

Bailey's Court Primary School

Breaches Gate, Bradley Stoke, Bristol BS32 8AZ

BEHAVIOUR AND DISCIPLINE POLICY

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SUMMARY

This policy has been drawn up in accordance with Sections 2 and 3 of the Education Act, 1997. The purpose of this policy is to offer a constructive code of conduct for all at Bailey's Court Primary, adults and children. It has been put together after discussion amongst the staff and with the children and reflects the values and principles that we consider to be important for the school. This updated issue extends its scope to fully incorporate nursery provisions for children aged 3-4 years old. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher. This policy will be reviewed annually.

MAIN DOCUMENT

1 AIMS AND VALUES

1.1 To provide a happy, caring, secure, calm and purposeful learning environment for all within the school, explicitly including our youngest learners within the nursery environment.

1.2 To acknowledge that each and every person within the school community has a personal part to play in achieving the above.

- 1.3** To encourage a positive approach to behaviour and discipline which respects and celebrates diversity within the school, recognising and valuing each individual.
- 1.4** To promote a consistent approach to acceptable behaviour by all adults within the school with parental co-operation and involvement.
- 1.5** To emphasise the home/school partnership thereby helping pupils, staff and parents have a sense of common purpose.

2 GUIDELINES

2.1 Children's Responsibilities

To be aware of and comply with the school rules which have been agreed in consultation with children and staff. For nursery-aged children, these principles are introduced and supported through age-appropriate play-based modelling, visual prompts and daily discussions. These rules are:

- (a) Think of others and treat them kindly.
- (b) Be polite, listen to others and help them whenever you can.
- (c) Always move around the school safely and sensibly.
- (d) Leave other people's property alone unless they share it with you.
- (e) Look after the school and its environment.
- (f) Work hard at whatever you do.

2.2 Staff Responsibilities

2.2.1 To respect and value all children and treat them fairly; bearing in mind their particular needs and listening to their views and opinions.

2.2.2 To raise children's self-esteem and develop their full potential, encouraging self-discipline and a sense of responsibility to the whole school community.

2.2.3 To provide a challenging, interesting and relevant curriculum, including a framework for social education.

2.2.4 To help create a friendly, welcoming and safe environment within the school.

2.2.5 To be a good role model honouring the school rules in their approach, thereby helping children understand what is considered satisfactory behaviour.

2.2.6 To use rules, rewards and sanctions clearly and consistently, identifying the nature of the behaviour with an appropriate reward/sanction.

2.2.7 To ensure that children understand that all adults within school, teachers, LSAs, lunch break supervisors, administrative staff, have equal status and can apply relevant rewards and sanctions.

2.2.8 To form good relationships with parents so that all children can see that key adults in their lives share a common aim.

2.2.9 To proactively implement the Zones of Regulation and Emotion Coaching frameworks across the school setting, actively training and supporting staff to build early co-regulation skills and emotional literacy, from Nursery through to Year 6.

2.3 Parental Responsibilities

- 2.3.1 To foster good relationships with the school staff.
- 2.3.2 To be aware of the school rules and expectations and support the school in the implementation of this policy.
- 2.3.3 To show an interest in all that their child does in school.
- 2.3.4 To offer a framework for social education for their children, building self-confidence, awareness of appropriate behaviour and encouraging self-discipline and responsibility to others.
- 2.3.5 To inform the school in confidence of any situation in the home which may be having an effect on the social and emotional well-being of the child in school.

3 HOW WE ENCOURAGE GOOD BEHAVIOUR AT SCHOOL

3.1 General

- 3.1.1 We make clear from the outset our expectations of good behaviour.
- 3.1.2 We regularly refer to the school rules which are developed by all.
- 3.1.3 We encourage children to take responsibility for their own actions.
- 3.1.4 We present ourselves as positive role models thus setting high standards of behaviour by example and helping the child recognise what is satisfactory in any given situation.
- 3.1.5 We embed the Zones of Regulation framework to assist children in identifying, categorising, and communicating their emotional states across four distinct zones (Blue, Green, Yellow, and Red), pairing this directly with Emotion Coaching techniques to validate feelings while scaffolding safe, appropriate choices.

3.2 How We Deal with Misdemeanours

- 3.2.1 We always try to understand the reasons for the behaviour so that it can be dealt with effectively. This may mean that the adult needs to take time to discuss the issue with the child. Staff apply standard Emotion Coaching principles (Notice, Connect, Validate, Label, and Problem-Solve) to investigate and soothe the underlying emotional cause of the distress or dysregulation.
- 3.2.2 Where appropriate, children should be encouraged to take responsibility for resolving their own conflicts without resorting to violence, swearing or abuse.
- 3.2.3 When dealing with a problem we label the behaviour and refer to 'choices' (e.g. "That is not the right sort of behaviour." or "Do you think that you made the right choice today?") not the child (e.g. "You are a very naughty boy."). We aim to avoid damaging a child's self-esteem through the use of sanctions.
- 3.2.4 Through a hierarchy of sanctions appropriate to the misdemeanour. The severity of the misdemeanour will determine at what level the member of staff enters the list detailed in Section 3.3.

3.3 Hierarchy of Sanctions for Use by Teaching Staff

- 3.3.1 On the first occasion the child will be spoken to about inappropriate behaviour and reminded of the behaviour expected of him/her. This may involve a conversation

where the child will have an opportunity to explain what might have taken place. It may be necessary to talk with other children to establish accurately the details of any incident.

3.3.2 It is expected that any child's behaviour will improve at this point. Further poor or inappropriate behaviour may be followed up by moving a child to a different seat or with a yellow card.

3.3.3 A yellow card would result in a loss of privilege, for example, missing part of playtime (e.g. to complete unsatisfactory work or to reflect on their choices/behaviour).

3.3.4 If a child's poor behaviour continues, they would be given a red card. This would result in an immediate referral to the Head Teacher/Deputy Head.

3.3.5 In the event that a child is sent outside the office due to a red card or behavioural escalation, they will be addressed and questioned ONLY by the Head Teacher, Deputy Head, and/or their specific class teacher. Additional / multiple members of staff must refrain from questioning, lecturing, or interrogating the child, thereby preserving a calm, regulated environment focused on single-point resolution.

3.3.6 If, in the same term, a child's behaviour warranted a second red card, the child's parents would be contacted to arrange a meeting in school with the Head/Deputy Head.

3.3.7 NURSERY BEHAVIOUR REGULATION PATHWAY (Ages 3-4): The mainstream system of formal cards (Yellow/Red) and office-based isolation sanctions does not apply to nursery children. Instead, nursery aged children will be predominantly addressed within the nursery environment itself. The operational structure focuses entirely on:

- **Pre-empting behaviours:** Staff diligently observe child-specific triggers, environmental overstimulation and transition patterns to proactively intervene before dysregulation escalates.
- **Strategies to enable regulation:** Staff utilise positive physical redirection, low-stimulus quiet spaces, tailored sensory kits and structured co-regulation loops to explicitly guide young children in managing their physical and emotional responses.
- **Nursery Emotion Coaching:** Staff use accessible, age-appropriate representations of the Zones of Regulation (such as color-coded feeling puppets, characters or emotion mirrors) alongside immediate adult validation to name and co-regulate high-energy feelings.

3.3.8 Persistent and serious misdemeanours may result in the involvement of external agencies, via the Special Needs Co-ordinator (SENCO) with the knowledge of the parents and a behaviour plan is formulated.

3.3.9 As a last resort, persistent, serious behaviour may result in a child being excluded from school on a temporary or permanent basis.

3.4 Praise

3.4.1 We praise both privately and publicly, formally and informally, both for the maintenance of good standards as well as for particular achievements.

3.4.2 We praise appropriately, with due consideration of our expectations of individual

children.

3.5 Rewards

- 3.5.1** Verbal praise, publicly or privately, by any member of staff.
- 3.5.2** Through comments and stamps/stickers within the normal marking of work.
- 3.5.3** Sharing achievements with parents, for example, during parents' evenings, through the child's home/school communication book, or more informally at the beginning or end of the school day.
- 3.5.4** Sending positive messages home to parents digitally via the Arbor platform. This guarantees immediate, transparent home-school celebration regarding positive behavioural choices, developmental milestones, or strong instances of self-regulation.
- 3.5.5** Sharing a child's achievements with the rest of the class.
- 3.5.6** Allowing a child to share their achievements with another "significant" adult within school. In the case of exceptional achievement or effort, a child will be sent to the Head/Deputy Head, for acknowledgement including a stamp / sticker.
- 3.5.7** As a result of a Head's/Deputy Head sticker, a text message or Arbor message will be sent home to share the child's achievement with parents as appropriate.
- 3.5.8** Offering children opportunities for greater responsibility in school.
- 3.5.9** Whole class reward systems developed cross parallel classes at the beginning of the academic year.
- 3.5.10** Individual reward systems for specific children with significant emotional and behavioural problems, developed in partnership with the class teacher, support staff, SENCO and parents.

3.6 Lunchtime Reward Hierarchy (for use by Lunchbreak Supervisors)

- 3.6.1** Immediate verbal praise.
- 3.6.2** Informing the child's class teacher of notable behaviour at the end of the lunch session.
- 3.6.3** Informing the Head/Deputy for a reward sticker or Arbor notification home.

3.7 Lunchtime Sanctions Hierarchy (for use by Lunchbreak Supervisors)

- 3.7.1** Verbal warning clarifying with the child the behaviour which is considered unacceptable.
- 3.7.2** Time out from any given situation for a maximum of five minutes (Thinking bench to be used). (This sanction is modified for nursery children, who are supported via staff proximity and immediate visual co-regulation in the Early Years outdoor space instead of a thinking bench).
- 3.7.3** Where appropriate, the child will be sent to discuss the misdemeanour with the senior Lunchbreak Supervisor.
- 3.7.4** If the senior Lunchbreak Supervisor decides an incident is of a serious nature, the child will be sent to stand outside the Head's office. (This remains strictly governed by Protocol 3.3.5, restricting questioning to the designated senior leaders and class teacher).

3.7.5 Where appropriate, poor behaviour will be reported to the class teacher at the end of lunchtime.

3.8 Points to Remember when Using Sanctions

3.8.1 The adult should always make it clear that it is the behaviour which is unacceptable and not the child. Staff should cross-reference this with the child's current emotional Zone of Regulation to help them contextualise their physical actions.

3.8.2 Adults should always protect themselves against any accusation of abuse by making sure that when dealing with a child on a one to one basis, they do so in a public location or in the presence of another member of staff.

3.8.3 Unfair sanctions tend to be counterproductive.

3.8.4 Adult responses need to be appropriate to the level of seriousness of the behaviour and demonstrate understanding of any specific needs of the individual.

3.8.5 Imposition of a sanction should be done in an appropriate way which should be consistent with the school expectation that all people should be treated with respect.

3.8.6 The aim of the sanction is to discourage future misbehaviour. The real power of sanctions is in the child having a clear picture, and understanding, of the progression through the hierarchy.

3.8.7 Adults should endeavour, if possible, not to loudly rebuke a child from across the room which can have the effect of leaving everybody told off and affect the self-esteem of the individual.

4 UNACCEPTABLE BEHAVIOUR

There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness to adults, or bad language in our school and these must always be discouraged. All occurrences of this nature are considered "Red Card" offences and will be dealt with accordingly (or via immediate intensive nursery co-regulation strategies and immediate parent partnership if involving an early years pupil).

5 POTENTIAL PROBLEMS

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems and try to minimise them. Such times include:

- When waiting in line and moving around school (e.g. for assembly, PE, dinner times).
- When going out or returning from play.
- Transitional times across the day
- Key points of transition within the daily Nursery schedule (e.g., changing from free-flow play to tidy-up time, or gathering on the carpet), which require explicit visual scaffolding, verbal counts, and pre-emptive staff positioning.

6 PLAYTIMES

6.1 With less formality compared to other times of the school day, playtimes can be problematic for some children. We do however expect children to continue to follow the school rules during these times and to respond to the supervision of the staff on duty.

6.2 Staff should also be aware of ways of defusing potentially "high risk" situations by removing children from a likely source of conflict (e.g. playground) for a short time. The child needs to see that this is not a punishment but is in order to prevent a problem occurring. Teachers and learning support staff need to advise staff on playtime duty of any potential issues that may occur and place into their care any child who is normally supervised during playtime if the supervisor is not in school at the time.

6.3 EYFS play environments are heavily scaffolded with staff trained to use pre-emptive positioning and immediate Emotion Coaching to navigate peer disputes before escalation.

7 RESOLVING CONFLICT

7.1 Children need to be encouraged to sort out their differences in a reasonable and rational manner. This means that adults need to model conflict resolution strategies and to see that children carry them to and reach a successful conclusion.

7.2 The following is a suggested strategy for resolving conflict:

All involved children listen without interruptions.

They are encouraged to maintain eye contact.

Each child has a turn to say:

(a) What the other(s) has/have done to upset them.

(b) How they feel about it.

(c) How they would like them to behave in future.

No-one is allowed to interrupt or argue. They go on taking turns until everyone has finished. The role of the adult is that of a mediator, not as part of the discussion. She/he makes sure that the turns are taken, that the children stick to the three steps, that they listen to each other and maintain eye contact. If the children cannot resolve the conflict after a reasonable length of time, then the adult can then decide to make a judgement and take appropriate action.

7.3 EYFS: Due to developmental stages, conflict resolution in Nursery & Reception relies on direct adult mediation. The adult actively utilises shortened Emotion Coaching: validation of physical wants ("I can see you both want to hold the blue tractor"), identification of the current Zone ("Both of your bodies are feeling fast and in the Yellow Zone"), followed by immediate guided turn-taking, sandbox timers, or positive task redirection.