**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.**