**Torkington Primary School**

**Positive Behaviour Policy - September 2023**

# 1.Aims and Purpose.

We aim to promote a positive ethos in our school so that every member of the community feels valued and respected and that each person is treated fairly. We are a caring community and wish to encourage self-respect, care and respect for others, for possessions and our surroundings.

The positive Good to be Green behaviour policy is designed to support the way in which all members of the school community can work together in a consistent and supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The policy is a means of promoting good relationships, so that everyone can work together towards the common aim of creating effective citizens.

The policy aims to help children become positive, responsible and increasingly independent members of the school community, with a responsibility for their own behaviour.

The aim of the policy is to value and reward appropriate behaviour and so develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour through a workable, consistent approach by all members of the school community, so that everyone behaves towards each other in a considerate way.

The policy will state the rules and rewards. It will state how the school will use sanctions to promote good order. The policy will also state appropriate methods and procedures to be used by staff when dealing with children who are presenting behavioural difficulties and normal classroom sanctions are not appropriate.

The policy will be known and promoted as “It’s Good to be Green”.

**To be effective, it must permeate all areas of school, be implemented consistently and rigorously and pupils must clearly understand the rewards and consequences of their behaviour.**

**We expect all adults to:**

* Consistently model high standards of behaviour.
* Not raise their voices to children in an inappropriate manner.
* Encourage and support children in developing an understanding of the need for responsible behaviour.
* Consistently follow an agreed format of rewards and sanctions.
* Support each other with the agreed format.
* Provide children with an agreed framework of expectations in their whole time at Torkington from Nursery through to year 6.
* Provide children with opportunities so that they can become more responsible for their own behaviour.

**Good to be Green**

Points rewarded for actions demonstrating positive behaviours.

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiRiuy3ksDWAhXK7RQKHQ1BBZAQjRwIBw&url=https://www.primaryteaching.co.uk/products/a159/sheet-of-35-its-good-to-be-green-37mm-circular-stickers&psig=AFQjCNEfrVXSP1x2_UzblApI6oJC9zC7MA&ust=1506422276566129)

**Aim: To promote positive behaviours.**

Every child begins the day on green.

**Award green points for:**

* Manners unprompted and out of the way
* Showing consideration (tidying, caring)
* Following the individual class rules

**Individual**

* EYFS- green points collated on a daily basis. The child with the most points at the end of the day will be awarded the green chair for the following day.
* KS1- Daily points recorded on chart and weekly winner awarded a prize from the prize box.
* KS2- Points rewarded by receiving a raffle ticket. Three winners chosen at random on a Friday. Winners to gain a treat.

Class weekly winner awarded for exemplary behaviour and receives a certificate in celebration assembly. The weekly winner will receive a raffle ticket, for a half-termly draw. The winner of the draw will receive a book voucher.

**Consistently Good to be Green Behaviour**

Each half term, a child will be chosen from each class for displaying consistently good behaviour and will be awarded a certificate.

Each classroom will have a Good to be Green wall display. On it there will be:

* Good to be Green Rules
* Good to be Green hanging chart
* Eight Lily pads that will each display the name of the weekly winner’s raffle ticket.

**Whole Class Rewards**

**Class Points**

Each class with work collaboratively to earn ‘class points’. The class will earn points for such things as:

* Tidying up
* Lining up
* Assembly
* Everyone ready to learn
* Everybody on task
* Transition around school
* Lunchtimes
* Participation and all joining in
* Cloakrooms
* Being independent e.g. collecting jumpers, bottle at end of the day
* Good reports after P.E
* Manners
* Doors

Adults may award a class a point and the class will receive 1 pebble per activity. The pebbles will be placed in a marked container. Each mark will represent a class goal/treat that they are all working towards. When the class reach the goal, they will be awarded it on a Friday afternoon. Each container will have 4 goals/treats to aim towards which will progressively get more elaborate as the pebbles build up over time. Treats will be age appropriate and discussed with the class.

KS2 Monday assembly winner of the ‘best line’ announced. 1 point at break and lunch.

**Good to be Green Behaviour Policy Sequence**

**Yellow cards that remain on at the end of the day of issue and red cards to be recorded on the weekly sheets and collected by 3pm each Friday by AB (CA or AP in his absence).**

**Step 1**

Verbal Warning reminded of the good to be green policy.

**Step 2**

**Yellow Card**

A yellow card can be given instantly for the following:

* After initially settling the children to task, if a child/children continually continues to break the Good to be Green rule.
* Name calling
* Rudeness
* Repeated disruption within the lesson.

Yellow Card given in discussion with class teacher. Consequence- Sent to appropriate Assistant Head.

* EYFS – 10 minutes with AP
* KS1 – 15 minutes with AP
* LKS2- 20 minutes with CA
* UKS2- 20 minutes with CW

If a child has received a yellow card and then make an effort to adjust their behaviour and make good choices then they may move their yellow card back behind their green card in the pouch. This allows other colleagues to see if a child has had a yellow card that day. The parents will be informed where appropriate.

**If yellow card removed this will not be recorded on the weekly record sheet.**

**Step 3**

**Red Card**

A red card can be given instantly for the following:

* Physically harming another person **WITH INTENT**
* Stealing (age appropriate)
* Damaging property **WITH INTENT**
* Racial abuse
* Blatant and consistent lying
* Reoccurring yellow card on the same day
* Swearing with intent
* Protected characteristics discrimination

Red cards are not issued until the adult has discussed the incident with the child and clarified the situation carefully. Teaching Assistants or Lunchtime Organisers will bring the child to the Class Teacher to clarify the situation and issue the red card.

The child should then be sent to the Headteacher accompanied by an adult and parents will be informed.

Once a red card has been given, it will remain in the pouch until the end of the day. **The child is to miss playtime and lunchtime spending their time outside the office. (EYFS spoken to then to spend appropriate amount of time in class) Child is sent to a partner class for half a day.**

N.B. Inappropriate sexual behaviours are considered a safeguarding concern and therefore a Note of Concern should be completed.

**Anti-Bullying**

The school does not tolerate bullying of any kind. If we discover an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that our children feel safe and happy to come to Torkington free from fear.

**Positive Handling**

Staff at Torkington have been fully trained by Team Teach, to only intervene physically to restrain children in order to prevent injury to a child or if a child is in danger of hurting themselves physically. The actions that we take are in line with government guidelines and in line with Team Teach policy.

Serious incidents are to be recorded on a Note of Concern if a physical intervention has been used, as soon as possible after any serious incident has occurred. The date, time, names of those involved, witness statements where applicable and actions taken are recorded by staff involved.

The Head teacher on a regular basis will review the incident.

Parents/ Carers will be informed as soon as possible about any serious incident involving their child.

Staff will use de- escalation strategies and if necessary, physical intervention will be employed as a last resort by trained staff following TEAM TEACH principles.

Details of any injury or assault suffered by pupils or staff is to be recorded and medical attention given if required.

Debriefing meetings are held following serious incidents for staff involved in serious incidents.

Where serious negative behaviour exists, a Positive Handling Plan is written for the pupil and shared with parents and all staff working with the pupil.

If a child needs to be excluded Stockport LA guidelines will be followed (available on S M B C Intranet website).

Only the Head is authorised to exclude a child.

**3.The Role of the Class Teacher.**

* It is the responsibility of the class teacher to ensure that good to be green is enforced in their class and that their class behaves in a responsible manner during lesson time.
* At Torkington, class teachers have high expectations of children’s behaviour and strive to ensure every child works to the best of their own ability.
* The class teacher treats each child fairly and is consistent in enforcing the rewards and sanctions. The teacher treats all children with respect and understanding.
* For those children on targeted or individual need plans who have additional needs for their behaviour, suitable allowances for that child’s behaviour may be made by the teacher. Any concerns regarding inappropriate behaviour or consistent breaking of rules should be discussed with the SENCO who may need to refer the child for behaviour support.

**4.The Role of the Head teacher.**

* It is the responsibility of the Head teacher to implement this policy consistently throughout the school and to report to governors when requested, as to the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children
* The Head teacher will support the staff in implementing the policy
* Records are kept of serious incidents of misbehaviour and any exclusions
* The Head teacher will monitor the incidents of inappropriate behaviour on a weekly basis.
* The Head teacher has responsibility for giving fixed term or permanent exclusions.
* The Head teacher will deal with red card incidents.

**5. Role of Parents/ Carers.**

* Torkington works in partnership with parents, so children receive consistent messages about how to behave at home and school
* The parents have been informed about the Good to be Green system and we expect parents to support us in their implementation.
* We offer an open door policy and encourage parents/carers to communicate any concerns to us.
* If the school has to use reasonable sanctions as a consequence of inappropriate behaviour, parents should support the actions of the school. If a parent/ carer have any concerns about the way their child has been treated, they should initially contact the class teacher.
* Parents will be informed if a child receives a double yellow card.

**6. The Role of Governors**

* The governing body has the responsibility of setting down these guidelines about behaviour and reviewing their effectiveness. The governors will support the Head teacher in carrying out the guidelines.
* The Head teacher has the day-to-day authority to implement the behaviour policy but governors may give the Head teacher advice about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.
* It is the role of the governing body to monitor the rate of exclusions and to ensure the policy is administered consistently.

**7. Zero Tolerance**

Torkington recognises that for the vast majority of our children our current “Good to be Green” behaviour management system is appropriate and effective. However in cases of extreme violence (verbal or physical) we reserve the right to apply a fixed term exclusion in line with current guidelines. If a child is excluded for a fixed period then work will be provided and marked by the class teacher. In the event of a repetition of extreme violence then the school will reserve the right to permanently exclude the child.

**8. Review**

* This policy will be reviewed every two years. It may be reviewed earlier if the government bring in new regulations or if changes need to be made to improve the policy further.