**Littleham Behaviour Policy**

**September 2024**

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|  | **What does the behaviour look like?** | **What might happen following the behaviour?** |
| **BLP and links to school values** | **Consistently** demonstrating the learning behaviours to a high standard and following school rules | -Stickers to recognise & acknowledge the learning behaviours using the bird reward charts (explicitly linking the action or behaviour to the bird) – collecting throughout the term to gain ‘wings’-Explicit links and praise for following Littleham ABCs |
| **Green behaviours** | -High engagement in learning-Following Littleham’s ABCs | - Praise to maintain behaviour choices with explicit links to our school rules- Warning/reminder due to momentary lapses in behaviour referring to school rules |
| **Yellow behaviours** | -Lack of interest/engagement/passive attitude to learning-Refusal to work-Disrespectful behaviour -Disruptive behaviour that impacts upon other pupil’s learning | -Consequence at adult’s discretion eg reflection time during a break or lunch time -Restorative conversation between adult & child - CPOMS record if noticeable change in behaviour-Additional adult involvement ie SEMH team |
| **Red behaviours**  | -Persistent yellow behaviour-Dangerous behaviour -Leaving room-Damaging property-Aggressive behaviour – verbal & physical | -Possible removal from environment (different for age and stage – if EYFS/KS1 child removed they must have a timer)-Possible SLT involvement-Share with parents (class teacher calls home during day/ or speaks privately at the end of the day)-Possible internal exclusion-Reintegration meeting with child, parents, staff member and SLT member (provide support & action plan)-Restorative conversation between perpetrator and child/adult affected-CPOMS record-Possible creation of co-regulation plan |
| **Crisis**  | -Excessive dangerous behaviour-Extreme & excessive destruction / disruption | -Evacuate others from environment -SLT involvement-Possible internal exclusion-Possible suspension / external exclusion-Reintegration meeting with child, parents, staff member and SLT member (provide support & action plan)-Restorative conversation between perpetrator and child/adult affected |

**This table is for staff use and should be referred to when there are changes in a pupil’s behaviour (positive or negative). This is a guide and staff’s professional judgment must be factored into how pupil’s behaviour is managed.**