



Behaviour Policy

Together Everyone Achieves More



Adopted: February 2026



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I. Vision for Behaviour

At Tollgate Community Junior School, we are determined in our commitment to ensure that the best possible conditions are established and maintained to ensure that every member of the school community can live out our shared vision that

Together **Everyone Achieves More**

We recognise that when a school environment enables children to feel safe and focused, they are able to nurture their talents and flourish to reach their fullest potential. Therefore, we feel it is our moral duty to ensure that the climate at Tollgate Community Junior School is one which facilitates the personal growth of each child and provides the predictability and safety children require in order to thrive.

We therefore keep the following principles central to our work on supporting behaviour within the school, aligning our actions with our commitment to our children's holistic development:

- We believe in the importance of recognizing good behaviour sincerely, praising publicly and reminding in private (*Paul Dix, 'When The Adults Change'*)
- We understand that behaviour is a means of communication in most instances, and we are able to separate the child from their behaviour.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children at Tollgate to become accountable for their actions and realise the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children are still growing, learning and developing.
- We seek to restore relationships and change behaviours. We seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

All members of the school community hold a responsibility to set an example of compassion and love for others and this is reflected in both words, actions and the shared values (and as such, the British Values that they encapsulate) held across the school community:

- Honesty
- Respect
- Compassion
- Equality
- Friendship
- Resilience

Our approach to behaviour reflects UNICEF's convention on the Rights of the Child, recognising the inherent right of all children to the best possible education in a safe, stimulating and inclusive environment. Children are taught to reflect both on their right to an inspiring, high-quality experience of school but also their responsibility towards protecting the growth of those around them.

We take into account educational research on intrinsic and extrinsic motivation and recognise that, in order to establish an environment where all children demonstrate good conduct because *'it's what we do'*, there needs to be scaffolding to bridge the gap. Clear boundaries are essential to children's ability

to navigate the complexities of relationships and systems, to support them with clarity of external expectations and to prepare them for life beyond the school environment and the British Rule of Law.

Learning from our mistakes is also a crucial aspect of our role as educators and therefore boundaries are always used as a constructive tool to support our children in growing personally and socially over their time in our school setting. Over time, through the use of extrinsic motivators we strive to develop our children into young people who can independently behave in a way that contributes to the common good and benefits society as a whole, due to a well-developed moral compass and an embedded shift in their individual virtues to become young people capable of doing the right thing 'simply because it's the right thing'.

We are a strongly inclusive school and have embedded the *Thrive Approach* within our school over many years, demonstrating our recognition that behaviour is a form of communication and can be a child's way of trying to form attachments, whether positive or not. We therefore support pupils who demonstrate Social, Emotional, Mental Health (SEMH) difficulties with bespoke strategies and provisions, established to empower them to succeed within the framework of the school's policy. Children demonstrating such behaviours are supported via the most appropriate provision within the school, from working with a Thrive Licensed Practitioner to attending Play Therapy sessions, or through external agency working.




In consultation with the children, staff, families and governors at Tollgate Community Junior School, we have developed a policy which strives to:

- Encourage and maintain positive behaviour based on children developing an understanding of their own rights, the equal rights of other children and the wider community, and the importance of respecting those rights
- Ensure that our vision, values and Tollgate Rules are understood and referred to by all
- Ensure that every child is aware of their rights and responsibilities
- Define what we consider to be unacceptable behaviour, including bullying, and how situations will be addressed
- Outline how pupils are expected to behave
- Celebrate and praise children's achievement, kindness and success
- Promote proper regard for authority among pupils underpinned by an understanding of the role of adults as 'duty bearers' of children's rights
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Promote the partnership between children, staff and parent/carers underpinned by Article 3 of the United Nations Convention on the Rights of a Child: 'The best interests of the child must be a top priority in all decisions and actions that affect children'.

2. Tollgate Golden Rules

We expect all Tollgate pupils to adhere to our simple Tollgate Golden Rules, summed up with three simple statements that encompass the great variety of actions and behaviours that might be seen at any time within a school environment.

Our Tollgate Rules directly build upon our feeder infant school's three guiding principles, going a step further in emphasizing the individual responsibility towards the collective good with a clear expectation of proactive, prosocial behaviours.

Infant Feeder	 Ready	 Respectful	 Safe
Tollgate Rules	Try Hard	Be Kind	Take Care

* Pupils will be designing visuals to accompany the Tollgate Golden Rules

Upon arrival at Tollgate, the Tollgate Rules are explicitly taught and compared to the previously learned principles, ensuring the children understand the connectivity but also the progression.

Try Hard:

- Aiming high and giving 100% to school life.
- Being active learners, listening and responding to class discussions.
- Taking pride in presentation and showing care when producing work.
- Ensuring preparedness for learning, maintaining this throughout lessons.
- Focusing on learning behaviours, avoiding disrupting or distracting others.

Be Kind:

- Use of kind, respectful language.
- Finding proactive ways to show generosity and compassion to others.
- Making an active effort to wish others 'Good morning' and express positivity and gratitude.
- Including everyone, avoiding the exclusion of others.
- Respecting personal space, not touching other people or their belongings.

Take Care

- Proactively looking after the school and local environment.
- Taking pride in ourselves, our classrooms and our school environment.
- Ensuring safety of self and others.
- Reporting when something is unsafe.
- Walking within the school building, especially up and down stairs.
- Helping those who might need it, especially looking out for younger children.

3. Positive Behaviour Culture

As a school community, we endeavour to use positive strategies towards behaviour that shine a spotlight on the values we hope to see, using this to highlight expectations and maintain a focus on affirmation and celebration as far as possible. In a time when there is such a well-documented crisis of young people's mental health and emotional wellbeing, we are clear about the part that the school environment has to play in maintaining children's focus on what they **can** do and what they should be **celebrated** for.

“Praise, like sunlight, helps all things grow.”

(C.M. Pentz)

The following strategies are implemented across the school to establish a culture of positive reinforcement of behaviour:

1. Praise

At all times, all members of staff will regularly praise the children for following the school's expectations for behaviour and achieving their personal best. We use verbal praise and silent gestures such as a smile, thumbs up or a nod.

2. Trusted relationships

Staff are responsible for 'setting the tone' in relationships with the children, and therefore we place a significant emphasis on staff developing positive relationships with the children both within their class and beyond. Specific expectations of how this relationship will be formed and fostered include:

- Greeting children by name with a smile (upon entry through the gate, into classrooms and around the school environment)
- Ensuring that children leave a situation on a positive note and feel able to start afresh moving forward
- Knowing the children personally: their context, talents, interests, challenges etc
- Using non-verbal reinforcement of behaviours at a personal level (smiles, thumbs up)
- Proactively reminding the children that they are cared for and the commitment staff have towards them

Staff use the PACE approach to ensure positive relationships with all children, including those displaying more challenging or dysregulated behaviours.

P - Playfulness: *This involves being light-hearted, having fun, and using humour to build relationships with children. Playfulness helps to create a safe and enjoyable environment where children feel comfortable expressing themselves. This needs to be at an appropriate time and knowing your child – when this will be acceptable.*

A - Acceptance: *This involves being non-judgmental and accepting of children's emotions and behaviours, even if they may be challenging or difficult to understand. Acceptance helps to build trust and create a sense of safety and security for children.*

C - Curiosity: *This involves being curious about the child's thoughts, feelings, and behaviours, and exploring them in a non-threatening way. Curiosity helps to build a deeper understanding of the child's needs and experiences, which can inform how to best support them.*

E - Empathy: This involves understanding and sharing in the child's emotions and communicating this understanding to the child. Empathy helps children to feel heard, understood, and validated.

3. House Points

Both within classes and around the school as a whole, children are awarded House Points as a 'little and often' recognition for expected behaviours. Children receive House Points specifically with reference to the six school values and the Tollgate Golden Rules, each of which can be chosen as the reason for staff's awarding of points.

At the end of each term, House Captains complete a review of the current House Points and children are celebrated within Celebration Assembly for achieving the following milestones:

Bronze Certificate	50
Silver Certificate	100
Gold Certificate	200
Platinum Badge	300
Afternoon Tea with the Head	400

4. TEAM Award

On Fridays, one child from each class is given a special award in the whole-school Celebration Assembly. This award is given for a specific area of focus, announced to the children for the week ahead, allowing positive behaviours to be identified proactively and behaviours to be addressed responsively through the changing focus each week.

5. Lunchtime Tokens

Throughout the lunch hour, positive reinforcement is used to recognise expected behaviours within the lunch hall through the giving out of tokens, collected in jars and contributing towards totals for either year group or house groups, resulting in a small reward at intervals within the term.

6. Liaising with families

Equally important as informing families of negative behaviour incidents is the need to highlight to families when the children are flourishing in their behaviours and conduct. Therefore, the staff team regularly take opportunities to share positive behaviours seen in the children via:

- End of day messages (either in person or via telephone) to recognise the positive behaviours
- Reports and Family Consultation Evenings – sharing positive behaviours is a standing feature in all information sharing opportunities

7. Positions of responsibility

Positive behaviour demonstrated over time strengthens staff trust in the children and supports the decision to give further responsibility to individuals, such as:

- Year 6 House Captains
- School Council
- Thrive Pupil Ambassadors
- Digital Leaders
- Student Librarians
- Sports Leaders
- Pupil Leadership Team

8. Individual staff rewards

Within individual classrooms, there is an expectation that staff are trusted as professionals to create an additional layer of positive behaviour strategies that exist specific to the unique class context. These strategies must be clearly explained to the children and applied consistently to ensure clarity and fairness. Such strategies could include individual teacher stickers, class certificates, etc, but will not involve individually paid-for rewards or unhealthy treats.

9. Tollgate Tickets

As a way of recognising exceptional behaviour, staff around school can give children a Tollgate Ticket which can then be placed in the Tollgate Ticket box. Two names are pulled out each week in Celebration Assembly. These two children are able to take a reward from the Tollgate Ticket basket in recognition of their award.

10. Head of School / Executive Headteacher Awards

Where a child's attitudes or behaviour shows either exceptional or significant improvement, they are sent to visit the Headteacher to receive a special Headteacher Award sticker and receive praise and commendation.

11. Whole School Attention Cues

To ensure children know the expected cues for refocusing following a period of discussion/talk or independent activity across the entire school, staff have agreed cues that will be known in all classrooms (in addition to those specifically used by individual teachers):

- Non-verbal mirroring with a 3, 2, 1 countdown
- "1, 2, 3 Eyes on Me: 1, 2 Eyes on You"

A Culture Informed by Thrive:

Self-Regulation, Emotional Intelligence and Self-Awareness

We are proud of our history as a *Thrive* school and the work that we do with our children to ensure they are able to navigate the 'big emotions' they experience as a result of learning, social or home challenges at different points throughout their childhood.

This important work underpins all other proactive strategies, as it forms the culture of the school and the lens through which all behaviour incidents are seen.

We implement the following foundational principles to promote healthy, positive relationships at Tollgate:

- Encouraging children to recognise the physiological sensations that lead to emotional responses
- Proactively teaching strategies to reduce stress hormones (e.g. breathing and mindfulness)
- Build emotional resilience to support in effective management of stress
- Using the language of the *Zones of Regulation* as a way of developing emotional literacy
- Encouraging a meaningful understanding of human difference, through opportunities such as Class Assemblies focused on the *Amazing Me* programme enabling open dialogue about neurodiversity and equity.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

4. Responding to Unacceptable Behaviour

Throughout their time at Tollgate, there will inevitably be occasions when children’s behaviour will fall below the standard that can be reasonably expected of them, and in such an instance staff will respond in order to restore a calm and safe learning environment and to prevent the incident recurring.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed ensuring that both the individual and those around them are able to thrive,

Unacceptable Behaviours, or ‘low-level’ behaviours, can be addressed under the umbrella of our Tollgate Rules as stated below:

Not ‘Trying Hard’ might include...	Not ‘Being Kind’ might include...	Not ‘Taking Care’ might include...
<ul style="list-style-type: none"> ▪ Disrupting learning in the classroom (e.g. calling out, talking during teacher inputs) ▪ Not having completed the work in a lesson due to work avoidance or refusal ▪ Demonstrating a negative attitude towards learning ▪ Not taking pride in presentation of work 	<ul style="list-style-type: none"> ▪ Speaking to others in a way that is unkind or insulting ▪ Ignoring the instruction of a member of staff ▪ Leaving someone out deliberately of a game or activity 	<ul style="list-style-type: none"> ▪ Throwing resources in the classroom ▪ Boisterous or aggressive playground behaviour ▪ Running in the corridors or on the stairs ▪ Not looking after the school environment or resources

Good to be Green approach

‘Good to be Green’ is used throughout all classes as a consistent whole school approach to behaviour management.

All children start each day on ‘Green’. If a child does not comply with school rules and classroom expectations, the child may move to ‘Yellow’ (meaning ‘Thinking’) after reminders from staff. This is a warning and acts as a visual reminder for the child that expectations for good behaviour should be met. Children are encouraged to make conscious, good choices about their behaviour so that they learn internal discipline, modify their behaviour and move back onto ‘Green’. Good behaviour is that which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people, and benefits other people or society.

In Years 3 and 4, the class is reset to ‘Green’ after break time and lunchtime to allow a fresh start to each session. In Years 5 and 6, the class are not reset for each session, although there is the addition of ‘Amber’ following ‘Yellow’. The rationale for this is to prepare children for the expectations of behaviour on transition to secondary school. To aid transition into the ‘Upper School’, staff introduce these changes in the final term of Year 4. Pupils in all year groups have the opportunity to correct their behaviour and make good choices to move back to ‘Green’.

Good behaviour and an attitude to learning beyond just simply being ‘good’ is rewarded by receiving moving to ‘Silver’. For continued exceptional behaviour, a child may be awarded ‘Gold’, which results in a whole class acknowledgement to highlight the impact of good behaviour on others. The pupil will

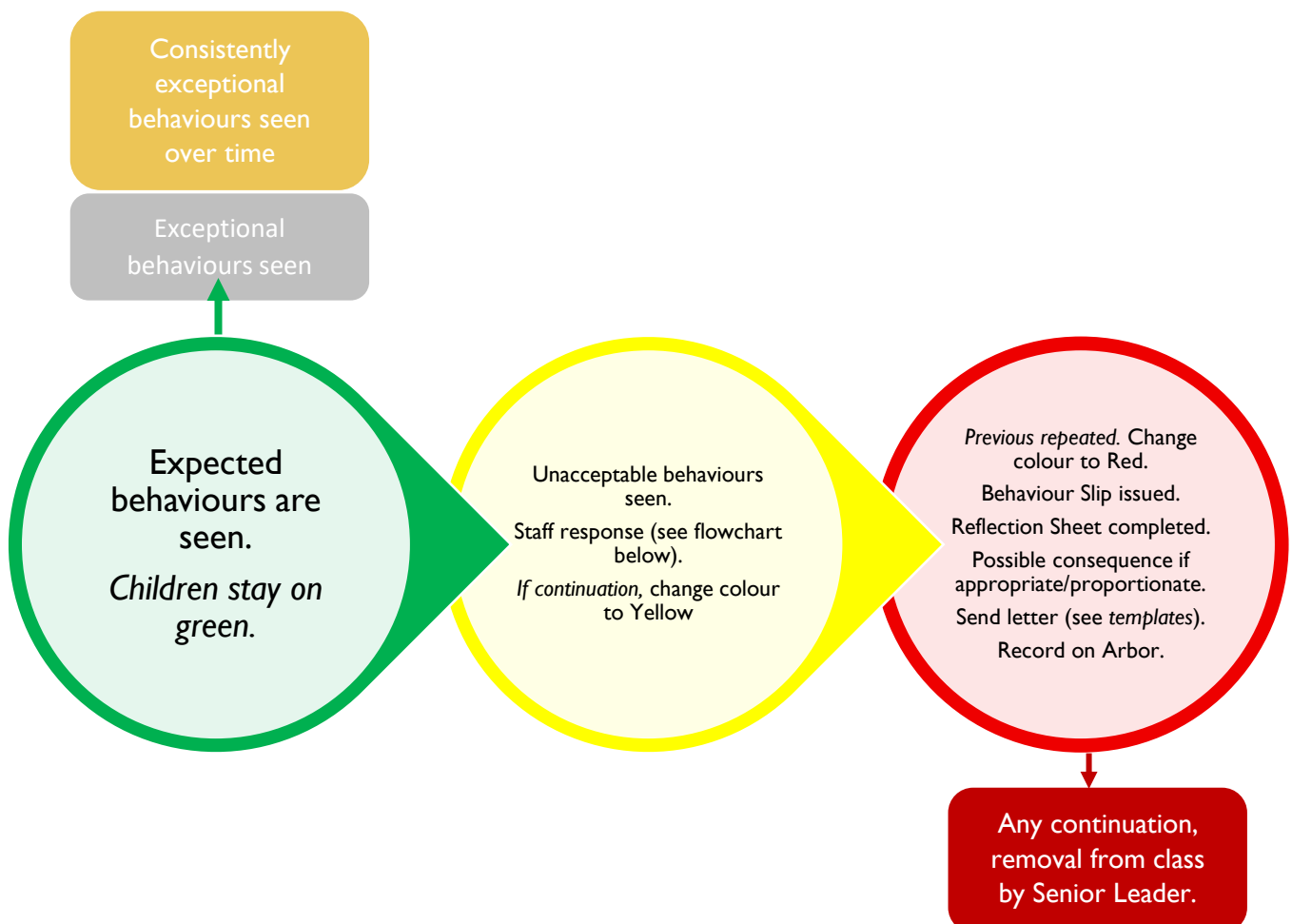
also receive a congratulatory letter home. 'Gold' is the 'gold standard' of behaviour and should not be used to reward a child who has made improvements in their behaviour from a lower than acceptable standard. In these circumstances, a personalised approach should be used with a different agreed reward to work towards.

For children on 'Yellow' ('Amber' in Years 5-6), any further Unacceptable Behaviour may result in 'Red', which will result in completing a Reflection Sheet and being issued a Behaviour Slip. Following this, the child returns to 'Green'. When a child has received three 'Reds' in a term, the Assistant Headteacher must be informed. The Assistant Headteacher will determine what action should follow this point, dependent on individual pupil circumstances.

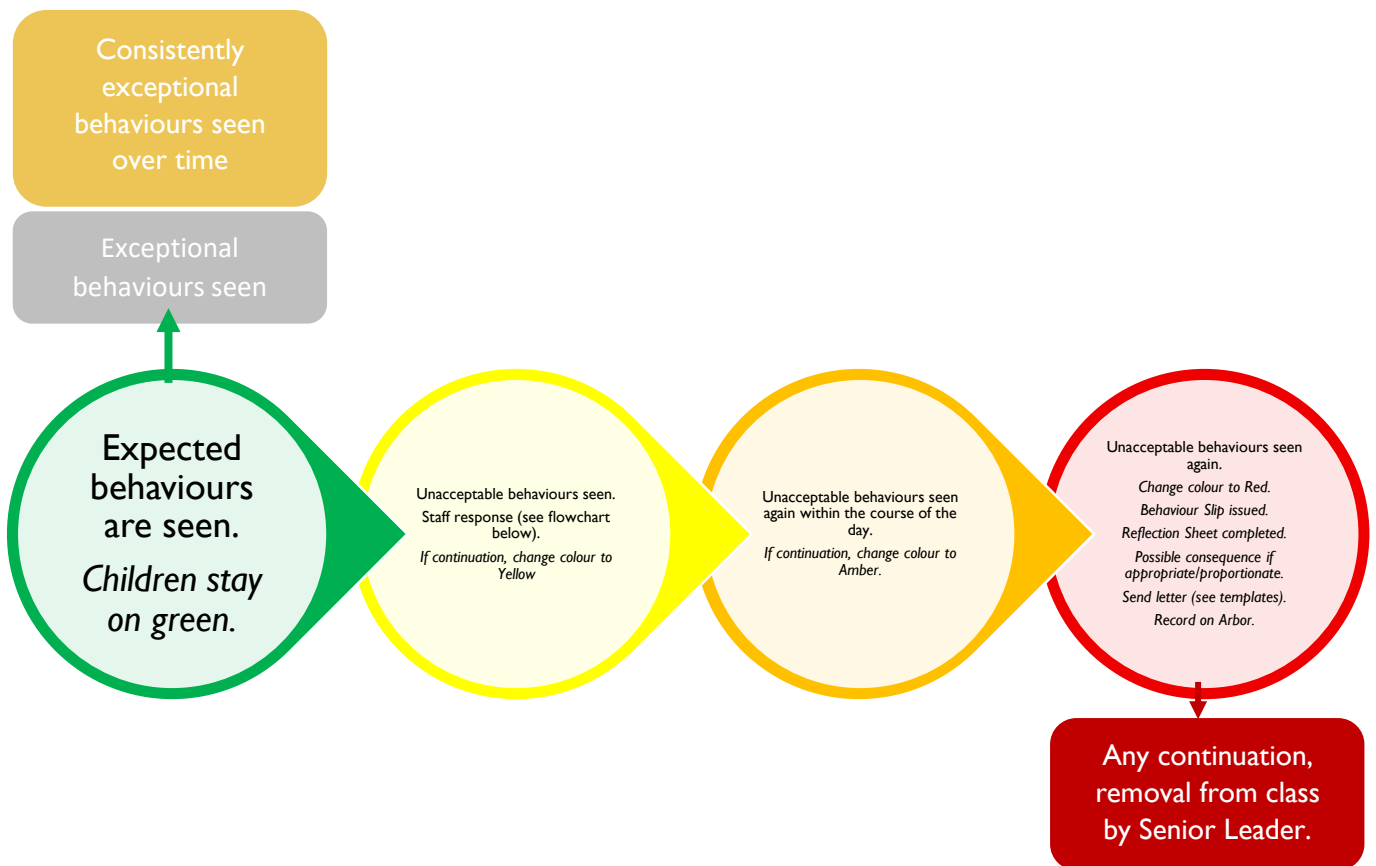
Any further disruption caused to the class by a child after being moved to 'Red' will result in the pupil being removed from the classroom to complete their class work in another class or with a member of the Senior Leadership Team.

Except in the case of unsafe or antisocial behaviour mentioned on Page 15, unacceptable behaviours will be addressed using the following staff response flow chart.

Year 3 and 4- Lower School



Year 5 and Year 6- Upper School

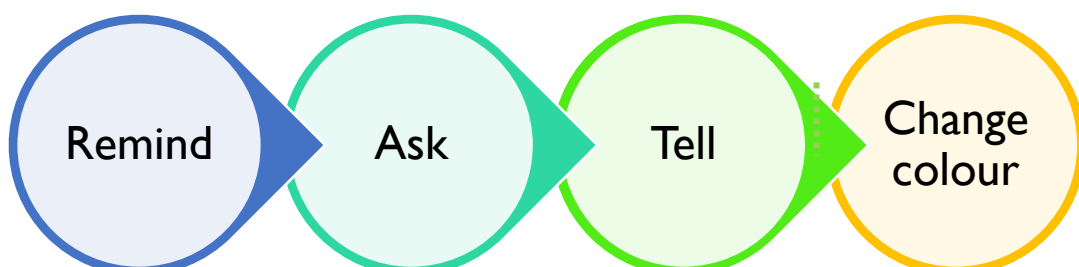


When dealing with Unacceptable Behaviour, we are conscious to always maintain a child's self-esteem, and ensure that it is the difficult behaviour that is unacceptable, never the child. Wherever possible we encourage negotiated consequences to match the behaviour of concern.

Therefore in discussion with the child we will endeavour to:

- check that the child understands how their behaviour is not adhering to the Tollgate Rules
- establish that they know that the behaviour is unacceptable and why
- explore the effect that this may have had on other children
- encourage the child to accept responsibility and to put it right, e.g. say sorry
- examine strategies for ensuring that the same event does not happen again
- use self-regulatory strategies to calm the child and diffuse the situation

Unacceptable Behaviours will be addressed using the following staff response flow chart below, doing so discreetly to avoid shaming any child:



Remind	Ask	Tell
<ul style="list-style-type: none"> ▪ Usually non-verbal ▪ Refer (or touch) the Tollgate Golden Rule that is being broken 	<ul style="list-style-type: none"> ▪ More explicit and direct to avoid ambiguity ▪ “Can you please put the pencil down as it makes it hard for others to Try Hard when you are tapping it.” 	<ul style="list-style-type: none"> ▪ “It’s time to put the pencil down now.”

Principles of dealing with Unacceptable Behaviour:

- We ‘frame it positively’ – what we want rather than what we don’t want
- A warm, calm voice is used
- We praise in public, remind in private wherever possible
- We offer ‘Take up time’ when reaching ‘Tell’

Behaviour Slips

Where children have moved down from Green to Yellow (and Amber in Upper School) and then to Red, a Behaviour Slip will be issued. The member of staff dealing with the incident is responsible for recording on Arbor.

The Class Teacher is responsible for informing the family of any incident and follow-up actions unless directed otherwise by the Senior Leadership Team.

Consequences

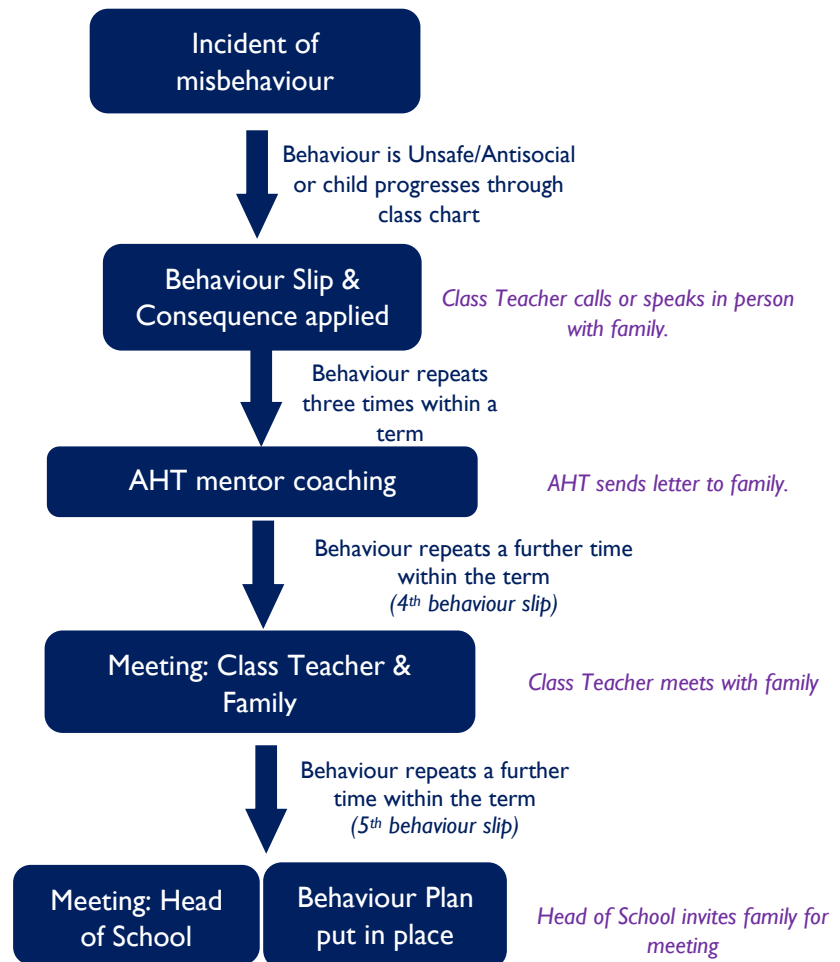
Consequences are always used with the following two principles in mind:

1. In order to rectify something they have done – for example, help to tidy up the mess they have made, turn the chairs back up if they have been tipped over, etc.
2. To help the pupil and others learn from mistakes and recognise how they can improve behaviour.

A consequence may be given alongside a Behaviour Slip where considered necessary and proportionate: for example, when a child’s behaviour is actively disrupting those around them, it might be necessary for them to move to another space within the room or work in a partner classroom for a short time.

5. Responding to Repeated Unacceptable Behaviour

To ensure clarity and a proportionate progression of management of misbehaviour, the below flowchart below has been agreed to outline time-periods and who will be involved at each stage.



The Assistant Headteacher regularly reviews Behaviour Slips to track patterns in children's behaviour, spotting where there is recurrence at a low-level.

If patterns are emerging, the Head of School will invite the family into school for a meeting to agree a Behaviour Plan to support the child with improving their behaviour.

Behaviour Plans are managed discreetly – no other child in the class should be aware of the plan.

Behaviour Plans are reviewed as frequently as considered necessary (but no longer than termly) to establish impact and decide on whether they are still necessary or if adaptations need to be made.

6. Responding to Unsafe or Antisocial Behaviour

Unsafe and Antisocial Behaviours have a wide-ranging impact either on the emotional or physical wellbeing of a member or group within the community. It may violate the rights of another person; is likely to cause injury, harassment, alarm or distress; causes harm to an individual, a group, the community or the environment. Examples of such behaviours include:

- Any form of bullying or child-on-child abuse
- Sexual violence or sexual assault (e.g. intentional sexual touching)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Threats (whether acted upon or not) of violence, harm or damage

Where behaviour is considered to be Unsafe or Antisocial (as opposed to careless or inadvertent), a Behaviour Slip will be issued without adhering to the above flowcharts of response to Unacceptable Behaviours, in proportion to the risk of harm posed by the behaviour.

Bullying or Child-on-Child abuse	<ul style="list-style-type: none"> ▪ Discussions with all involved families by a member of SLT ▪ Restorative conversations held between pupils involved, where appropriate
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	<ul style="list-style-type: none"> ▪ Depending on severity, other consequences considered such as time away from playground as protective measure for the victim or possible suspension/exclusion ▪ Social intervention considered (liaison with SENCo)
Deliberate racist/homophobic acts	<ul style="list-style-type: none"> ▪ Families informed via phone call or end of day conversation (in addition to Behaviour Slip being issued) ▪ Restorative conversation held during breaktime ▪ Depending on severity, other consequences considered such as time away from playground as protective measure for the victim or possible suspension/exclusion ▪ Social intervention considered (liaison with SENCo)
Verbal aggression, verbal abuse, swearing	<ul style="list-style-type: none"> ▪ Withdrawal from playground (Time Out card) ▪ Behaviour Slip issued
Physically hurting child	<ul style="list-style-type: none"> ▪ Withdrawal from playground (Time Out card) ▪ Behaviour Slip issued ▪ Possible internal suspension (dependent on severity)

In order to avoid further incidents of Unsafe or Antisocial Behaviour, it may be necessary for pupils to be internally suspended. This means that the pupil may be unable to access various areas of the school such as the playground, due to their previous anti-social behaviour as a protective consequence. Internal suspensions will be for a fixed period before review, after which they may be continued if it is deemed necessary. Where behaviour is dangerous or when all other reasonable measures have failed to make an improvement in behaviour, external suspension from school may result. This may be either temporary or permanent. (See Exclusion Policy and DfE guidelines).

If pupils exhibit behaviour that is considered dangerous or which may result in harm to the child, other children or staff, or damage to property, staff should contact the Senior Leadership Team by radio.

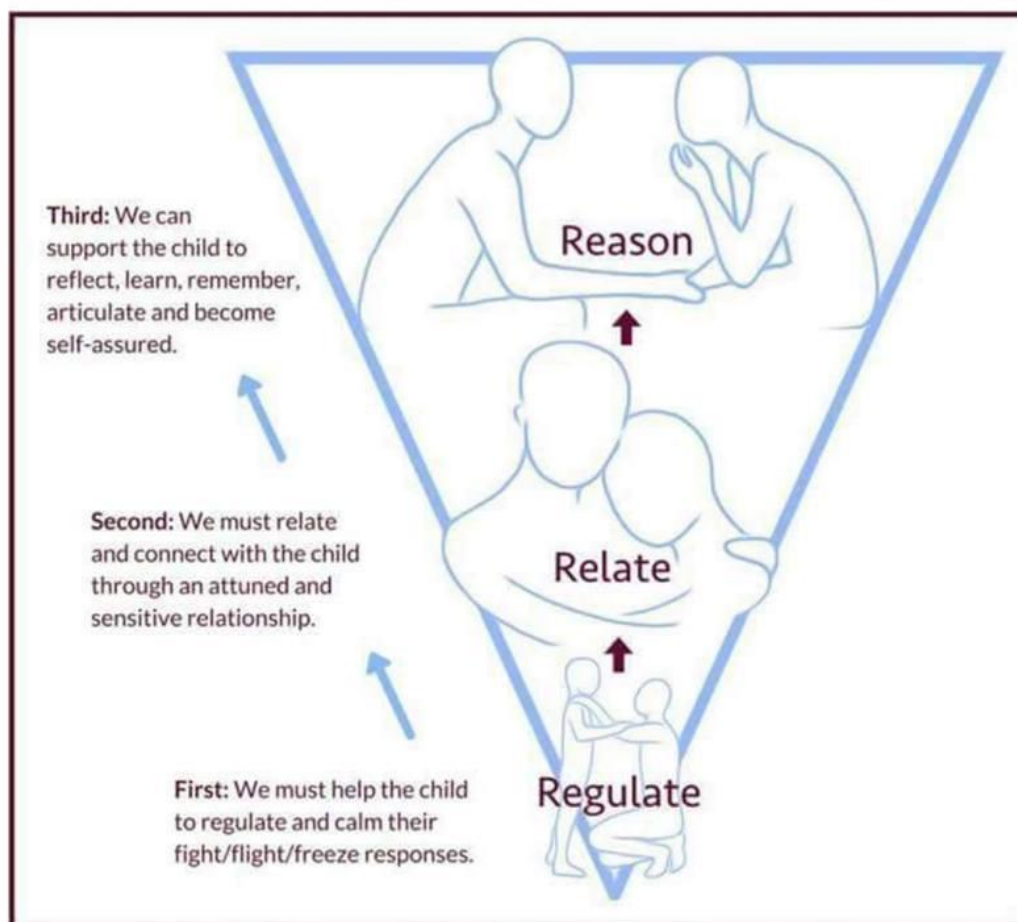
Our school behaviour policy emphasises relational approaches to children whereby they are known uniquely and their provision is tailored to meet their needs. This, along with our embedding of *Thrive* principles and a strong pastoral offer, ensures that it is only in rare circumstances that reasonable force is required.

Based on the 'Three Rs' model by Dr Bruce Perry, our approach to behaviour recognises that the initial response for a child demonstrating significant dysregulation is to:

- 1. Regulate**
- 2. Relate**
- 3. Reason**

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Staff have a clear understanding of the neuroscience that supports this model and use this approach to ensure that children are able to understand and process the situation before any attempt is made to address an incident.

The model of 'WIN' is used as a consistent mechanism for supporting a child who might be displaying dysregulated behaviours.

I wonder if...

I imagine that...

I notice you...

7. Reasonable Force, Searching & Confiscation

Reasonable Force

In some circumstances, staff may use reasonable force or restrictive interventions, which could include restraining a child, to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort, with de-escalation strategies employed as the priority methods.
- 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 via the school record keeping system, 'MyConcern' regardless of whether this is incorporated as part of an agreed Individual Risk Assessment

Key members of the staff team have received 'Positive Handling' training to ensure safe practices in the event of necessary reasonable force.

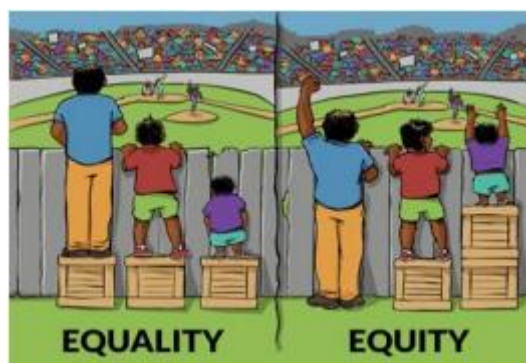
The use of reasonable force will always be carried out in line with statutory guidance (DfE 2013, [Use of Reasonable Force](#)).

Searching and Confiscation

Any item a staff member reasonably suspects has been or is likely to be used to commit an offence or to cause injury or damage to property or individuals, found in a child's possession, will be confiscated. These items will not be returned to the child. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to a parent after discussion with senior leaders and parents, if appropriate. Searching and screening children is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

8. Adaptations for pupils with SEND

Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success. We advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning they need in order to achieve their full potential.



When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. We recognise that behaviour is a form of communication and therefore we will always take time to reflect whether observed behaviours reflect an unmet need. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Such provision might include:

- Additional Needs/ Assess Plan Do Review plans
- Sensory breaks to avoid sensory overload
- Reasonable adjustments to uniform or classroom seating
- Bespoke calming strategies such as a sensory toolkit
- Access to the school's Pastoral Team for Social, Emotional, Mental Health support
- Referrals to other agencies (e.g. TASS, CLASS)

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When considering a behavioural consequence for a pupil with SEND, the school will take into account the following questions:

- *Was the pupil unable to understand the rule or instruction?*
- *Was the pupil unable to act differently at the time as a result of their SEND?*
- *Is the pupil likely to behave aggressively due to their particular SEND?*

If the answer to any of these questions is yes, it may be unlawful for the school to issue a consequence to the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Where a behaviour incident involves a pupil not previously identified as having a SEND:

Our school's special educational needs co-ordinator (SENCO) may assess 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 will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. Where this is the case, individual children will have a bespoke behaviour plan that is regularly reviewed. All behaviour plans are kept and updated on Provision Map information system.

9. Bullying and Child-on-Child Abuse

At Tollgate, our approach to Anti-Bullying is based on the DfE guidance [“Preventing and Tackling Bullying”](#) July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2025 and [“Sexual violence and sexual harassment between children in schools and colleges”](#) guidance. We have also read Childnet’s [“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”](#).

At Tollgate, we have adopted the Anti-Bullying Alliance’s definitions of bullying:



(Anti-Bullying Alliance)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Sexist • Homophobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Tollgate Community Junior School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development. We recognise bullying as being a form of child on child abuse; children can abuse other children.

- Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Prevention

At Tollgate, we take our responsibility in addressing the potential for bullying to occur extremely seriously, and do so through a range of techniques:

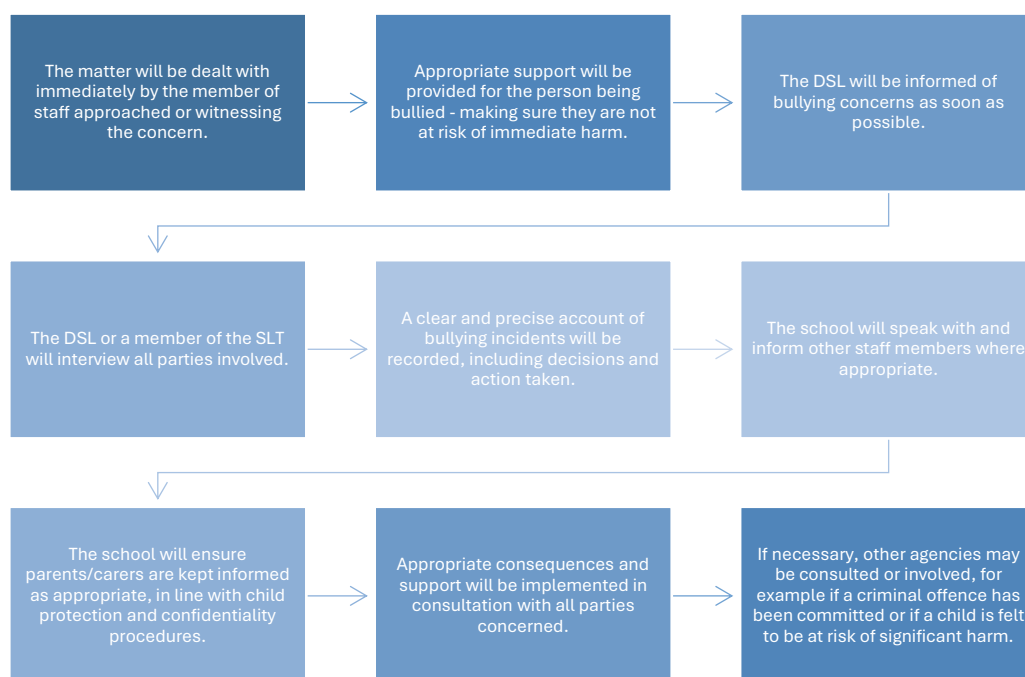
- A carefully sequenced PSHE curriculum using high-quality ‘jigsaw’ resources, proactively teaching about healthy/unhealthy relationships and how to report a concern;
- Engagement with the annual Anti-Bullying week in November and additional sessions focusing on this throughout the year;
- A comprehensive programme of online safety lessons plotted at regular intervals across the academic year;
- A clear, understood strategy for reporting bullying both in person and online;

Reporting

The school has a range of methods available for anyone who needs to report a case of bullying within the school community, including:

- A ‘Designated Safeguarding Lead’ email address (dsl@tollgate-jun.co.uk) for families who want to report bullying discreetly;
- Worry Boxes in each classroom;
- Thrive Pupil Ambassadors– child-led leadership in school with a focus on supporting pupils (especially those who might have been or currently might be struggling with bullying)

When a case of bullying is reported



Pupils who have **been bullied** will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Adolescent's Mental Health Service (CAMHS).

Pupils who have **perpetrated bullying** will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Consequences, in line with school behaviour/discipline policy.

This may include:

- official warnings
- removal from playground/internal suspensions

- removal of privileges (including online access when encountering cyberbullying concerns)
- in extreme or repeated cases, fixed-term suspensions or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Adolescent's Mental Health (CAMHS).

The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

10. Sexual Violence, Harassment, Problematic or Harmful Sexual Behaviours

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Problematic sexual behaviour is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive

All staff and pupils are encouraged to call out and/or report all of the above behaviours.

Staff at Tollgate are trained to:

- Take the children's safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Reported behaviours, once investigated, will be addressed with the following actions:

- Assessment of the behaviours against standardised toolkits to ascertain whether the behaviours are within the boundaries of typical developmental behaviours for the age of the child(ren) or whether the behaviours may demonstrate a safeguarding need
- Ask the child(ren) to apologise for their actions (for example, to the person an inappropriate sexualised comment was directed at)
- Support and educate the child(ren) to improve their behaviour
- Communicate with the child(ren)'s family to ensure important conversations between the pupil and their parents/carers about acceptable and unacceptable sexual behaviour and to work together towards a solution
- Records kept to enable patterns to be identified
- Monitor the child(ren)'s behaviour for any recurrence
- Apply the use of school consequences for repeated incidents of low-level behaviours, including escalation where necessary to a period of internal exclusion, suspension or permanent exclusion in severe cases (all dependent on the specific incident)
- Liaise with external agencies for repeated low-level behaviours or severe incidents, including the police, children's social care and other organisations who support victims and alleged perpetrators
- For severe incidents, the school will take into account the wishes of the victim as part of the decision-making process. In some instances, it may be appropriate to keep victims and perpetrators at reasonable distance from one another on the school site

Mechanisms throughout the school, such as Worry Boxes and awareness of Safety Officers, ensure that children are given the tools to report both low-level and severe incidents. These systems are underpinned by a culture and ethos of respect, tolerance, acceptance and diversity which make it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

The school's approach to the above behaviours is formed to benefit all involved in the following ways:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

The school's response to any reported case of the above behaviours will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school's response will take into account:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- Balancing the consequence alongside education and safeguarding support (if necessary, these should take place at the same time)

While any of the behaviours above will not be tolerated, the school will ensure that all children and families involved are treated through the lens of the school's values of respect and forgiveness.

We take our responsibility to a preventative approach seriously; our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like, including themes such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

11. Responsibilities

The role of families is to:

- Support the school in ensuring excellent behaviour in school is a shared expectation.
- Support the class teacher in any sanctions deemed necessary.
- Maintain open lines of communication with the school.
- Refer to 'Be Kind, Take Care, Try Hard' so this is a shared language.
- Model positive behaviours and build relationships with the school community.

The role of staff members is to:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Consistently work to build mutual respect.
- Remain calm and model strategies to manage difficult situations.
- Apply the policy consistently so children know boundaries and responses are predictable.
- Build a positive relationship that enables individuals to develop, learn, adapt and thrive.
- Demonstrate unconditional care and compassion.
- Make lessons active, stimulating and high-quality experiences which engage and interest the children and effectively meet their individual needs.

Staff are mindful not to:

- Ridicule, undermine children's self-confidence or humiliate them
- Apply sanctions to whole groups in cases of individual wrongdoing

When writing up a log of a behaviour incident, it is imperative that staff consider the context of what happened in the form of an ABC reflection.

1. What happened in the lead up to the behaviour?
2. What was the behaviour seen? Where was this? What time of day?
3. What was the consequence to the behaviour?

It is the role of the Governing Board to:

- Establish in consultation with the Head of School, staff and families the policy for the promotion of good behaviour and keep it under review (on an annual basis)
- Ensure the policy is communicated to pupils and families, is non-discriminatory and that expectations are clear.
- Support the school in maintaining high standards of behaviour.
- Ensure the evaluation and monitoring of patterns of behaviour and robust actions taken to address emerging patterns.

12. Out of School Behaviour

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- a threat to another pupil or member of the public
- at risk of adversely affecting the reputation of the school.

In the incidences above, the Head of School may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Appendix I



Together Everyone Achieves More



Tollgate Community Junior School

Telephone: 01323 723298

Winston Crescent, Eastbourne, East Sussex, BN23 6NL

Email: office@tollgate-jun.co.uk

Dear parent/carer,

In line with our Behaviour Policy, Mrs Allen, our Assistant Headteacher, has met with your child as an opportunity to coach them to promote good behaviour. This follows your child having received **three** Behaviour Slips this term so far.

At Tollgate, we take pride in having high standards of behaviour and establishing a culture where children take responsibility for their actions and role in keeping everyone safe and happy. Thank you for supporting us with this at home by following up these incidents with your child and working in partnership with our staff to ensure we help your child to show their very best behaviour.

We will continue to monitor your child's behaviours and ensure that any support they might need is explored. Should we have any continued concerns, we will be in touch to arrange an opportunity to meet between staff and family to ensure we work together to support your child to thrive at school.

Yours sincerely,

Daniel Getty

Head of School

Appendix 2



Together Everyone Achieves More



Tollgate Community Junior School

Telephone: 01323 723298

Winston Crescent, Eastbourne, East Sussex, BN23 6NL

Email: office@tollgate-jun.co.uk

Dear parent/carer,

In line with our Behaviour Policy, your child has received **five** Behaviour Slips over the past term and therefore I would like to invite you into school to meet with me to discuss your child's recent behaviours.

We are committed to working with you in partnership to support your child's behaviours and would like to create a Behaviour Plan together, taking into account your views and knowledge of your child.

The meeting will be held at Tollgate School at the following time:

Should this time be unsuitable for you, please do let us know so that we can arrange an alternative time or carry out this meeting virtually or by telephone if necessary.

Thank you for your continued support of our school and the work we are doing to ensure the best standards of behaviour for all of our children.

Yours sincerely,

Daniel Getty

Head of School

Appendix 3:



Together Everyone Achieves More



Tollgate Community Junior School

Telephone: 01323 723298

Winston Crescent, Eastbourne, East Sussex, BN23 6NL

Email: office@tollgate-jun.co.uk

Dear parent/carer,

I am delighted to write to you to share the wonderful news that your child has been given a **'Gold'** award today.

At Tollgate, this award is given only to those who have shown consistently exceptional behaviour that is of a 'gold standard'. This is a notable achievement and highlights the extent to which your child has lived out our Tollgate Golden Rules of:

- Take Care
- Be Kind
- Try Hard

I have no doubt that you will join us in recognizing and celebrating your child's success and fantastic attitude. We are very proud of their fantastic attitude and the way they are living out their responsibility to those around them.

We look forward to seeing all that they continue to achieve as they continue their journey at Tollgate.

Yours sincerely,

Daniel Getty

Head of School

Appendix 4:



Behaviour Plan Meeting Agenda

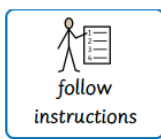
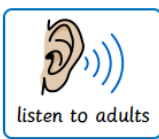


Together Everyone Achieves More

1.	Behaviour Spotlight <ul style="list-style-type: none">▪ <i>Tollgate Golden Rules overview</i>▪ <i>Emerging patterns</i>
2.	360 Review of perspectives <ul style="list-style-type: none">▪ <i>Parent/Guardian Perspective</i>▪ <i>Child's perspective</i>
3.	Consideration of relevant factors and/or needed provision
4.	Action planning <ul style="list-style-type: none">▪ <i>Roles and responsibilities of each party</i>
5.	Review meeting booked
6.	Behaviour Plan printed

Appendix 5:

Pupil: Dates:	Behaviour Plan Record					Green – Consistently application of Tollgate Rules Amber – Some application with minor slips Red – Tollgate Rules are not being followed
	Morning 1	Morning 2	Lunchtime	Afternoon 1	Afternoon 2	
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						



In any day...

2x AMBER = meet with Mrs Allen
 1x RED = withdrawn from playground for
 breaktime



Good to be Green!









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Five days of consecutive GREENS – visit Mr Getty!

















Appendix 6:

Name: _____ Class: _____ Date: _____ Time of Reflection: _____

















What happened?

<i>Try Hard</i>	<i>Be Kind</i>
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid white; padding: 5px; text-align: center;">  I wasn't following instructions </div> <div style="border: 1px solid white; padding: 5px; text-align: center;">  I was talking </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid white; padding: 5px; text-align: center;">  I was disrespectful </div> <div style="border: 1px solid white; padding: 5px; text-align: center;">  I distracted others </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> </div>
<i>Take Care</i>	<i>Take Care</i>
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid white; padding: 5px; text-align: center;">  I wasn't on task </div> <div style="border: 1px solid white; padding: 5px; text-align: center;">  I didn't try my best </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid white; padding: 5px; text-align: center;">  I was dangerous </div> <div style="border: 1px solid white; padding: 5px; text-align: center;">  I damaged property </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> </div>

How were you feeling?





BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<div style="display: grid; grid-template-columns: repeat(2, 1fr); gap: 5px;"> <div style="text-align: center;"> sad</div> <div style="text-align: center;"> tired</div> <div style="text-align: center;"> happy</div> <div style="text-align: center;"> calm</div> <div style="text-align: center;"> frustrated</div> <div style="text-align: center;"> worried</div> <div style="text-align: center;"> sick</div> <div style="text-align: center;"> bored</div> <div style="text-align: center;"> feeling ok</div> <div style="text-align: center;"> ready to learn</div> <div style="text-align: center;"> silly</div> <div style="text-align: center;"> excited</div> <div style="text-align: center;"> yelling</div> <div style="text-align: center;"> terrified</div> <div style="text-align: center;"> yelling</div> <div style="text-align: center;"> hitting</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> </div>			

How are you feeling now?







BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<div style="display: grid; grid-template-columns: repeat(2, 1fr); gap: 5px;"> <div style="text-align: center;"> sad</div> <div style="text-align: center;"> tired</div> <div style="text-align: center;"> happy</div> <div style="text-align: center;"> calm</div> <div style="text-align: center;"> frustrated</div> <div style="text-align: center;"> worried</div> <div style="text-align: center;"> sick</div> <div style="text-align: center;"> bored</div> <div style="text-align: center;"> feeling ok</div> <div style="text-align: center;"> ready to learn</div> <div style="text-align: center;"> silly</div> <div style="text-align: center;"> excited</div> <div style="text-align: center;"> yelling</div> <div style="text-align: center;"> terrified</div> <div style="text-align: center;"> yelling</div> <div style="text-align: center;"> hitting</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> <input style="width: 80%; height: 20px;" type="text"/> </div>			

Who else has been affected?

How could we repair the damage?

 Complete my work	 Tidy up	 Apologise	 Calm down first
<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>

How might they be feeling?

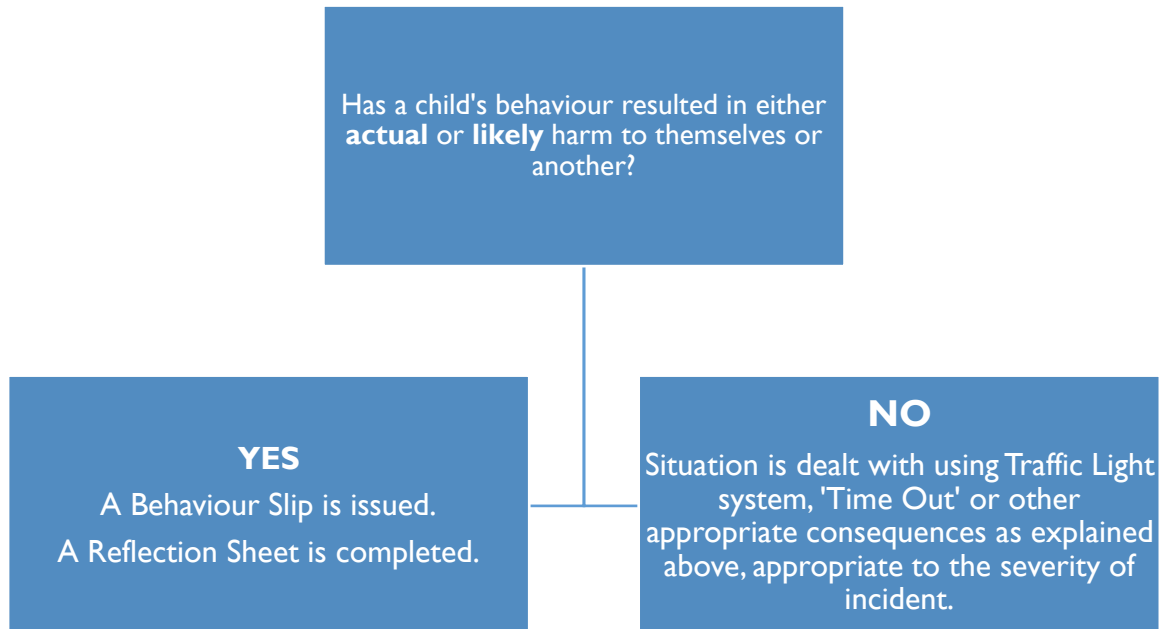
 disappointed	 frustrated	 confused
<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>
 hurt	 sad	 fed up
<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>

How can I avoid this happening again in the future?

Appendix 7:

Guide to decision-making: Frequently Asked Questions

Does the situation constitute 'Unsafe or Anti-social Behaviour' requiring a Behaviour Slip?



Is the behaviour excellent and consistent enough to receive a 'Gold' award?

