



## Torkington Primary School: Positive Relationship & Behaviour Policy

### 1. Aims and Purpose

We aim to promote a positive ethos across our whole school community so that every member—from Nursery through to Year 6—feels valued, respected, and treated fairly. Our policy is a means of promoting good relationships, so that everyone can work together towards the common aim of creating effective, responsible, and increasingly independent citizens.

At Torkington, we understand that **relationships are the foundation of good behaviour**. We balance a consistent, workable approach to rules and rewards with a **restorative and relational model** that helps pupils manage their own behaviour.

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### 2. Core Principles: The "Torkington Way"

- **Behaviour is Communication:** We recognise that negative behaviours often stem from unmet needs or a lack of self-regulation skills.
  - **Restoration over Retribution:** Sanctions are most effective when they involve repairing the harm caused to others and learning from the experience.
  - **Discreet Management:** While we celebrate success publicly, we manage behavioural challenges with privacy and dignity.
  - **Consistency:** To be effective, this policy must permeate all areas of the school and be implemented rigorously by all adults.
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### 3. The "Good to be Green" Hybrid Sequence

The "It's Good to be Green" system remains our primary framework for promoting positive behaviour. Every pupil begins the day on "Green".



### Step 1: Verbal Warning

A verbal reminder is given, referencing the school rules and the "Good to be Green" policy. Adults consistently model high standards of behaviour and do not raise their voices inappropriately.

### Step 2: The Yellow Card and "The Reset"

If a pupil continues to break a rule after a warning, or for incidents of rudeness or disruption, a **Yellow Card** is issued.

- **The Action:** The pupil is sent for a "Reset" within an appropriate setting.
- **Regulation Time:** This is a **Regulation Break** is designed to help the pupil reflect before they are ready for a restorative conversation.
- **All incidents of Yellow Cards are tracked internally.**

### Step 3: The Red Card and "Restoration"

Red cards are issued for physically harming others with intent, stealing, damaging property with intent, derogatory language related to the Protected Characteristics, or persistent lying.

- **The Action:** The pupil is sent to the SLT accompanied by an adult, and parents are informed.
- **Regulation Time:** This is a **Regulation Break** is designed to help the pupil reflect before they are ready for a restorative conversation.
- **The Restorative Meeting:** Before returning to class, the pupil must engage in a **Restorative Conversation**.

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## 4. Restorative Practice

When a pupil moves to a Yellow or Red card, staff use a restorative approach to resolve the conflict. Staff guide the dialogue using the "**Big 5**" questions:



1. **What happened?**
2. **What were you thinking and feeling at the time?**
3. **Who has been affected by your actions?**
4. **In what way have they been affected?**
5. **What do you need to do to make things right?**

We use **logical consequences** to ensure sanctions are purposeful. For example, if property is damaged, the pupil helps to repair or tidy it.

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## 5. Inclusion and SEND: Adaptive Support

We recognise that for some pupils, the standard system requires heavy adaptation.

- **Behaviour Support:** We look for the "why" behind the behaviour and may refer pupils to the SENCO for additional support.
  - **Bespoke Pathways:** Where standard sanctions and bespoke behaviour support are not successful we would seek advice from outside agencies e.g. the Inclusion Service.
  - **Adaptive Tools:** For pupils with communication barriers we use appropriate and familiar tools, such as social stories, personalised communication books, Zones of Regulation tools etc.
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## 6. Rewards: Celebrating Success

We value and reward appropriate behaviour to develop an ethos of kindness and co-operation.

- **Green Points:** Awarded for unprompted manners, consideration, and following class rules etc
- **Age-Appropriate Rewards:** These include the "green chair" in EYFS, weekly prize boxes in KS1, and raffle treats in KS2.
- **Whole Class Pebbles:** Classes work collaboratively to earn 'class points' for tidying, lining up and independence etc. These pebbles lead to age-appropriate class treats.



- **Good to be Green Certificates:** Celebrating consistent positive choices is central to our weekly 'Happy Assembly'. Each week, one pupil from every year group is selected to receive a Good to be Green certificate to recognise their superb conduct and attitude.
- **Consistently Good to be Green Awards:** At the end of each half term, we emphasise the importance of sustained positive behaviour. A special 'Consistently Good to be Green' award is presented to individual pupils from each class who have maintained immaculate standards throughout the term.
- **Golden Headteacher Awards:** For exceptional effort, achievements, or acts of citizenship that go above and beyond our daily expectations, our Headteacher awards the prestigious 'Golden Headteacher Award'.

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## 7. Safeguarding and Positive Handling

- **Child-on-Child Abuse:** Inappropriate sexual behaviours are a safeguarding concern and are recorded as a Note of Concern on EduKey which will automatically inform the DSL.
- **Positive Handling:** Staff are trained in **Team Teach** principles. Physical intervention is a last resort used only to prevent injury to a child or others.
- **Zero Tolerance:** We reserve the right to use fixed-term exclusions in line with local authority guidelines.