



SARACENS

BELL LANE

BEHAVIOUR FOR LEARNING AND DISCIPLINE POLICY

Responsibility of (<i>see policy tracking sheet</i>):	Saracens Bell Lane
Approved by:	Local Governing Body
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1. Rationale

Saracens Bell Lane Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour for Learning and Discipline Policy guides staff to teach self-discipline not blind compliance. It embeds a culture for learning that echoes our core values of Discipline, Hard Work, Honesty, and Humility, with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners, creating the Saracens Bell Lane Primary School culture for learning.

For the school to function as a supportive and orderly community, pupils are encouraged to consider the health, safety and feelings of others. The school emphasises the positive aspects of behaviour management and ensures that the school rules are few and positively worded.

The school's approach to behaviour management is based upon a range of rewards which are given regularly and publicly, since the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. Sanctions are only used where necessary and appropriate to the pupils and the misbehaviour that has taken place.

2. Aim of the policy

This policy aims to:

- Create a culture of exceptionally good behaviour for learning, where pupils are **ready** to learn, **respectful** of all members of our community and our resources, and **safe**
- Ensure that families are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

2.1 Objectives

All members of the community will embrace the values of the school in creating a calm and purposeful climate for learning, where pupils are 'ready', 'respectful', and 'safe'.

Value	Competences	Example
Discipline	Presentation, self-regulation of behaviour, organisation	Pupils wear uniform correctly and take pride in their appearance. They manage behaviour, are appropriately equipped, and always on time.
Hard Work	Learning	Pupils are committed to perform to the best of their ability in all class, home, and extracurricular activities.
Honesty	Working with others, self-reflection	Pupils are honest in all communication, and when reflecting on their progress and identifying areas for improvement.
Humility	Managing situations and feelings	Pupils are determined to achieve, but modest about successes, respecting and supporting others.

3. The Learning Environment

The school believes that an appropriately structured curriculum and effective learning ethos contribute to good behaviour. Good teaching that plans for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, help to avoid the alienation and disaffections which can lie at the root of poor behaviour. Classroom management and teaching methods have an important influence on pupils' behaviour.

It follows that:

- There should be a positive climate for learning
- Teaching methods should encourage enthusiasm, building resilience and active participation for all.

At Saracens Bell Lane, we use Zones of Regulation.

The Zones of Regulation is a comprehensive, evidence-based framework that builds emotional and behavioral regulation skills through a lens of inclusion, accessibility, and science.

Grounded in cognitive behavioral theory and designed with real-world application in mind, The Zones gives learners of all ages — and their support networks — a common language and set of tools for understanding and managing emotions. Children self-assess twice daily (once in the morning, as soon as they come to school and straight after lunch break). When needed, the children use the system throughout the day to assess their emotions and they use different strategies to self-regulate.

The learning mentor keeps track of all emotional dysregulation.

4. Roles and Responsibilities

- The Local Governing Body will establish, in consultation with the Principal, staff and families and carers, the policy for promoting good behaviour and keep it under review through regular reports at Local Governing Body meetings, analysis of staff and parent surveys, and analysis of school data
- The Principal will be responsible for the implementation and the day-to-day management of the policy
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied
- This policy defines the powers of staff to respond to misconduct when it does occur
- Families will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school, particularly in seeking to reinforce and live by our shared values which underpin our school's vision
- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations
- Pupils will also be clear what action to expect if they fail to meet these expectations and have a responsibility to ensure that incidents of disruption, peer on peer abuse, violence, bullying, verbal abuse and any form of harassment are reported
- Pupils will understand that failure to report an incident of bullying is condoning the behaviour, and makes them complicit.

4.1 All staff

All staff will:

- Meet and greet pupils on the playground
- Refer to our values (discipline, hard work, honesty, and humility)
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners

- Recognise successes throughout every lesson with praise
- Reward children with Class Dojo points
- Be calm and give 'take up time' when going through the levels
- Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective and restorative dialogue with learners
- Always challenge learners who are behaving inappropriately (although this may be strategically delayed)
- Record all negative incidents on the school management information system (Arbor)
- Give children negative Dojo points (accompanied by a label/an explanation),

4.2 Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies.

5. Rewards

The school's emphasis on rewards is to reinforce the behaviour of pupils who are **ready**, **respectful**, and **safe**. Rewards have a motivational role, helping pupils to see that good behaviour is valued. The school will operate a hierarchical rewards system, rewarding pupils for the achievements in a range of areas, including:

- Academic achievement
- Commendable effort
- Contribution to the school
- Contribution to the community
- Meeting our three expectations
- High quality class or homework
- Politeness and good manners.

Rewards will include:

- Formal logging of the positive behaviour on the school management information system (Class Dojo positive points)
- Star of the week award shared with all parents via Class Dojo every Friday
- Principal's award.

6. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENDCo) or senior leaders will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we may liaise with external agencies and plan support programmes for that child. We will work with families to create the plan and review it on a regular basis.

Staff members hold transition meetings at the end of each academic year. To ensure

behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to the new team. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

6.1 Sanctions

Children and young people will make mistakes and on occasions may behave poorly. Appropriate boundaries and positive habits of behaviour can be reinforced through the application of timely and proportionate sanctions. Sanctions will not be purely punitive, but will also provide guidance for pupils to make positive changes to their behaviour, both for self-reflection and to repair any harm caused.

Relationships are at the heart of our work; therefore, restoration to any damaged relationship is essential and the school will ensure that time and support is given to its achievement.

Before choosing a sanction, the teacher will consider:

- Whether a pupil has special educational needs, a disability, or long-term medical condition
- The pupil's age and understanding
- Whether they have any religious requirements affecting them
- Whether any other protected characteristic influenced behaviour.

The school will operate a hierarchical sanction system, which is proportionate to the behaviour being challenged. Sanctions will not be humiliating or degrading. The range of sanctions used include:

- Verbal reprimand
- Moving a pupil's position in a class
- Setting extra work or requiring a pupil to repeat work until it meets the required standard
- Setting academic tasks
- Writing letters of apology
- Reparation Meetings.

6.2

□ Lesson sanctions

The school uses the Gold Star, 1, 2, 3 System. This is a positive behaviour management system – to support and enable the teacher and children to achieve consistently high levels of behaviour by providing clear, visual guidance to the children as to the behaviour that all adults expect which supports learning and respects children's right to be safe and learn. It is also used to remind children about unacceptable behaviour that impinges or disrespects children's right to be safe and learn.

Gold Star

To get on the gold star children have to exemplify exceptional examples of the empowering learning skills (independent enquirer, reflective learner, creative thinker, team worker, self-manager, effective participator). Once on the Gold Star, children receive Dojos to reward them. Parents get a notification automatically.

1,2,3 Chart

(Stage 1 in behaviour guidelines)

- Good behaviour, all children's names start here every day.

- Any form of mild disruption will result in adults looking at the child with a clearly unhappy expression and reminding them of the rule that they are breaking. As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.
- If a child continues to break the rules, remind them again of the value they are not respecting and give them a '1st warning' or 'reminder'.

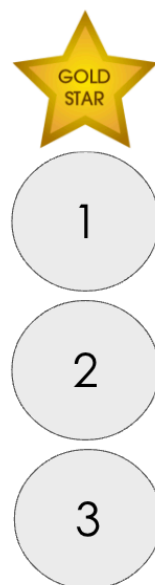
(Stage 2 in behaviour guidelines)

- If the pupil continues the behaviour, despite the first warning or reminder, they move to 2 – 2nd warning or reminder. Tell them or ask them what they need to do to get back onto Stage 1. When they have corrected their behaviour, move them back to Stage 1 and praise.

(Stage 3 in behaviour guidelines)

- If the pupil's behaviour continues to persist despite adult intervention, the pupil will be asked to reflect on their behaviour and speak to the teacher. Negative Dojos will then be given. Tell the pupil, or ask them, what they need to do to get back onto Stage 1. When they have corrected their behaviour, move them back to Stage 1 and praise.

Display



One, Two, Three System



A child who has moved to Gold Star has shown exceptional standards of learning such as being an independent enquirer, reflective learner, team worker or effective participator.

Every child starts every day on one. This means they have shown good behaviour for learning, have been focused, attentive and trying their best. If a child does disrupt learning or makes bad choice that affect learning/ safety, they will be given a verbal warning.

If the pupil continues the behaviour, despite the first warning or reminder, they move to 2 – 2nd warning or reminder. Teachers will tell them/ ask them what they need to do to get back to 1. When they have corrected their behaviour, they move them back to 1 and they are praised.

If the pupil's behaviour continues to persist despite adult intervention, the pupil will be asked to reflect on their behaviour and speak to the teacher. Negative dojos will then be given. Teacher will tell the pupil, or ask them, what they need to do to get back onto Stage 1. When they have corrected their behaviour, children move back to Stage 1 and they are praised.

(Behaviour Sheet)

- If a child fails to move back to Stage 1 and instead moves down to Stage 3 for a second time they are issued with a Behaviour Sheet and the negative incident will be recorded on Arbor.
- They will meet with a teacher to fill out the Behaviour Sheet. If a child receives a Behaviour Sheet they will miss the next day's playtimes. This sheet will then be photocopied and sent home to the parents. Parents are also informed verbally at the end of the school day.
- Any child who has received 2 Behaviour Sheets or 4 separate Negative Dojos will have to join a member of SLT on Friday lunchtimes for the Behaviour Review.

Children will be issued with work to do or bring work they have not finished and will speak directly with the adult about their reflection of the week.

Note: In cases where damage to property has occurred, pupils and their families may be asked to contribute to covering the cost of the damage.

□ **The Restorative Approach**

At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of Discipline, Hard Work, Honesty and Humility. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of Discipline, Hard Work, Honesty and Humility. If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their right to be heard and respected.

About Restorative Language

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Staff have the authority to discipline pupils for behaviour outside of the school at any time when they are:

- Taking part in a school organised or school-related activity
- Travelling to and from the school
- While wearing the school uniform
- Any other way where the pupil is identifiable as a member of the school
- Any breach of the school Behaviour for Learning and Discipline Policy through online activity.

The school can also discipline pupils at any time for behaviour that:

- Has repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

□ Early Years Foundation Stage (EYFS) Behaviour Policy (Nursery and Reception)

The EYFS team follows the same policy as the rest of the school with some adjustments for Nursery children while settling in.

The school values will be displayed in each classroom with corresponding pictures to help illustrate.

Sharing

If a child wants something another child has, they can get the 5-minute sand-timer. They need to show this to the other child and say, "When this has finished it is my turn". Adults need to support this until children can use this method independently.

Praise and rewards

At our school we believe that the key to promoting positive behaviour is through praise and rewards. Some of the ways we do this are:

- Praise- lots and lots! This is the first stage of reward. We try to 'catch' children behaving well and use praise in a 10:1 ratio.
- Through language and gesture e.g. thumbs up, "I like the way you are..." We describe the positive action explicitly e.g. "Well done, you can put your bag on your peg all by yourself".
- Positive directions- we phrase directions using positive wording, e.g. "Let me see you walk inside the classroom".
- Dojo Points. These are referred to during the day. Parents are encouraged to sign up to the e-mail account to refer to at home for consistency.

Clear expectations are set by all adults at the beginning of the school year. In addition, regular circle times give classes opportunities to promote and reward positive behaviour. Before any involvement in the behaviour system, all children are fully aware of school expectations

Reflection time

- The child will be told to sit at the 'Reflection table' with the sand-timer, (3mins for Nursery and 5mins for Reception upwards), and think about what they have done.
- When the timer has finished, they should bring it to the adult. Adults will check they have understood why they had to sit out.
- Adults will ensure children apologise to the person they upset and restore anything affected by their behaviour such as picking up toys they have thrown.
- As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.

- A record of the incident will be logged and on the 3rd occasion on Arbor. Staff in EYFS will communicate this with parents/carers at the end of the day.

6.3 Unacceptable Behaviour

Pupils must understand that there are consequences which result from all behaviour. Serious misconduct or misbehaviour will not be accepted and may result in a suspension or a period of off-site direction at another local school. The school will consider using internal isolations as an alternative to fixed-term suspension, recognising that pupils often prefer to be at home, rather than isolated in school.

Examples of unacceptable behaviour include:

- Violence towards pupils or adults
- Theft
- Vandalism
- Insolence
- Defiance
- Dishonesty
- Child on Child Abuse
- Verbal Abuse
- Online Abuse
- Youth Produced Sexual Imagery
- Bullying
- Sexual Harassment or Abuse
- Swearing
- Possession of dangerous items, devices, substances or banned items.

The school will also consider using behavioural strategies such as managed moves and directing pupils off-site to improve their behaviour to help prevent a suspension or permanent exclusion.

Serious misconduct or persistent misbehaviour may result in permanent exclusion.

The types of circumstances that may warrant a suspension or permanent exclusion include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school
- Persistent and/or repeated bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

A single serious incident of violence towards a member of staff or deliberate or serious injury to a child will normally result in permanent exclusion, unless there are significant mitigating factors.

6.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

The Principal will also consider the pastoral needs of staff accused of misconduct (see SMAT Child Protection and Safeguarding Policy).

6.5 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

The Principal can authorise individual members of staff to search a pupil's possessions with verbal consent from the pupil. The Principal can authorise individual members of staff to search pupils of their possessions, without consent, where they have reasonable grounds for suspecting the pupil has a prohibited item. Parents will be informed of a search that has taken place.

We will also confiscate any item which is harmful or detrimental to school discipline, including chewing gum, aerosol deodorant, and mobile phones. Confiscated items may be returned to pupils or their families after discussion with Senior Leaders and families, if appropriate. Any items not reclaimed within two weeks, or by the end of the term, may be disposed of by the school.

The choice of the sanction will be determined by the specific circumstances. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

6.6 Mobile phones

Based on advice from our Safer Schools Partnership with the Metropolitan Police, pupils carrying mobile phones are potential victims of theft on their journeys to and from school. If Saracens Bell Lane Primary School pupils are known in the locality for not carrying phones (and other valuables) they are much less likely to be targeted as a victim of crime. In addition, mobile phones frequently raise issues of cyber-bullying/e-safety. Only lone travellers in Year 6 and Year 5 (Summer Term only) are allowed to bring a brick-phone to school. The phones are kept in the office the entire day and only be retrieved when the pupil is leaving the site. Pupils in possession of a mobile phone during the school day will have them confiscated and will only be returned to families at the end of the day.

7. Support systems

Pupils may be put on to an academic or attendance and punctuality report if there is a trend of unacceptable behaviour. The report may be monitored by a member of the Senior Leadership Team.

7.1 PAL - Positive Attitude to Learning Card

If a child attends Behaviour Review for 2 weeks in a row they will be put on a PAL card. A PAL card is for a 2-week cycle...or longer! Each session is scored from 0-3 by the adult who teaches them that session. At the end of the day when giving the last score, the teacher identifies next steps:

- If the scores are all 2/3 this is acceptable
- If there are any 1s, a text will be sent home by the teacher
- If there are any 0s the child will go to see a member of SLT before going home and will receive a negative Dojo.

8. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort
- Never be used as a form of punishment
- 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
- Be recorded.

8.1 Recording the use of reasonable force

The school will log 'uses of reasonable force' on CPOMS. The CPOMS entry should include:

- when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed the pupil's response, and the outcome of the incident
- details of any injury suffered by pupils or a member of staff and of any damage to property.

9. Communication and Family Partnership

A high priority is given to maintaining clear communication within the school and to developing a positive partnership with families, since these are crucial in promoting and maintaining high standards of behaviour. Families have access to the school management information system and this will be updated daily by the school.

A positive partnership with families is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which families are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Home school contracts can be used to support behaviour expectations including attendance. Contracts are voluntary, but any non-compliance will be recorded.

The school will communicate policy and expectations to families. Where behaviour is causing concern, families will be informed at an early stage, and given an opportunity to discuss the situation. Parental/carer support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the families. We will provide information to families about other types of support available, such as details of national and local agencies and helplines including CAMHS and support from our Senior Leaders and Counsellors where appropriate.

10. Monitoring arrangements

This Behaviour for Learning and Discipline Policy will be reviewed by the Principal and Local Governing Body every two years.

11. Links with Other Policies

This Behaviour for Learning and Discipline Policy is linked to:

- SMAT Child Protection and Safeguarding Policy.