reflection form • Apology letter (where appropriate) • Miss part or all of break/lunch time • Internal exclusion for a designated period of time • External exclusion
Recording	No recording is needed at this point	Record on class list when the yellow card was given	Record on cpoms	Record on cpoms	Record on cpoms

Break and Lunch times

	Lunch Staff	Lunch Staff	YGL/class teacher	Lunch Staff	Lunch Staff
Card descriptors	**Low level negative behaviour** Person supervising gives a verbal green card which is a warning	**Repetition of low level behaviour** Or **Inappropriate behaviour, where a warning wouldn't be sufficient**	**Persistent disruptive behaviour** or **3rd yellow card in a half term**	**Support for children with regulation of their behaviour with TA, wellbeing team or SENCo depending on child's need**	**Go to SLT**
Examples of behaviours	Low level Not displaying the 4Bs of behaviour • Not being respectful • Not being responsible • Not being a good learner • Being unsafe	• Name calling • Swearing • Low level physical (no visual marks, pushing in the line) • Purposefully defacing school or other people's property	• Refusal • Defiance	• Support with calming down after an incident • Upset about a friendship issue • Restorative conversation • Use of de-escalation strategies	Continued disruptive behaviour after seeing the Year Group Leader child will come to SLT • All racist incidents • Harmful sexual behaviour • Homophobic • Online incidents • Serious physical incidents where children are hurt or a mark is left
Sanctions	• This is a verbal warning • No sanction given at this stage	• Children given 5 minutes time out using sand timer on the playground in an area close to the adult who gave the card • Adult supervising to pass on information to class teacher with the yellow card slip	• Child to discuss behaviour with class teacher and YGL at an appropriate time • Sanction miss part of break or lunch • Reflection form • Apology letter (where appropriate) • Year group leader to call all parents about the behaviour incident(s)	• No sanction, this is a supportive measure	• SLT to call all parents about the behaviour incident(s) • On the 4th time they come to SLT set up behaviour plan with child and parents/ carers • Miss part or all of break/lunch time • Reflection form • Apology letter (where appropriate) • Internal exclusion for a designated period of time • External exclusion
Recording	No recording is needed at this point	Record on yellow card slip and to give to class teacher, who will record on class list	Record on cpoms	Record on cpoms	Record on cpoms

Appendix 5 – Lunchtime Yellow Card Slip

Lunch Time Yellow Card

Name: _____ Class: _____ Date: _____

Behaviour:

- ☐ name calling
- ☐ swearing
- ☐ low level physical (no visual marks, pushing in the line)
- ☐ purposefully defacing school or other people's property
- ☐ Other:_____

_____

Location: _____ Recorded by: _____

Appendix 6 – Ways of dealing with racial, verbal, homophobic abuse

We never tolerate name calling or verbal abuse of any kind. All boys and girls are born equal whatever their gender, skin colour, racial background, religious beliefs or first language. London is a successful example of a tolerant, multicultural society and it is everyone's duty to respect diversity.

We live in a society that allows people the freedom to make their own decisions about how they choose to live. This is a free country and everyone within it has the right to reach their own decisions. Adults live in many different arrangements:

- Some adults live alone
- Some are married and live as husband and wife
- Sometimes a man and a woman live together in a relationships, as a couple, and choose not to marry
- Sometimes two men live together in a relationship, as a couple. These mane may, or may not, be married
- Sometimes two women live together in a relationship, as a couple. These women may, or may not, be married.

Whatever decisions people take they should be respected by others. This is what happens in a civilised tolerant society. Everyone is entitled to their own views about these different arrangements, but they should always accept and respect the choices made by others.

The word 'gay' is used in our society to describe two men, or two women, who are together, in a relationship, as a couple. It is not a bad word and it is not a worse of abuse. It is a word that describes two people of the same gender who are a couple. Sometimes children use the word, wrongly, in an unkind and abusive way. This is a form of name calling which is called homophobic bullying. It causes offence and upset to others.

Pupils will be taught the following strategies to empower them to deal with any abuse that arises.

Ways of dealing with verbal/racial abuse:

- Do not name call back-this can make things worse.
- Tell the person who called you a name "Do not be rude and offensive".
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person).
- If you can manage it, try not to show the other person you are upset.
- Tell a friend so that you have some support.
- If it is a silly behaviour, try to ignore it. If it continues, tell a staff member that it is happening.
- Report it to a teaching staff member exactly how you were spoken to.
- Talk to your parents about the situation if you feel you need their support.
- Be proud of who you are. Remember: It is the person who is calling you a name that has the problem, not you.

Appendix 7 – Collis Principles

Collis behaviour non-negotiables, following the 4Bs: Be respectful, Be responsible, Be a learner and Be safe.
Ready to listen- nothing in hands, tracking the speaker and sitting up
Moving around the school - on the left, in silence and in a single file (line order)
No calling out
Being ready to learn - toilet at break and lunch, having all relevant equipment ready and friendship conversations saved for break and lunch
Uniform - No jewellery apart from stud earrings, hair tied up if it touches the collar of the uniform Non PE days (school shoes for the classroom and, if wet, change of shoes for break and lunch) PE days (Collis PE kit and trainers)