



Lüderitz Blue School Behaviour Policy

Lüderitz Blue School has put rules in place to establish a calm, positive and safe environment to facilitate effective teaching and learning. All learners must adhere to the behaviour expectations and follow the school rules detailed in this policy. It should be noted that rules are not finite; new rules and regulations can be introduced to the school environment at any time and learners must also adhere to these.

1. BEHAVIOUR EXPECTATIONS

- i) Learners are expected to behave in a polite and respectful manner at all times. This includes towards one another, all members of staff, visitors to the school, and members of the wider community.
- ii) Learners must behave considerately, and not engage in behaviours which could disrupt the school learning environment, or could cause physical or emotional harm to another person.
- iii) Learners must keep in mind that they represent Lüderitz Blue School both on and off school premises. This is especially the case while wearing a school uniform. Learners must behave in an appropriate manner and not say or do anything that could discredit themselves or the school.
- iv) If a learner's behaviour becomes a cause for concerns, parents/guardians will be contacted by a member of Senior Management. As far as possible, the school and parents/guardians will work together in efforts to resolve the problem.
- v) Behaviour management is carried out with a positive focus, encouraging good manners, praising sensible choices and using positive reinforcement.
- vi) School Merits are awarded for good behaviour, effort in lessons, good manners and so on. They may be awarded at the discretion of any staff member and in some cases by extra-mural staff or volunteers.

2. SCHOOL RULES

- i) Playing, loitering or making excessive noise in doorways, corridors, stairwells and in bathroom facilities is forbidden.
- ii) All litter must be disposed of in bins. Recycling is encouraged wherever possible. Paper which is reusable should be placed in 'scrap paper' boxes.
- iii) Damaging, vandalising or neglecting school property, or property of another person, is forbidden. This includes graffiti.
- iv) Theft of school and/or private property is forbidden. This includes food items.
- v) Cheating in any form of work or assessment is forbidden. This includes copying the work of another learner.
- vi) Impolite, disruptive or offensive behaviour or language (including swearing, pejorative, discriminatory or racist language) is forbidden.
- vii) Comments or observations which insult or humiliate the culture, race or religion of another person will not be tolerated.
- viii) Fighting is forbidden.
- ix) Bullying in all forms is forbidden. Unkind comments or actions are never excused as "banter", "teasing" or as "part of growing up".
- x) The possession of, copying of and reading of offensive material is forbidden.
- xi) Learners must keep clear of areas that are out of bounds. These include, but are not limited to fire extinguishers, parking areas, fences and electrical boxes.
- xii) Learners are not to enter staff rooms or offices without permission, or without being accompanied by a member of staff.
- xiii) Learners are forbidden to enter the school without permission/being accompanied by a staff member. This includes during breaktimes.

3. CLASS RULES

- i) Each class has their own set of rules established between the learners and the class teacher/teaching staff to ensure a calm, safe and effective learning environment.
- ii) Learners shall be familiar with these rules and are expected to follow them at all times.
- iii) Class teachers are permitted to have a 'Behaviour Ladder' or similar in place to manage the whole class, or individual learner's behaviour.

- iv) Good behaviour or class performance will be rewarded in various ways, for example additional 'Golden Time' or other appropriate rewards.
- v) Good individual behaviour or performance will be rewarded in various ways, such as Merits.

4. VALUABLES

- i) The school is not responsible for the theft of, or damage to personal belongings on school premises or on school outings.
- ii) Valuables, including electronic devices, may not be brought into school.
- iii) If mobile phones must be brought into school, this is done with written permission from a learner's parent or guardian.
- iv) If mobile phones must be brought into school, they may not be used during school hours (including break times).

5. PLAYGROUND BEHAVIOUR

- i) Playtime is a mandatory part of the school day which is crucial for a child's social development.
- ii) Learners must always take part in playtime, unless it has been previously agreed between the Class Teacher and parents/guardians that they will not (for example in case of injury).
- iii) It may have also been decided by the school that a child will miss playtime on a certain day due to continuous dissatisfactory behaviour. In such cases, the child will be supervised by a member of staff during this time.
- iv) Behaviour within the playground should be safe, appropriate and inclusive. Any rough or violent, bullying, excluding or unkind behaviour will not be tolerated.
- v) All school rules apply during playtime.
- vi) Any issues arising at playtime are to be reported to the teacher on duty at that time without delay and will be dealt with at once.

6. DISCIPLINARY SYSTEM - LOW LEVEL DISRUPTIVE BEHAVIOUR

In the first instance, low level classroom behaviour within the classroom is managed and dealt with by the class teacher/teaching team.

Examples of low-level disruptive behaviour include, but are not limited to:

- distracting other learners
- fiddling with objects
- swinging on chairs
- calling out
- humming or singing
- intentionally contrary behaviour
- running around school building
- talking when instructed to be quiet
- eating in class
- bringing unapproved items eg. toys, games to school
- damage to property through carelessness
- unacceptable quality of work
- intentionally attention-seeking behaviour
- tapping
- deliberating taking longer times to complete tasks

The class teacher will employ a range of behaviour management techniques to manage low-level disruptions. These may include, but are not limited to:

- non-verbal cues eg. removing an object being fiddled with
- ignoring certain behaviours
- name written on board
- a stern look
- verbal warnings
- tactical ignoring
- positive reinforcement
- quiet chat with the learner/s concerned during, or after class
- removal of food or unapproved items
- in some cases, sending the learner/s concerned to another class or teacher to focus, calm down, or stop distracting others

At all times, the goal of the class teacher/teaching team is to maintain a calm environment to facilitate effective teaching and learning for all learners.

Should such disruptions continue, the class teacher will communicate their concerns with the School Director and the parents/guardians concerned and next steps will be discussed. Communications are open, honest, and with the best interests of learners in mind.

7. DISCIPLINARY SYSTEM - SERIOUS POOR BEHAVIOUR

Should learners display serious poor behaviour, they shall be given the opportunity to correct this and make more appropriate choices.

Examples of serious poor behaviour include, but are not limited to:

- unsafe or risky behaviour (jeopardising safety of self and/or others)
- violent behaviour
- consistent bullying, unkind or threatening behaviour
- consistent or regular lying, especially to teachers and other staff members
- any illegal behaviour
- defacing or destroying school property and/or property of others
- disrespectful, inappropriate or offensive language or behaviour towards other learners, staff or members of the school community
- defiance of school rules
- ignoring orders and instructions from those in authority
- sexual harassment or assault
- immoral behaviour
- possessing, using or displaying evidence of use of any narcotics, unauthorised drugs, alcohol or any other intoxicant. This includes cigarettes, vapes and other similar items
- possession of dangerous weapons (guns, knives and other objects which may threaten the lives of others).

Instances of such behaviour shall be reported to the class teacher and School Director without delay. All incidents are recorded in writing on an Incident Report Form. Parents/guardians will be informed and next steps will be discussed, with the best interests of all learners involved in mind.

The school typically follows this process of corrective measures to manage poor behaviour. It should be noted that in more serious cases, steps will be skipped and the case escalated as is deemed necessary by Senior Management.

Process of corrective measures:

- First verbal warning
- Final verbal warning
- First detention (during playtime)
- Final detention (during playtime)
- Phone call home to agree upon next steps
- Removal from classes to an exclusion area or School Director office
- Community service (within school property)
- After hours detention
- Temporary suspension of school related privileges, for example attendance in extra-curricular activities.
- Temporary suspension from school

- Permanent expulsion from school

Failure to comply with the corrective measures will lead to further interventions. It is noted that in particular cases, referral to a counsellor, therapist or behaviour specialist may be necessary.

8. EXTREME VIOLENT BEHAVIOUR AND USE OF REASONABLE FORCE

- i) If a learner is using extreme physical or violent behaviour and putting themselves or others at risk, the responsible adult must first remove the other children from the situation
- ii) Handling of the child will be dealt with in relation to the UK Department for Education's use of reasonable force guidance - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- iii) No restraint or force will be used until all other avenues have been used to calm the learner.
- iv) All incidents will be recorded on an Incident Report Form, and kept on both the learner's file and the school Safeguarding and Child Protection File.

9. SUSPENSION OF LEARNERS

- i) In extreme cases, it may be decided that it is necessary for a child to be temporarily suspended from school. This is typically for a period of 5 (five) days.
- ii) Before such decisions are made, the learner and his/her parent/guardian shall be given an opportunity to indicate why the suspension should not be considered.
- iii) The decision to suspend a learner shall be made by the School Director based on his/her professional judgement.
- iiii) Upon a child's return to school, an action plan to support the child will be put into place. This plan will be decided between Senior Management, parents/guardians, and the child concerned.

10. EXPULSION OF LEARNERS

- i) Expulsion of learners is reserved for the most extreme cases; where behaviour is extremely serious, illegal or inappropriate. In such cases, it may be decided that the correct course of action is for the child to be expelled from school.
- ii) Repeated suspensions, with unchanged behaviour, may also result in the decision to expel a learner.
- iii) The decision to expel a learner is made on the professional judgement of the School Director and will be approved by at least 1 (one) member of the School Board.
- iv) The decision to expel a learner is non-negotiable and irreversible.

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