



Ellenbrook  
COMMUNITY PRIMARY SCHOOL

# Ellenbrook Community Primary School

Longwall Avenue, Ellenbrook,  
Worsley, M28 7PS



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## Behaviour Management Policy

Date	Review Date	Coordinator	Responsible Body
26/10/2021	01/09/2022	Whole Staff	Full Governing Body

At Ellenbrook we seek to maintain a positive ethos for all pupils, with staff providing good role models of behaviour to develop an ethos that encourages constructive relationships between pupils and staff. A primary goal in the school is to allow the pupils to develop as much independence as possible, including the right and opportunity to make decisions about their own lives wherever it is safe and practical to do so.

All school staff continuously work to establish positive relationships with all pupils and seek to acknowledge and promote positive behaviour. We realise that for some pupils' problems and frustrations can lead to behaviour difficulties, and we seek to develop relationships in which pupils can interact purposefully, learning positive ways of communicating with others.

### 1. Aims

Teachers use a wide range of motivation strategies within their class to support the children in achieving their potential. These may be targeted towards whole class rewards or individual motivation e.g. stickers, tokens etc.

However, all classes operate the following in-house systems:

- Post cards home
- Positive comments in marking and reading records
- Phone calls or postcards home for praise by teacher or by Head if requested by teacher
- Showing of talents or good work to the class and when appropriate assembly
- Mentions in the newsletter

#### House Points

The use of House Points at Ellenbrook enables the children to develop a sense of community as well as fostering and encouraging healthy competition.

All house points will be tracked by the staff using the Trackit lights computer software. This software is also used to record warnings and yellow or red cards and is monitored by the Senior Leadership Team on a half termly basis.

The children are able to earn House Points that count towards a personal reward as well as contributing to the House Cup which is awarded every year. In assembly each week, the number of House Points awarded during that week is read out and the House Points total is changed accordingly. At the end of term, the House with the most House Points will receive a House Treat.

The House Points children earn will go towards a certificate and end of term reward. The number of House Points they earn in a single term will determine the colour of certificate they receive. Below is a list of the certificates the children can earn and how many House Points they need to gain that certificate.

BRONZE	SILVER	GOLD
30 House Points	60 House Points	90 House Points

All Gold certificates will be given out to the children in the final assembly of each term and the children will also receive a 30 minute 'Golden Time' treat. This treat will be taken by the Headteacher or Deputy Headteacher. The remainder of certificates will be given out in assembly.



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If three gold certificates are gained in a single academic year, the children will receive a platinum certificate and a special prize is given to the pupil.

During the school year there will also be a number of inter house competitions which can win the individual house a treat. These competitions are really important in developing pride in the houses and will be focused around drama, sport and academic activities.

### Individual Reward Systems

Class teachers may use different reward systems with individual children within their classes if the child is other on the SEND register for behavioural reasons or has been identified as requiring additional support. These systems run alongside House Points and children who have an individualized class based reward system should not receive additional House Points.

### Restorative Justice

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon knowing the effect that I have on others. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

All adults in school will support the children to put things right themselves where possible. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

### Sanctions in Class

A yellow and red card system operates in classes and during break and lunch for children who exhibit less than satisfactory attitudes or behaviour during work or play.

#### First warning

A first WARNING is given for unacceptable behaviour or attitude towards work or poor manners. The child will be asked if they understand what the warning is being given for and will be asked to think about how they can make a better choice and not repeat the behaviour. If the child is unable to explain, the teacher will calmly and carefully explain why it is given and the impact of the unacceptable behaviour. The pupil's initials will be highlighted on the class behaviour sheet this warning is recorded to aid other adults teaching in the class.

#### Second warning

A yellow WARNING is given for a repeat of the above or similar behaviour with a more stern warning that the behaviour is not acceptable and if it continues a yellow card will be given. A second tick is placed next to the child's name on the class behaviour sheet.

#### Yellow Card

A yellow card is given if unacceptable behaviour continues despite the issue of two warnings or unsatisfactory behaviour warrants it. A yellow card can also be issued for significant incidents of unacceptable behaviour. The child is moved to an isolated position within the class to work uninterrupted until the teacher can sit with them to discuss the issue and consequences. A yellow card means being kept in for a part of break time. Class teachers will log incidence of Yellow Cards on the class record sheet and in the child's reading record. **Red Card**



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A red card is issued for violent or seriously unacceptable behaviour. The Headteacher, Deputy or Senior Leader will use their discretion in relation to violent incidents that occur between children. Should a child reach the red card stage, they are to be removed to the Headteacher's office or a Senior Leader's classroom or suitable supervised area. The Headteacher, Deputy or Senior Leader will discuss the issue with the child and record the behaviour in their reading record before returning them to their class and will record the child's name and the nature of the incident in the Central Discipline book which is kept in the Headteacher's office. At this stage, parents will be contacted directly regarding the incident. A ban from playtime will be given; however, depending on the nature of the behaviour, other appropriate sanctions may be given.

For extreme behaviour such as deliberate or thoughtless harm to others, bad language, or rudeness to staff, children will be referred immediately to the Headteacher or Deputy and parents notified as soon as possible.

### Time Out

**On occasions, teachers will use their professional judgement to determine the best way to deal with inappropriate behaviour from individual pupils. In some instances, a teacher may feel use of the card system is not appropriate and may send a child to another class in their year group, or to a member of the Senior Leadership Team.**

### Sanctions at Lunch Times

Welfare Assistants also operate the same warning card system used in class. In addition, Welfare Assistants use behaviour slips to make class teachers aware of any incidents that may have dealt with during lunch time. These slips are then retained by the teacher.

*Provisional examples of unacceptable behaviour and consequences:*

<b>Unacceptable behaviour</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>• Goading or provoking others and deliberately getting other children into trouble</li> <li>• Teasing and winding other children up</li> <li>• Spoiling work</li> <li>• Not managing temper appropriately</li> <li>• Being disrespectful</li> <li>• Using swear words or racist language or calling other children names which upset them</li> <li>• Disrupting lessons and preventing others from learning</li> <li>• Taking others' belongings</li> <li>• Needing a lot of reminders to follow instructions (age/need appropriate)</li> <li>• Refusing to follow instructions after two warnings and plenty of encouragement</li> <li>• Chasing people when they don't like it</li> <li>• Calling out</li> <li>• Hurting others</li> <li>• Negative peer pressure</li> <li>• Bringing the school into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Warning / choices &amp; consequences</li> <li>• Yellow and red cards</li> <li>• Sit away from others</li> <li>• Sent to another class / deputy / head teacher (dependent on severity of behaviour)</li> <li>• Parents informed as appropriate</li> <li>• Internal/External exclusion at discretion of Headteacher</li> <li>• Apology (verbal or written)</li> </ul>



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<p><b><i>Dangerous/Severe Behaviour</i></b></p> <ul style="list-style-type: none"> <li>• Aggressive actions e.g. shoving, kicking or punching in ways which are likely to injure others at any time (including fighting)</li> <li>• Violent outbursts of temper in lessons or playground</li> <li>• Swearing directly at members of staff or verbally abusing them</li> <li>• Misusing objects or equipment in ways which put others at risk</li> <li>• Running out of lessons or attempting to leave the premises, without permission</li> <li>• Deliberate and serious acts of stealing</li> <li>• Deliberate, sustained, vindictive bullying/victimisation of another person (including racist incidents)</li> <li>• Wilful damage to property or the work of other children</li> </ul>	<p><b><i>Consequences</i></b></p> <ul style="list-style-type: none"> <li>• Red card for less serious offences</li> <li>• Senior member of staff to be informed and to deal with the incident (restorative approaches to be used)</li> <li>• Parent to be notified</li> </ul> <p>We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as exclusion.</p>
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<b>Headteacher:</b>	Roger Blackburn	<b>Date:</b>	26/10/2021
<b>Chair of Governors:</b>	Suzanne Charlesworth	<b>Date:</b>	26/10/2021
<b>Policy Number:</b>	EB-FGB-04 - Behaviour Management Policy – October 2021		



## Behaviour Management Policy

### **Behaviour Policy Addendum – Covid Update September 2020**

#### **1. Scope of the Addendum**

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

#### **2. Expectations for Pupils in School**

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe. This is in addition to the rules in the policy above.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact their child's class teacher or a member of the Senior Leadership Team if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

In addition to the rules above, we would ask all children to abide by the following measures.

- Always use the altered routines for arriving or leaving the school and following the one way system at all times.
- Always wash their hands or use sanitiser when requested to by an adult.
- Only socialise with their bubble at lunch and break times
- Follow all rules when moving around the school (e.g. one-way systems, out of bounds areas, queuing)
- Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands where possible
- Telling an adult if they are experiencing symptoms of coronavirus or feeling unwell
- Not to share any school equipment or frequently used items such as pencils or pens
- Only play in their prescribed zone during play and lunch time
- Use the toilets in line with our risk assessment
- Not to cough or spit at or towards any other person deliberately

#### **3. Rewards and Sanctions for Following Rules**

To help encourage pupils to follow the above rules, we will continue to use our current rewards systems to support the children positive behaviour.

We will sanction any children who break the rules, but we will carefully distinguish between accidental and purposeful rule breaking.

Until further notice, we will alter the following school rules:

- Expectations for attendance – the [latest government guidance](#) says attendance is mandatory from September. As a school, we are reverting back to our normal expectations for attendance and refer you to our school's attendance policy which is available on the school website.
- Expectations for uniform – We will also be reverting back to our normal policy on uniform from September. We expect children to be in full school uniform each day but will also be considerate in managing non-compliance where parents are experiencing financial pressures.



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### 4. Home Learning

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Mr Blackburn or Mr Marks or their child's class teacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

We are asking you to

- Be contactable during required times
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

### 5. Managing Arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 4 weeks.

At every review, it will be approved by the full governing board.

### 6. Links to Other Policies

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Mobile phone policy