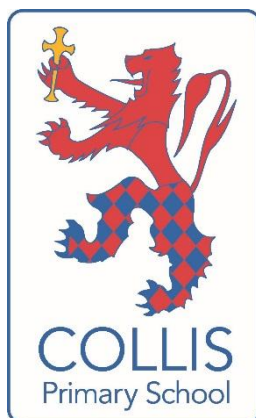


COLLIS PRIMARY SCHOOL

Governors' Behaviour principles written statement



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: September 2025
Review: September 2026
Statutory Policy

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1. Introduction

Under the Education and Inspections Act 2006, the Governing Body is charged with the duty to set the framework of the School's policy by providing a behaviour principles written statement, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour Policy by stating the principles which governors expect to be followed. The statement aims to underpin the governors' duty of care to pupils and employees, promote teaching and learning and high standards of attainment and preserve the reputation of the School. The statement is available upon request from the School and can be found on the School's website. It is also held in the School Office.

This statement and the Behaviour Policy will be reviewed on an annual basis, unless changes at national or local level necessitate an exceptional review.

This statement 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:

- **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 vision and values underpin all aspects of school life and encapsulate our belief that all children should have the right to feel safe, be able to learn, to be treated fairly and to have a voice.

In order to fulfil our commitment, Collis have worked together as a school community to write a set of School Rules which we all understand and work towards.

2. Behaviour Principles

- 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 have a linked system of rewards to promote good behaviour.
- To promote the importance of self-discipline, proper regard for authority among pupils and the difference between right and wrong.
- We are building a safe, secure, caring and happy learning environment.
- Everyone values and respects themselves and each other.
- Children are encouraged to foster a sense of enquiry and develop questioning skills.
- High expectations are held by all in both work and behaviour.
- We believe in fostering positive relationships and developing partnerships between parents/carers, staff and children.
- We embrace diversity and promote equal opportunities and inclusion for all.
- We encourage self-esteem and confidence in both independent and collaborative learning.
- We promote the development of life skills, including staying healthy.

We, the Governing body of Collis Primary School, believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment. We value the strong relationships that exist throughout the School, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality of value irrespective of race, gender, age, sexuality, religion or disability. The Behaviour Policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The Behaviour Policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations, a focus on learning and praise and rewards. It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable, to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils, can experience particular difficulties with behaviour and the School will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the School must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the importance of the safety of the pupil body, the Governing Body supports the right of the School to permanently exclude for a single offence where it is considered that allowing the pupil to remain in the School would seriously harm the education or welfare of the pupil or others in the School. Similarly, given the overriding need to keep children safe, the School will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) apply to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Collis Primary School off-site.

3. References

- Behaviour Policy
- Behaviour and discipline in schools: a guide for head teachers and school staff. DfE 2016
- Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools. DfE 2012
- Ensuring good behaviour in schools: a summary for head teachers, governing bodies, teachers, parents and pupils. DfE 2012
- Exclusion from maintained schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion. DfE 2017