



EF ACADEMY

International
Boarding Schools

OXFORD BEHAVIOUR POLICY

Origins:	EF Academy Oxford Student Handbook EF Academy Disciplinary Procedure (2010) EF Academy Torbay: Rewards, Behaviour, & Sanctions Policy (2018)
Developed by:	Paul Ellis (Head of School) Mark Fletcher-Single (Deputy Head Pastoral) Joan Wilisoni (Pathway Manager)
Document Purpose:	To help create a caring international community built on mutual trust and respect, we aim to ensure: • students can enjoy learning and the boarding experience • students make a positive contribution to the School community • students achieve well-being and stay safe and healthy • we make the most of the academic, co-curricular and social opportunities on offer • students behave appropriately in a range of educational and social settings • we value the rights of the individual and treat others with respect
Related Documents:	Attendance Policy Student Handbook (https://issuu.com/efacademy/docs/23efa_oxf_student-handbook?fr=xKAE9_zU1NVAB) Anti-Bullying Policy Safeguarding Policy Searching and Confiscation Policy Use of Reasonable Force Policy Boarding Schools: National Minimum Standards Personal, Social, Health Education 2021 (gov.uk)
Change log:	Policy brought in line with EF Academy Torbay's policy 2018, with changes for the Private Further Education (PFE) context made by Paul Ellis in the light of the EF Academy Oxford Student Handbook. May 2019: P. Ellis & M. Fletcher-Single: added the revised sanctions grid from the 2019-20 Student Handbook and added a section on social media. June'20 (Mark Fletcher-Single): additional information and details of relevant procedural changes to incorporate the development of our COVID-19 Policy Jun.'21 (Mark Fletcher-Single): reviewed policy to ensure closer synergy with Safeguarding Policy following advice from Barbara Lewin's Safeguarding training (Nov.'20) and to reflect the recent Feb.'21 consultation period of Boarding Schools: National Minimum Standards 'Raising expectations in relation to other existing standards such as...behaviour management...' Aug.'21 (Mark Fletcher-Single): developments to reflect the School's leadership restructure during academic yr. Aug.'21 to Jul.'22 Aug.'22 (Freya Waites) restructuring the policy to be more user-friendly and ensure compliance. Also updated policy and procedure to be in-line with the update and new guidance from National Minimum Standards. Dec.'22 (Mark Fletcher-Single): developed in response to our pastoral SEF review in Nov.'22, & to reflect the creation of the developed appointment of the new position of Deputy Head of School from Jan.'23 Sept.'23 (Dona Jones): developed to ensure policy is in alignment and satisfying NMS 15, and is integrated with other key school policies (i.e. Safeguarding Policy, Searching & Confiscation Policy, Use of Reasonable Force Policy, Anti-bullying Policy etc.), GOV UK's Working together to safeguard children

	(https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) and KCSiE'23's updates. May '24 (Rob Tasker) Adding Rob Tasker as being responsible for student behaviour; PM name change to Kate Krivich; firearms added to the list of “weapons”.
Date of Next Review:	August 2026

Policy Statement

EF Academy Oxford believes in order to enable teaching and learning to take place, desired behaviour in all aspects of school and residence life is necessary. It seeks to create an inclusive caring, learning environment in the School by:

- promoting desired behaviour and discipline through a consistent system of rewards and sanctions which also serve to promote early intervention
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- promoting a culture of praise and encouragement in which all students can achieve

EF Academy Oxford is a diverse international school that seeks to give its students global confidence for a global society. It is built upon shared community values, and these inform everything we seek to do. Our encouragements and sanctions are designed to promote these values, which are:

Responsibility - our students take responsibility for their own learning and behaviour. We want students to be confident and self-guiding individuals. Students will have guidance and sufficient freedom to make informed choices, considering the consequences of their actions. We want students to be able to take leadership opportunities and to show consideration of others and the environment in everything they do.

Respect - our students show understanding, tolerance and compassion. We value open-mindedness and seek to develop international awareness and cultural sensitivity. By listening first and treating others as we wish to be treated, we create a culture of mutual respect that benefits the whole community.

Ambition - our students are given self-confidence and belief in their ability to achieve the best possible outcomes. We value and celebrate both progress and achievement.

Growth Mindset - our students embrace challenge. As a School, we believe in the value of commitment and hard work; effort and attitude are the keys to success here. Our students are helped to develop resilience, the ability to accept and respond to difficult situations. We take the view failure in a supportive and responsive environment will help students to develop and achieve their ambitions.

Love of learning - our students develop intellectual curiosity; they want to learn more. Teachers promote problem-solving and critical thinking through interesting and challenging lessons that require creativity and innovation. Students and staff value feedback, using it to improve their achievements. They are encouraged to embrace personal development opportunities within our School. As a school, we recognise students are better, more well-rounded individuals when they have ample opportunity for enjoyment and fun. As well as interesting lessons, we provide a wide range of enrichment opportunities through trips, clubs, activities and social events.

More generally, good behaviour and self-discipline have strong links to effective learning, and are vital not just for a well-ordered community, but for the development of character.

Key Personnel

The aim of highlighting key personnel is to outline the role of designated staff in maintaining consistent behaviour expectations. Promoting positive behaviour and relationships is a responsibility of all who work in the School.

Rob Tasker (Deputy Head of School & Designated Safeguarding Lead) is responsible for overseeing the pastoral care and behaviour management of students. The Deputy Head of School is supported in this by Mark Fletcher-Single (Head of School) and **Dona Jones** (Deputy Head of School). **Anna Ireland (Vice President of Operations)** is responsible for overseeing school leaders are implementing safe and accurate processes.

Donna Balsdon (Boarding Lead and Deputy Designated Safeguarding) and the House Parents are responsible for the pastoral care and behaviour management and safeguarding of students in residence, as well as extra-curricular.

Kate Krivich and **Alyona Lake** (Pathway Managers) are responsible for the attendance and behaviour management of students in academics. **Jenny Turvey (previously Gregory) is the Inclusion Coordinator**, and works closely with, and supports those with additional needs and learning barriers.

Staff, including teachers, support / welfare staff and volunteers, will be responsible for ensuring policies and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of this and all policies is essential. Staff also have responsibility for creating a high-quality learning environment, teaching positive behaviour for learning, and implementing the agreed policy and procedures consistently. All stakeholders will be expected, encouraged, and supported to take responsibility for the behaviour of the student both inside and outside the School.

In short, all staff at EF Academy Oxford have a duty to encourage and to model good behaviour to and for our students, and to ensure a safe and supportive environment is maintained. All staff are expected to contribute to the prevention of all forms of bullying and unkindness among students and ensure the standard of behaviour is always acceptable. All our students are encouraged and expected to have the highest standards of behaviour. They should respect one another and show due consideration for the whole school community in line with the School's values and ethos. Bullying, unkindness and other forms of anti-social behaviour will not be tolerated.

Creation of a Safe Environment

The underlying objective, is to create a safe environment in which all students can learn, reach their full potential, and to reflect the values and ethos of the School.

School Code of Conduct and Routines (also see full Code of Conduct in the Student Handbook)

The following is a summary of the code of conduct. The full code of conduct will be issued to students prior to arrival. In all cases, the School will support the student to modify and improve their behaviour.

Summary of the Code of Conduct

Students are expected to:

- Be in full attendance each day, except when on approved leave, although a student may leave the premises when not required to be in school.
- Be punctual in the mornings and for all commitments thereafter.
- Do all work set and complete assignments on time.

- Care, dignity and kindness for others should be extended to all.
- Behave in a civilised way both on and off the premises.
- To respect other people's property by not stealing, damaging or destroying it.
- To treat others with understanding regardless of race, age, religion, disability, gender, and sexual orientation.
- To ensure the safety of others.
- To live in residence in a way that does not have a negative effect on other students' ability to rest or sleep. To care for their environment and to keep it clean and tidy.

The following is not acceptable:

- Alcoholic drinks are not allowed on school premises, nor is the consumption of alcohol by students under the age of 18 years allowed at any time during the School term, on or off school premises.
- No non-medical drugs are allowed: any involvement with illegal substances is likely to result in permanent exclusion from the School.
- Gambling of any kind is forbidden.
- Mobile phones may not be used during lesson time unless authorised by the teacher for a specific educational purpose.
- Entertainment containing excessive violence, occult-related activities, sexually suggestive behaviour or excessive use of foul language is not allowed in the School residence.

The following is against UK law:

- Smoking in any public building.
- Non-prescribed drugs, including cannabis and formerly called 'legal highs' which are treated as illegal substances now referred to as psychoactive substances.

For students under 18 years:

- It is illegal to buy alcohol.
- It is illegal to buy alcohol for anyone under the age of 18.
- If you are under 18, it is illegal to buy tobacco.
- It is illegal to buy tobacco for others under the age of 18.
- Driving without insurance or a valid driving licence.
- Carrying an offensive weapon (including small pocketknives).
- Causing a disturbance (including loud noises) in the street or other public places.
- Shoplifting or any kind of theft.

Encouraging Positive Behaviour Online

Social media is a form of electronic communication through which users create or make use of online communities to share information, ideas, personal messages, and other content such as pictures and videos. Students are expected to behave online in ways that uphold the School's ethos of dignity, equality, and respect. The outlines for positive social media interaction are also outlined in the Student Handbook.

Guidelines for safe use:

- Entertainment containing excessive violence, occult-related activities, sexually suggestive behaviour or excessive use of foul language is not allowed in the School's residence.
- Students should make sure their phone is password-protected
- Students should be selective with friend requests.
- Students should know who they are talking to and be aware of fake accounts.
- Think before they post, share, or like. Everyone has a right to respect, dignity, and kindness. Universities and employers typically check applicants' historical social media presence.

- Avoid posting too much personal information, in particular: home address, financial information, phone number.
- Learn how to effectively block and report trolls (users leaving offensive messages or harassing you or anyone else).

Measures to Prevent Child-on-Child Abuse

All staff need to be aware of the possibility of young people being capable of abusing other young people (including online). In these instances, it is imperative all staff are sure of the School's policy and sanctions for such occasions. It is also important staff actively contribute to the creation of a safe environment, so students can confidently report abuse knowing their concern will be taken seriously.

Child-on-child abuse can take different forms, such as:

- bullying (including cyberbullying, prejudice-based, and discriminatory bullying)
- abuse in intimate personal relationships between young people (also known as teenage relationship abuse)

If child-on-child abuse is suspected, it should follow the same procedure as the Safeguarding Policy. A summary is the incident should be recorded on the Safeguarding Concern Form. This sheet should be given to the Designated Safeguarding Lead immediately, who will triage the concern and investigate. The concern will be logged on the School's safeguarding log.

Measures to prevent bullying (including cyberbullying, prejudice-based, and discriminatory bullying) are outlined in the existing Anti-Bullying Policy, which provides a clear framework for addressing bullying incidents, setting expectations, and ensuring consequences are in place. The Pathways Support programme following government PSHE guidelines is a vital component, as it helps educate students about personal, social, health, and economic topics, including the importance of respect and inclusion. Moreover, the implementation of 1:1 support systems with House Parents and Pathway Managers demonstrates a commitment to addressing individual needs and concerns, providing students with personalised assistance and guidance, which can be instrumental in preventing and addressing bullying cases effectively. The School collectively contributes to fostering a safe and supportive environment, promoting a culture of respect and empathy.

Child-on-child abuse is minimised not only through the School's rules and sanctions but also through a wider system of education that promotes the School's ethos of diversity, inclusion, and kindness. Whilst being an IB World School solidifies this message within the classroom, EF Academy Oxford also have a comprehensive programme of PSHE which teaches students to have positive relationships.

EF Academy Oxford hold a zero-tolerance stance on abuse, and never accept it can be lightened as a 'joke' or 'banter'. Communities that brush off abuse as less serious than it is, create an environment in which unacceptable behaviours can occur which, in turn, is a dangerous environment for children.

LGBTQI+

- Being LGBTQI+ is not an inherent risk factor or safeguarding concern, however it may be a reason why an individual is targeted. These risks increase when the young person does not have access to a trusted adult with whom they can be open. As a school community, these additional barriers that LGBTQI+ individuals face need to be reduced. It is imperative the School provides a safe place for them to speak out or share their concerns with members of staff.
- LGBTQI+ is a part of statutory 'Relationships Education, Relationship and Sex Education and Health Education' curriculum. Furthermore, EF Academy Oxford provides further training on LGBTQI+ issues as well as DEIB training to all staff.

Rewards and Sanctions (See Appendix)

Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are understood and implemented fairly and consistently.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the School's policies, procedures, and expectations, chiefly but not exclusively via the EF Academy Oxford Student Handbook. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. The School's Sanctions Chart is referred to in the Student Handbook and displayed in key locations such as residence buildings and the Pastoral Hub.

Positive Reinforcement and Rewards

A School ethos of encouragement is central to the promotion of desirable behaviour. At EF Academy Oxford we aim to achieve a culture of belonging. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. The School's main encouragement is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their daughter's / son's desired behaviour. The School also has a variety of prizes for attendance and good behaviour (e.g. the Head of School's award for 100% attendance).

Sanctions & Applying Sanctions

Please see Residence Sanctions Chart and Academic Sanctions Chart in Appendix for a full breakdown as well as Attendance Policy.

Sanctions are a necessary part of *school life*. Properly used, they reinforce expectations of positive behaviour and guide students away from harming their own and their peers' chances of success. Sanctions should always be applied in the following framework:

- as fundamentally supportive measures, the necessary application of which should be explained to the student(s) being sanctioned
- with awareness there *might* be mitigating factors underpinning poor behaviour, which it is our duty to identify and support
- in understanding support systems such as time with the School Counsellor (or parallel professional) may take priority over a given sanction
- where necessary, in conjunction with parents and other agencies that can provide support
- with a readiness to move positively onwards once the sanction has been applied
- with awareness that many students studying here are away from home for the first time in their lives, and some come from starkly different socio-cultural backgrounds, there is an important job to be done in educating young people towards a greater understanding of their surroundings
- in firm support of the School's values, which include a commitment to protect staff

Use of Isolation as a Sanction

The School may temporarily isolate a student from class or peers as a sanction for unacceptable behaviour ('internal suspension'). This may range from working in a separate room to being supervised in another teacher's classroom. The student will be permitted breaks, to eat, drink and to use the toilet, and it is expected the student will use this period of time to complete any work set. If the student is considered to represent a risk to themselves or others, and isolation in a separate room is considered to reduce this risk, then the student may not be permitted to leave the room unless accompanied by a member of staff and may be required to take breaks at different times from their peers.

Records of Major Behavioural Incidents and Serious Sanctions

When a student commits a serious offence, this triggers an entry into the 'Serious Sanctions Log'. This is stored both electronically and by the Head of School (see snip in appendices).

When a student is sanctioned at formal warning letter level or higher (e.g. final warning letter or exclusion / expulsion notice, the School records the incident and a copy of the warning is placed in the students' confidential e-file.

Alcohol and Illegal Drugs

Alcohol affects many aspects of behaviour and those students whose behaviour is unacceptable will be subject to disciplinary measures, even if they are over 18 and can legally drink alcohol. Students under 18 may not consume, buy or share alcohol under UK law or under School rules. Possessing, using, or supplying drugs is against the law in the UK and against all School rules. This includes so-called 'legal highs'.

Damage to Property

Any damage to property as a result of foolish or reckless behaviour or deliberate / intentional vandalism within the School or the residences will result in those responsible being liable to pay for any damages caused.

Criminal Offences

The following activities are examples of criminal offences that carry the consequence of arrest by the Police, imprisonment, and deportation:

- carrying any type of weapon (e.g. a knife or firearm)
- theft or shoplifting
- public disorderliness or drunkenness
- possessing, using or supplying illegal drugs
- anti-social behaviour
- hate crimes (such as racism)
- motoring offences: driving without insurance, after drinking alcohol, driving dangerously
- sexual offences, e.g. indecent exposure, attempted rape
- damage to property

Incidents of theft, violence, drug abuse or other extremely serious cases will be referred to the Police as necessary and, once legal procedures have been satisfied, the student will be sent home immediately at the parent's expense.

nb - the Head and Deputy Head of School also have the statutory power to discipline students for misbehaving outside of the School premises, for e.g. on school trips or during the holidays. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate the conduct of pupils in these circumstances "to such an extent as is reasonable". For e.g., behaviour that:

- could have repercussions for the orderly running of the School
- or poses a threat or causes harm to another pupil (e.g. cyber bullying, physical threats)
- or poses a threat or causes harm to a member of the public
- or could adversely affect the reputation of the School

It is also the School's practice, other than in exceptional circumstances (e.g. medical confidentiality), parents are kept fully informed of all matters concerning their child. The determination of exceptional circumstances would always be a decision to be elevated to members of the senior leadership team.

Protecting Staff from Malicious Accusations

Where, following the School's Safeguarding Policy and any other advice / direction from the local safeguarding hub, a student has been proven to have made a malicious allegation against a member of staff, appropriate disciplinary sanctions will be applied. Such sanctions will take into account the nature and the impact of the allegation and may include permanent expulsion from the School.

Searching and Confiscation

Young people come to EF Academy Oxford to learn, to enjoy life and to be successful. They should expect to do this in a safe, supportive, and caring environment that promotes learning, a healthy lifestyle and personal responsibility. To maintain a safe, supportive and caring environment, there will be occasions when school staff will find it necessary to conduct a search of a student, the student's possessions or the student's boarding residence. There will also be occasions when school staff will deem it necessary to confiscate items in the possession of a student or students.

Searching can play a critical role in ensuring schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and students welfare, and to maintain high standards of behaviour through which students can learn and thrive. The Head of School, Deputy Head of School and Boarding Lead are the only members of staff permitted (by the Head of School) - i.e. have a statutory power - to authorise a search of a student or their possessions where they have reasonable grounds to suspect the student may have a prohibited item listed below, or any other item the school rules identify as an item which may be searched for.

The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

- knives and weapons
- alcohol
- illegal drugs or so called 'legal highs'
- stolen items
- any article a member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student)
- fireworks
- pornographic images

Being in possession of a prohibited item - especially knives, weapons, illegal drugs or stolen items - may mean the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so. This has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, Jul'22).

The rationale and the School's responsibility for conducting searches and confiscation are detailed in our Searching & Confiscation Policy, also in line with the School's Safeguarding Policy.

Use of Reasonable Force

EF Academy Oxford fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people. All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. The School will record any such use of restraint. The Head of School and authorised staff may also use only such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs or

so called 'legal highs', fireworks, indecent pornographic images or articles have been or could be used to commit an offence or cause harm. Any use of restraint as described above will be recorded.

The rationale, school's responsibilities and guidance on the use of reasonable force are detailed in our Use of Reasonable Force Policy. This policy applies to all staff, volunteers and contractors, paid and unpaid working in the School, including governors. This policy has been written using advice taken from Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies DfE July 2013 (reviewed 2015) and reviewed in accordance with the DfE's Behaviour in Schools Advice for headteachers and school staff, July 2022. The School acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND): Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2015.

Ensuring Equality and Fairness of Treatment for All

Ensuring fairness and equality is also achieved through encouraging positive relationships with parents, house parents, and all staff to develop a shared approach which involves them in the implementation of the School's policies and associated procedures. Through creating an environment of positive relationships, EF Academy Oxford also ensures the needs of students and staff are met so members of the School community feel safe knowing that bullying, physical threats, or abuse are not tolerated.

All staff will ensure there is no differential application of this policy and the procedures on any grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion / belief, disability, sex (gender), sexual orientation, ethnic background, religious faith, appearance, issues in the family, ethnic or national origin or because of cultural background, linguistic background, special educational needs, or academic or sporting ability. They will also ensure the concerns of students are listened to, and appropriately addressed. All staff will ensure provision is made for SEND students whose needs will be taken into account, and they will be treated accordingly.

A safe school community is one in which students behave well and develop health and respectful relationships with fellow students and staff.

Appendix 2



REWARDS, INCENTIVES AND RECOGNITION

EF Academy's approach to the rewards chart is to incentivise and reward positive behaviour demonstrated by students, including academic excellence, community service, and a positive attitude towards their peers and the school. The School offers a variety of rewards and incentives, such as certificates and awards, public recognition through social media platforms, group breakfast or lunch, vouchers, takeaway, excursions, and movie nights. EF Academy believes in publicly acknowledging students' achievements, fostering healthy competition and community spirit, and promoting teamwork and collaboration through incentives. The rewards chart is in line with EF Academy's policy of celebrating student accomplishments and encouraging continued excellence.

It is important to note all these achievements should be recorded on Managebac and Orah. This will assist in tracking and monitoring student progress, as well as contribute to the overall prizes for the end-of-year prize-giving ceremony and graduation event. By keeping a record of students' positive behaviours and accomplishments, we can ensure that they are properly recognised and celebrated, motivating them to continue to strive for excellence.

Positive Behaviour	Rewards and Incentives	Description
Demonstrate diligence, initiative, academic excellence, positive contributions to the school community, and a positive attitude towards peers and the school	Certificates and Awards	Certificates and awards are given to students who demonstrate exemplary behaviour in various areas.
Achieve noteworthy milestones or accomplishments	Public Recognition	Achievements are publicly acknowledged through social media platforms like Instagram, school assemblies, and in school newsletters to celebrate accomplishments and encourage continued excellence.
Excel in academic, community, or sporting activities	House Competitions	House competitions reward students for a range of achievements, including academic excellence, community service, and sporting contributions, fostering a sense of healthy competition and community spirit.
Collaborate and work well in a team/tutor group	Group breakfast or lunch	Group breakfast or lunch is offered as an incentive to promote teamwork and collaboration.
Demonstrate outstanding effort or achievement	Vouchers	Vouchers can be redeemed for a range of goods and services such as books, music, clothes, and technology.
Exceed expectations or demonstrate exceptional performance	Takeaway	Takeaway allows students to enjoy a meal of their choice in the comfort of their own rooms or communal areas.
Participate actively and make meaningful contributions to the school community	Excursions	Organised excursions to places of interest and leisure activities offer students an opportunity to explore their surroundings and have fun with their peers.
Show leadership, initiative, and positive behaviour towards peers and the school	Movie nights	Organised movie nights provide an opportunity for students to unwind and relax while watching a film with their friends.

DISCOURAGED BEHAVIOUR AND SANCTION FRAMEWORK

The sanctions chart provides a clear and consistent framework for addressing and discouraging inappropriate behaviour. It outlines a range of discouraged behaviours and specifies a graduated system of sanctions for each offence. For most behaviours, the first offence is met with a warning or detention, followed by more serious sanctions for subsequent offences. For some behaviours, such as possession of weapons or drugs, immediate suspension and notification of the appropriate authorities is required.

The approach taken is in line with EF Academy's policy of creating a safe and respectful learning environment where students are encouraged to take responsibility for their actions and consequences. The sanctions are designed to provide appropriate consequences for inappropriate behaviour, while also offering opportunities for students to learn from their mistakes and change their behaviour.

It's important to note the School's approach to discipline is designed to be educational and supportive, rather than purely punitive. Students are given opportunities to reflect on their behaviour and make amends and are offered referrals to appropriate agencies or support services as needed. Additionally, parental involvement is encouraged throughout the disciplinary process, with conferences and notifications used to keep parents informed of their child's behaviour and progress.

Documenting all discouraged behaviours is important because it helps in keeping an accurate record of students' behaviour and enables staff to monitor patterns of behaviour over time. It also provides evidence to support any sanctions imposed and ensures consistency in the application of school rules and policies. In case of serious or repeated misconduct, documentation may be required as part of any disciplinary action or intervention taken by the School. The use of dedicated systems, such as ManageBac for academic misconduct and Orah for residential misconduct, helps to streamline the documentation process and ensures all relevant information is recorded in a systematic and secure way.

Whole-School

Discouraged Behaviours	Sanction (First Offence)	Sanctions (Second Offence)	Sanctions (Third Offence)
Accessing, possessing and distributing material of an indecent nature	Appropriate authorities contacted; sanctions will be determined pending a joint investigation.	-	-
Alcohol (possession or consumption on campus)	Warning and meeting with the houseparent or designated staff member to discuss the dangers of alcohol use	Residential gating for one-week, parental conference with Boarding Lead and behaviour agreement. Student to be referred to an appropriate agency for support	Suspension/expulsion, parental conference.
Curfew Violation	Detention	Residential gating for one-week, parental conference with Boarding Lead and behaviour agreement.	Internal Suspension
Cyberbullying	Suspension and parental conference with Boarding Lead	Expulsion	-
Damage to School Property	Invoice for cost of repair	Expulsion	-
Gambling	Confiscation of any gambling materials and a warning to cease this activity	Residential gating for one week and parental notification (Orah). Student to be referred to an appropriate agency for support	Suspension/Expulsion and parental conference with Deputy Head of School

Inappropriate behaviour	Formal warning from houseparent/head. Detention	Behaviour Report/Contract and residential gating	Suspension/Expulsion and parental conference
Photographing or videoing others without their consent	Deletion of the material and a warning	Residential gating for one week and parental notification (Orah)	Suspension/Expulsion and parental conference with Boarding Lead and Deputy Head of School
Possession of firearms, fireworks, knives, or any other weapon	Immediate suspension and notification of the police and parents	Expulsion and notification of the appropriate authorities	-
Possession, use, or distribution of non-medical drugs, including but not limited to illegal substances	Immediate suspension and notification of the appropriate authorities and parents	Expulsion and notification of the appropriate authorities	-
Rudeness or aggressive behaviour	Formal apology to the person(s) affected and a warning	Detention / Residential gating for one week and parental notification (Orah). Behaviour Contract from Boarding Lead	Suspension/Expulsion and parental conference
Sexual harassment	Appropriate authorities contacted; sanctions will be determined pending a joint investigation.	-	-
Smoking anywhere other than designated areas	Warning and meeting with the houseparent or designated staff member to discuss the dangers of smoking and the school's smoking policy	Residential gating for one week and parental notification. Student to be referred to an appropriate agency for support	Suspension/Expulsion and parental conference
Spitting, Dropping Litter, Graffiti	Cleaning up of the mess and a formal warning	Community Service. Detention and parental notification	Behaviour Report/Contract and residential gating from Boarding Lead

Academic

Discouraged Behaviours	Sanction (First Offence)	Sanctions (Second Offence)	Sanctions (Third Offence)
Academic Misconduct <i>e.g., plagiarism, cheating</i> *Refer to academic integrity policy	Warning and meeting with the subject teacher. Review of Academic Integrity Policy	Reduction in assessment grade for the assignment and parental notification on Managebac	Referral to an academic review board, and additional consequences determined by the AL or IB Coordinator
Disruptive behaviour <i>e.g., talking out of turn, not following instructions</i>	Verbal warning and redirection (teacher)	Detention (Head of Faculty) and parental notification on Managebac (teacher)	Detention, parental conference and behaviour agreement from Pathway Manager
Late to class	Verbal warning (teacher)	Detention (Head of Faculty) and parental notification on Managebac (teacher)	Detention, parental conference and meeting with the Deputy Head of School
Not bringing required materials to class	Verbal warning and loan of materials	Detention (Head of Faculty) and parental notification on Managebac (teacher)	Detention, parental conference and behaviour agreement from Pathway Manager
Not completing homework / Missing deadlines	Verbal warning (teacher)	Detention (Head of Faculty) and parental notification on Managebac (teacher)	Detention, parental conference and meeting with Pathway Manager
Talking back to the teacher <i>Challenging the authority of the teacher</i>	Verbal warning and redirection (teacher)	Detention (Head of Faculty) and parental notification on Managebac (teacher)	Detention, parental conference and behaviour agreement
Using electronic devices during class with no permission	Confiscation of device until the end of the lesson (teacher)	Parental notification (Pathway Manager)	Detention, parental conference and behaviour agreement from Pathway Manager