

POLICY · BEHAVIOUR & CONDUCT

Behaviour Policy

Reviewed 2026

ABOUT THIS POLICY

How we expect children to behave at Swiss Gardens, the consistent approaches teachers use, and how we work with families when behaviour falls short. Underpinned by our FREE values.

The full policy follows from the next page.

We want every child to be curious, have big dreams and be prepared for an exciting future.

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Headteacher: Mrs Naomi Doble · Swiss Gardens Primary School, a maintained school in West Sussex

Swiss Gardens Primary School		
Policy:	Positive Behaviour and Anti-Bullying Policy	
Policy date:	September 2026	
Review date:	September 2027	
Person responsible	Headteacher /Assistant Headteacher for Inclusion	

General Statement

At Swiss Gardens we believe that in order to create our positive, inclusive ethos and to promote outstanding behaviour, we have a behaviour policy that relates to the whole school community which is kept up to date and contributed to by all. We believe that at Swiss Gardens Primary School, Fair means that everyone gets what they need, not that everyone gets the same. Our behaviour policy helps underpin that ethos, alongside our values.

Our school values- 'FREE' are at the heart of our positive approach:

FRIENDSHIP RESPECT EXCELLENCE ENJOYMENT

Aims of this policy:

We are strongly committed to ensuring every member of the school community feels valued, respected and treated fairly. We focus on building positive relationships between children, staff and families to create an environment where everyone feels happy, safe and valued, and able to learn. We recognise that positive relationships have a direct bearing on children's capacity to succeed in school, and while these positive attachments and a sense of belonging are key to good mental health for all of us, they are essential for children who have experienced loss and trauma.

We strive to model an approach which understands children may need differing levels of support to reach a place where they are able to regulate their emotions and succeed in school. Part of achieving this positive and inclusive school community requires us all to have a clear understanding of behaviour expectations and for all adults in our school community to maintain a consistent approach and clear boundaries.

We recognise that all behaviour is communication, and it is key to understand the emotions behind the behaviour in order to provide the right support. At Swiss Gardens, we believe that everyone can learn to manage and self-regulate their emotions, and therefore their behaviour, with the right support. This policy outlines the systems and procedures, which will enable all members of the school to live and work together in a supportive and positive way. We aim to develop an ethos of kindness, co-operation and good citizenship. Where a child is struggling to regulate their emotions, the adults in school and at home will need to provide extra help with this.

This policy is for all staff, pupils / students, parents and carers, Governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

This policy aims to:

- Ensure the safety and happiness of all and enable all children and adults to be able to work to their best ability.
- Outline how we work to develop successful relationships and support every pupil to acquire the emotional skills to be able to self-regulate, listen and cooperate with others and make positive choices
- Show how each child will be recognised for their part as an individual and as part of a school community.

- Explain how we will support children who struggle to manage their emotions, their sensory needs and therefore their behaviour.
- Outline how bullying behaviour will be managed when it occurs.
- Provide all members of the school community with a clear understanding of the behaviour expectations of the school.

In order to achieve these aims, the whole school community will endeavour to act as set out below:

Following our Golden Rules:

We have four simple rules which we ask all members of the school community to follow. The expectation is that the Golden Rules will be followed by every child and adult alike.

READY / RESPECTFUL / SAFE / KIND

Celebrations

While there is intrinsic reward in a school community which is ready, respectful, kind and safe, children will be explicitly recognised and celebrated for keeping to this code of behaviour as set out by these four simple rules in a number of ways.

Pots of gold: Class rewards known as 'pots of gold' which children collectively earn for individual or whole class efforts. Once all collected, there will be a whole class treat. Pots of gold cannot be retracted once given

House points: All children are in one of our four houses and can earn individual points towards a collective team celebration.

Certificates: Weekly certificates will be sent home by class teachers for learning and contributions to the school community

Golden time: Everybody will enjoy Golden Time on Friday afternoons

Golden time

Golden Time is a 30 minute slot each Friday. This time is unconditional for all pupils but minutes can be lost by individuals for poor behaviour choices during the week. These are lost as an individual, not as a whole class.

All classes will offer a variety of Golden Time activities for children to choose from in their year group partners.

How we build positive relationships:

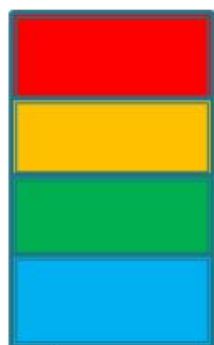
Behaviour Regulation: A Graduated Approach

To help children to feel safe, school needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately by all adults, within the context of a safe and caring school environment. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Children behaving in a challenging way need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. It is important to avoid judgements around behaviour (e.g. 'mad'/'bad') and to see all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner. Staff need to be aware that some pupils may 'act out' and externalise their emotions with disruptive and challenging behaviours,

while others may be more passive and present as withdrawn, anxious or disengaged. Both groups of pupils are communicating via their behaviour and need appropriate support.

As a school, we use the language of the **Just Right Programme** and **Zones of Regulation** to talk about emotion and physical states, and to support all children with a simple visual in the **Just Right Tower**. The Green zone relates directly to our 'Ready' rule - if you are green, you are ready to learn.



- ▶ **Red**= shutdown (in flight/fight mode)- NOT CALM/NOT ALERT
- ▶ **Orange**= bubbling/anxious/fizzy- NOT CALM/HYPER ALERT
- ▶ **Green**= just right, **CALM AND ALERT/FOCUSED**
- ▶ **Blue**= tired, bored, ill, fidgety (seeking movement)- POSSIBLY LOOKS CALM/NOT ALERT

In the classroom, adults will use the Just Right language and activities to set behaviour expectations. When a child is not in the green zone, the adult will initially address any disruptive behaviour by recognising their emotional state, 'suggesting how they might get back to 'green and offering support and time to do this. If the behaviours continue, then the adult may make a further suggestion of an action to help regulate. Scripts and questions for staff are in appendix 1. Adults may then initiate a 'restorative conversation' with the child at the end of that session to unpick the behaviour further and decide together what could help make a change. This should happen as soon as possible, eg at the end of a session, as other children go to assembly or out to break or lunch. If the incident happens during a break or lunchtime, it should be dealt with using a restorative approach with the staff member who is present.

Restorative conversations should take place in private to avoid any feelings of public shame. Consequences that can follow certain behaviours should be related to the behaviour incidents and with the aim of making repair. These should be agreed together, without the need to enforce 'sanctions' that can shame and ostracise children from their peers. Adults will use the restorative questioning approach to prompt, and aim for the children involved to find a suitable way forward themselves. In most cases, the adult will seek to speak with a parent or carer to ensure they are kept informed, and are able to work with school staff to support the child with any issues. If several incidents and 'restorative conversations' happen over a week, the adult will also record this on CPOMS (our recording system) as a way of alerting all staff to a child causing concern.

How do we respond to Behaviour Incidents in the playground?

Children at Swiss Gardens are encouraged to develop the social-emotional skills and strategies to be assertive and to learn how to stand up for themselves. When an adult needs to support children to resolve any relational conflict, this will be done using a restorative approach. In each case we will be looking for a positive solution and for the learning involved in the process.

When faced with behaviours that are not in keeping with our Golden rules, the children are taught the 'Stop it!' script as a first response:

Children will say...

- ♣ I don't like this; stop it.

- ♣ I don't like this; stop it. Or, I will tell an adult.
- ♣ I don't like this; stop it. I am going to ask an adult for help.

If a child then seeks support from an adult, or when an adult steps into help resolve a problem, it will be managed in the following way

Adults will:

- ♣ Listen and reassure
- ♣ Speak directly to both parties and give both the opportunity to explain their view of the situation
- ♣ Support the children to find a solution that satisfies both of them - a restorative questioning script will be used (see Appendix 2)

All adults will be mindful that the children may not yet be in a regulated state and therefore ready to find a resolution.

In which case the adult will:

- ♣ Provide time and space for the child to calm down (using a Just Right approach & language)
- ♣ If necessary, stay with the child, or get another adult to do so
- ♣ Co-regulate by recognising, validating and labelling the child's feelings
- ♣ Then when ready, problem solve with the child/children using a restorative approach

Any incidents, which are dealt with at break and lunchtime, should be passed on so that class teachers are made aware of any patterns of behaviour that are developing and can arrange to speak to parents / carers, so they stay informed.

Serious behaviour incidents

Sometimes behaviour will be considered serious enough for the pupil to be removed from the classroom or playground immediately and these incidents may be referred directly to the Headteacher or a member of the Senior Leadership Team to deal with. These behaviours could include violent and abusive behaviours (physical and verbal) or incidents related to ongoing bullying behaviour, or prejudiced based incidents. These incidents will be recorded on CPOMS (Child Protection Online Monitoring and Safeguarding).

In such cases, a restorative approach will still be followed, and the staff member will aim to use an emotion coaching approach to support the child to find a resolution and way forward. In some cases, this will also mean a conversation with a parent or carer.

The school does have recourse to suspend pupils for fixed periods, or in extreme cases, permanently. However, exclusion will only be considered in very serious cases of inappropriate behaviour, or when a child's actions in school may be dangerous to others or severely affect other pupils' opportunities to learn. This is always a last resort and a decision to exclude is taken very seriously. This would always be in consultation with outside agencies and the governing body. The school follows all national and local guidelines regarding exclusion from school.

Each incident will be dealt with individually, but sometimes the nature of the language or behaviour used will need more serious action. For example, racist or homophobic bullying or online bullying may require us to contact other agencies such as the local authority or the police. These incidents will always be reported to parents/carers by a member of SLT.

All serious incidents will be recorded on our CPOMS system (Child Protection Online Monitoring and Safeguarding) which enables us to see if patterns of behaviour are building up and to put preventative strategies, such as personalised support plans in place, if this is the case.

Additional Behaviour Regulation Support

We recognise that there will be a number of vulnerable pupils who will need specific approaches that are tailored to their individual needs and experiences, strengths and difficulties. These will be planned in conjunction with parents/carers and relevant outside agencies that may be supporting the child. In recognition that children need different levels of support to regulate behaviour and to develop positive attitudes to learning, some children may have personalised incentives such as sticker charts, time out etc alongside emotional support from school counsellor, learning mentors or other key adults in school. Parents and carers will be informed of this.

A personalised behaviour plan may be used to help support a child to recognise the triggers for their dysregulated behaviour (being in orange/blue or red) and to support them to identify the sensory activities which could help them return to a more regulated, ready, or 'green' emotional state. This plan will be shared with all relevant staff and parents/ carers. It will be a working tool to support children in school and updated with key adults as needed.

Some pupils will also have identified key adults, such as an individual needs assistant or learning mentors, who will work with them to develop their plan, and to offer other emotional mentoring time as needed.

A vulnerable pupil will have personalised programmes of support as needed, for as long as needed, to enable them to learn self-regulation. For some children, this may be for their whole time at our school. The level and type of support will be reviewed regularly with the pupil and their parents/carers, as this will be most effective when it is a partnership between home and school. Other documents, such as individual learning plans (ILPs), risk assessments and child profiles may also be used to tailor specific support.

Anti-Bullying Procedures

At Swiss Gardens we believe everybody has a right to feel safe, valued and welcome. We recognise that bullying behaviours can happen in all settings and we are committed to ensuring that all pupils are equipped with the life skills to recognise and deal with it.

We take all bullying incidents very seriously, including bullying behaviours between pupils, school staff and parents/ carers.

PSHE topics and our Anti-bullying focus weeks, make clear the definitions of bullying and the systems for reporting and dealing with bullying incidents. We also work with children to help them understand the difference between relational conflict and bullying behaviour – by acknowledging how complicated friendships can be and teaching strategies for talking about these difficulties.

Everyone in the school community, pupils, parents and carers and staff, are encouraged to report any bullying behaviour.

Bullying Behaviour

Bullying is defined as behaviour:

- by an individual or group,
- intentionally hurting another individual or group, either physically or emotionally
- repeated over time
- involving a real or perceived power imbalance, making it hard for the other person/people to defend themselves
- motivated by actual differences, perceived differences or as a result of association with someone else.

We recognise that bullying behaviour may happen because someone is feeling sad, angry or powerless themselves and would always look to support all children involved.

Bullying can take many forms :	
Online bullying	Internet, mobile phones, social media (for further guidance see the Cyberbullying section of our Online Safety policy)
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures
Physical	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.
Possession / distribution of offensive materials	This could be materials or publications that seek to promote extremist and prejudiced views such as racist literature.
Sexual abuse / harassment	Suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate, groping / inappropriate touching, sexting
Verbal Abuse	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Prejudice-based incidents

The school does not tolerate any form of discrimination. The school is proud of and celebrates its diverse pupil population. It is therefore important that all members of the school community – staff, pupils, parents and carers, governors – understand the importance of respecting everyone in the school, regardless of sex, race, culture, religion, beliefs, background, class or sexuality. Any behaviour found to undermine these values will be dealt with in the same way as bullying behaviour.

Responding to, and Reporting of, Bullying and Prejudiced based Incidents

We recognise that we cannot eradicate bullying behaviours entirely. Within a school (or work) community, relationships are complex and influenced by a wide range of individual, social and cultural differences. Therefore, these relationships will, from time to time, break down. What we aim to do is to deal with each incident individually and find solutions which work for all involved, as well as enabling us to learn from it for the future.

Pupils should:

- tell a trusted adult in school as soon as possible or
- tell someone at home who can then contact the school

How school staff respond when an incident of bullying behaviour is reported:

- An SLT member first investigates the incidents and meets with the target child and records details in CPOMS.
- The SLT member then speaks with the person said to have carried out the bullying behaviour (this will include discussion about the reasons and thinking behind their words and actions and the consequences of these for those affected).
- The SLT member will again take a restorative approach and work to find a way forward with all children involved.

- All class teachers (including job shares) will be informed and the situation will be monitored over the next few weeks by checking in with all involved parties.
- Parents will be kept informed as necessary

Bullying outside of school, including online bullying

Online bullying behaviour should be treated like any other form of bullying and the school's Anti-Bullying Procedures should be followed. This includes logging incidents on CPOMS and sharing information with the SLT

We understand that bullying behaviour can take place on the way to and from school or in the wider community, and can have a significant impact on a pupil's wellbeing and their ability to learn. We recognise that online bullying can mean that a child or young person can experience bullying throughout their day and when they are at home. We will respond to bullying behaviour reported outside of school. It is the responsibility of parents and carers to report these incidents to the school.

Conclusion

This policy is based on the knowledge and understanding that relationships are complex and difficult at times. Being able to acknowledge this and develop the life skills to manage these relationships when they are difficult is what we are aiming for each individual in the school community to achieve.

We acknowledge that, at times, things do not always go as planned, despite our best endeavours. In these cases, we will always act with the best interests and safety of our children in all decision making.

This policy also links to our Safeguarding and GDPR/Data policy.

Appendix 1 - The Just Right Programme

The 'Just Right' approach is a programme created by SEN specialist teachers and health professionals in Brighton & Hove to help children with autism. It is proving a massive success in schools across the city and is being used to support emotional regulation for a wide range of children, as well as children with autism or sensory processing difficulties. The programme is built round a scaling system, with four colour 'zones' to help children understand and communicate the emotions they are experiencing and how they can go about positively managing them. It helps them understand what makes them feel 'just right' and when they are feeling this - for example, when they are calm and alert and able to respond positively to whatever is happening in their environment.

The four colour zones are:



green is 'just right' - calm, alert and focused
orange is 'fizzy' - bubbling, not calm, anxious, possibly hyper-alert
blue is 'floppy or fidgety' - under-stimulated, tired, bored, not alert, possibly feeling ill
red is 'crisis' - unable to cope, exhibiting challenging behaviours, wanting to run away, shutting down from the outside world

The colour coding replaces the need to use a lot of complex words to describe emotions - words which, to many children, can seem vague, confusing or even worrying.

At Swiss Gardens, we have are using this system to help all children recognise when they feel ready to learn 'just right' and when they may not be in the right zone and need some additional support to get there. We will use the following type of scripts to alert children to what we are seeing/looking for in class:

'Are we in the 'green' zone? '

'What is helping us to stay 'green'?'

'Are you feeling a bit 'orange'?'

'What could help you get back to 'green'?'

'I can see you are feeling a bit 'orange' at the moment. Why don't you try.....to get back to 'green'?'

Some children will need a Just Right programme tailored to the child. The team around the child, which may include class teacher, teaching assistant, Learning Mentor and inclusion lead will work with individual children and their parents to understand, from the child's point of view, what each colour zone looks and feels like to each child. They also work with every child to see what can be done to help them feel in the 'green zone' as much as possible, look at what the triggers are that take the child from one zone to another and practical things they can do to help them get back to the 'green'.

This might be things like:

- making sure they have the same seat every day
- making sure they get a short burst of exercise to either help calm them if they are in the 'orange zone' or wake them up if they are slumping into the 'blue zone'
- giving them a quiet, calm blank space to retreat to when they are over-stimulated or in the 'red zone' The tools and strategies developed with the parents and children can also be used at home, which gives a consistent approach across the children's lives.

Appendix 2 The Restorative approach

The Five Rs

RELATIONSHIPS: When a wrong occurs, individuals and groups can feel violated. It is the damage to these relationships that is primarily important and is the central focus of what restorative practices seek to address

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows children to move forward and continue to develop positive relationships in the school community

Classroom Behaviour: When dealing with relational conflict and in some situations where a child has disrupted learning or behaved in a way that is hurtful to others in class, we will use a restorative conversation to agree a way forward. This conversation will take as soon as possible after the incident, with the adult or other children involved, which maybe at the end of a teaching session, in order to avoid further disruption to learning. The adults will let the child know this needs to happen by saying ‘ ***You have not been able to keep our Golden Rule of..... We need to talk about what could help you to be more.... next time. We will talk about this at x time.*** ‘

Behaviour around the school: When an incident occurs outside of the classroom, the adult will initiate a conversation with the children involved using a restorative approach, with open questioning scripts such as: “ *I wonder if...*” “ *What can I do to help?*” *It looks like you might be...* “ *I can see you are feeling...*”

If the children are not calm enough to talk it through, the adult will suggest they take some time to be ready (using the language of Just Right).

Once the children are ready, then a restorative conversation will take place with the aim of everyone being heard, their feelings acknowledged and a solution acceptable to all found.

Where there are several restorative conversations in one week, the class teacher will speak directly to a parent or carer to share with them the issue and the resolution, in order that all the adults can work together to support the child to manage their emotions and behaviour in school.

<u>Adults remember:</u>	<u>Restorative Questions</u>
• Take a deep breath • Stay calm • Maintain an even tone of voice • Be aware of body language • Use open questions to encourage discussion • No one is to blame • It is not about you	• What’s happened? • What were you thinking? • How were you feeling? • Who’s been affected/ upset? • What do you need to make things better? • How can we move forward?

Appendix 3 Emotion Coaching

Some children will need greater support to be able to self-regulate and in these cases, we can offer additional help via a key adult, eg learning mentor time.

These key adults will model an emotion coaching approach.

- Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children and young people but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.
- Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.
- Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.
- Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion

What Emotion Coaching means in practice

(how co-regulation works)

Step 1: **Recognising, empathising, soothing to calm** ('I understand how you feel, you're not alone')

Step 2: **Validating the feelings and labelling** ('This is what is happening, this is what you're feeling')

Step 3 (if needed): **Setting limits on behaviour** ('We can't always get what we want')

Step 4: **Problem-solving with the child/young person** ('We can sort this out')