EF ACADEMY

International
Boarding Schools

EF ACADEMY OXFORD

BEHAVIOUR POLICY

Owner: Principal
Review Cycle: Annual
Effective From: August 2026

Document Purpose:	The purpose of this policy is to promote a safe, respectful and inclusive school community where all students can learn, thrive and achieve their potential. The policy aims to: • establish clear expectations for student behaviour in academic, residential and community settings; • promote positive relationships based on respect, responsibility and integrity; • encourage students to take ownership of their behaviour and choices; • provide a consistent framework for recognising positive behaviour and addressing behaviour concerns; • support student wellbeing, safeguarding and personal development; • ensure behaviour is managed fairly, proportionately and consistently.
Related Documents:	• Student Handbook • Attendance Policy • Academic Integrity Policy • Safeguarding and Child Protection Policy • Anti-Bullying Policy • Searching and Confiscation Policy • Use of Reasonable Force Policy • Acceptable Use of Technology Policy • Access and Inclusion Policy • Boarding Handbook • Staff Code of Conduct
Change log:	**Date** — **Summary of Changes** Sept 2023 — Updated safeguarding and behaviour procedures May 2024 — Leadership structure and sanctions review Aug 2025 — Comprehensive review to align with Attendance, Academic Integrity, AI guidance, Orah and ManageBac procedures June 2026 — Alignment with National Minimum Standards, DfE behaviour guidance, restorative approaches, boarding provision, safeguarding expectations, and behaviour management procedures. Sept 2026 — Aligned Community Expectations with the six agreed whole-school expectations; administrative role updates.
Date of Next Review:	January 2027
Scope	This policy applies: • during the school day; • in boarding residences; • during educational visits and school activities; • when travelling on behalf of the school; • online where behaviour affects members of the school community or the reputation of the school.

Table of Contents

Behaviour Philosophy 4

Equality, Inclusion and Fairness 5

Community Expectations 5

Roles and Responsibilities 7

Recognition, Support and Intervention 10

Standards of Conduct 12

Online Behaviour and Use of Technology 14

Child-on-Child Abuse 15

Serious Misconduct 16

Searching, Screening, Confiscation and Restrictive Interventions 17

Rewards, Incentives and Recognition 20

Examples of Rewards and Recognition 21

Behaviour Concerns and Typical Responses Framework 22

Behaviour Philosophy

At EF Academy Oxford, we believe positive behaviour is fundamental to creating a safe, inclusive and ambitious international boarding school community.

Our students live, learn and grow together. As such, behaviour is not limited to the classroom. It encompasses academic engagement, residential life, relationships, wellbeing, activities, educational visits, online conduct and the everyday interactions that shape our community.

We believe that every student has the right to feel safe, respected, valued and that they belong within the School community. Positive behaviour, healthy relationships and a shared sense of responsibility help create an environment in which all students can thrive.

We are committed to creating an environment in which all students feel safe, respected, supported and able to achieve their full potential. Positive behaviour contributes to academic success, personal wellbeing, strong relationships and a sense of belonging.

As an international school, we recognise that our students come from a wide range of cultural, linguistic and educational backgrounds. We value these differences and encourage students to approach one another with curiosity, understanding and respect. Living and studying alongside people from different cultures is an important part of the EF Academy experience and requires all members of the community to demonstrate maturity, empathy and consideration for others.

Our approach to behaviour is educational, restorative and supportive. We seek to help students understand the impact of their actions, take responsibility for their choices and learn from mistakes. Where behaviour falls below expectations, the School will work with students, families and staff to identify appropriate support, interventions and consequences.

The School seeks to prevent behaviour concerns through positive relationships, early intervention, effective pastoral support and clear expectations. Staff will seek to de-escalate situations wherever possible and support students in making positive choices before behaviour concerns escalate.

Positive behaviour is promoted through:

- clear expectations and consistent routines;
- positive relationships between students and staff;
- recognition and celebration of achievement, effort and contribution;
- effective pastoral support and early intervention;
- restorative conversations and reflection;
- fair and proportionate consequences when expectations are not met.

The School will not tolerate behaviour that compromises the safety, wellbeing, dignity or learning of others. This includes bullying, harassment, discrimination, abuse, violence, intimidation, serious disruption, sexual misconduct or any behaviour that places members of the community at risk.

All members of the School community share responsibility for maintaining a positive environment. Students are expected to contribute positively to both the academic and residential life of the School and to always uphold the values and reputation of EF Academy Oxford.

Equality, Inclusion and Fairness

The School is committed to applying this policy fairly, consistently and proportionately.

When responding to behaviour concerns, staff will take account of a student's age, maturity, cultural background, language needs, wellbeing, safeguarding considerations and any identified additional learning or support needs.

The School will not tolerate discrimination, harassment or victimisation based on race, nationality, ethnicity, religion or belief, sex, sexual orientation, gender identity, disability or any other protected characteristic.

Reasonable adjustments will be made where appropriate to ensure students are supported fairly and can access the opportunities, support and expectations of School life.

The School seeks to promote a culture of respect, dignity, inclusion and belonging in which all members of the community feel safe, valued and able to succeed.

Community Expectations

The following expectations underpin behaviour across all aspects of school life, including academics, boarding, activities, educational visits, social interactions and online spaces.

Be respectful

We speak appropriately and respect people, spaces and property.

Students are expected to:

- Treat others with kindness, courtesy and respect.
- Value and respect different cultures, beliefs and perspectives.
- Respect personal boundaries and develop healthy, respectful relationships.
- Communicate appropriately with students, staff and visitors.
- Respect school facilities, residences, equipment and the property of others.
- Help create a community where everyone feels welcome, included and valued.

Be on time

We attend lessons, Tutor Time, activities and commitments punctually.

Students are expected to:

- Arrive on time for lessons, tutorials, assessments, activities and other scheduled commitments.
- Observe residential curfews, sign-out requirements and other time-sensitive routines.
- Inform staff promptly if delayed or unable to attend a scheduled commitment.

Be prepared

We arrive ready to learn, with the right equipment and work completed.

Students are expected to:

- Bring the materials and equipment needed for lessons and activities.
- Complete academic work and meet deadlines to the best of their ability.
- Engage positively in learning and make a sustained effort in their studies and wider commitments.
- Seek support when needed and respond positively to feedback.

Follow instructions

We respond to reasonable staff instructions.

Students are expected to:

- Follow School policies, procedures and reasonable staff instructions.
- Follow classroom and residential routines and expectations.
- Respond positively to staff guidance and redirection.

Behave safely

We make choices that do not put ourselves or others at risk.

Students are expected to:

- Follow health, safety and safeguarding expectations.
- Report concerns about safety, welfare or wellbeing to a trusted member of staff.
- Use technology responsibly and safely.
- Consider the wellbeing of others in shared learning and residential environments.

Take responsibility

We own our choices, respond to support and repair harm where needed.

Students are expected to:

- Take ownership of their behaviour, decisions and actions.
- Demonstrate honesty, integrity and accountability.
- Recognise that their choices and actions affect the wider community.
- Engage with appropriate support, reflection and restorative processes when things go wrong.
- Contribute positively to boarding life, school events and activities.
- Demonstrate resilience and make the most of academic, co-curricular and leadership opportunities.

Roles and Responsibilities

Promoting positive behaviour and maintaining a safe, respectful and inclusive community is the responsibility of all members of the School community.

Students

Students are expected to:

- Uphold the School's community expectations of Be respectful, Be on time, Be prepared, Follow instructions, Behave safely and Take responsibility.
- Contribute positively to the development of the School community by sharing feedback, concerns and suggestions through appropriate channels.
- Treat others with dignity, kindness and respect.
- Follow School policies, procedures and reasonable staff instructions.
- Take responsibility for their behaviour, decisions and actions.
- Report concerns relating to wellbeing, safety, bullying or safeguarding.
- Engage positively with support, interventions and restorative processes where required.

Parents and Guardians

Parents and guardians play an important role in supporting positive behaviour and are expected to:

- Support the School's values, expectations and policies.
- Work in partnership with the School when behaviour concerns arise.
- Encourage positive attendance, engagement and conduct.
- Communicate openly and constructively with the School.
- Support agreed interventions and behaviour improvement strategies where appropriate.

Teachers

Teachers are responsible for:

- Creating a positive and purposeful learning environment.
- Establishing and maintaining clear classroom expectations and routines.
- Promoting positive behaviour through encouragement, recognition and consistent practice.
- Addressing behaviour concerns promptly and fairly.
- Recording behaviour concerns and positive contributions through the School's systems and procedures.
- Communicating concerns to Heads of Faculty, Pathway Managers and parents where appropriate.

Student Life Team

The Student Life Team are responsible for:

- Promoting a safe, supportive and inclusive residential environment.
- Supporting students in developing independence, responsibility and positive relationships.
- Monitoring student wellbeing and behaviour within the boarding community.
- Addressing residential behaviour concerns promptly and consistently.
- Recording and communicating concerns through the School's systems and procedures.
- Working collaboratively with Pathway Managers, teachers and senior leaders to support students.

Heads of Faculty

Heads of Faculty are responsible for:

- Supporting teachers in maintaining high standards of academic behaviour.
- Ensuring behaviour expectations are applied consistently within their faculty.
- Supporting interventions for students experiencing ongoing academic behaviour concerns.
- Working with Pathway Managers and senior leaders where additional support is required.

Pathway Managers

Pathway Managers are responsible for:

- Monitoring student attendance, engagement, wellbeing and behaviour.
- Acting as a key point of contact for students and families.
- Supporting behaviour interventions and improvement plans.
- Coordinate support between academic, residential, pastoral and safeguarding teams where concerns arise.
- Working with students to address barriers to success and wellbeing.

Inclusion Coordinator

The Inclusion Coordinator is responsible for:

- Advising staff on appropriate support and reasonable adjustments for students with identified additional needs.
- Supporting the development of strategies that enable students to succeed academically and socially.
- Working with staff and families to ensure behaviour is considered within the context of identified learning, wellbeing or additional support needs.

Boarding Lead

The Boarding Lead is responsible for:

- Providing strategic oversight of behaviour and wellbeing within the boarding community.
- Supporting House Parents and residential staff in implementing School procedures consistently.
- Leading responses to significant residential behaviour concerns.
- Working collaboratively with academic and pastoral leaders to support student success.

Deputy Head of School

The Deputy Head of School is responsible for:

- Overseeing the implementation of this policy.
- Monitoring behaviour trends and ensuring consistency across the School.
- Supporting staff in managing complex or serious behaviour concerns.
- Leading behaviour interventions, behaviour contracts, suspensions and other significant responses where appropriate.
- Ensuring behaviour procedures remain aligned with safeguarding and wellbeing expectations.

Principal

The Principal has overall responsibility for the implementation of this policy and for decisions relating to serious disciplinary matters, including suspension and permanent exclusion.

Recognition, Support and Intervention

At EF Academy Oxford, we believe that positive behaviour is best promoted through strong relationships, clear expectations, meaningful recognition and early support.

As an international boarding school, we recognise that students are developing academically, socially and personally whilst living away from home, often in a new country and culture. Staff work collaboratively to support students in becoming responsible, independent and respectful members of the community.

Recognition and Contribution

The School places significant value on students who contribute positively to the academic, residential and social life of the community.

Students may be recognised for:

- Academic effort, achievement and progress.
- Demonstrating leadership, service and integrity.
- Supporting fellow students and helping others to succeed.
- Promoting inclusion, belonging and cultural understanding.
- Positive contributions to boarding life and the wider school community.
- Participation in activities, trips, events and student leadership opportunities.
- Demonstrating resilience, personal growth and responsibility.

Positive contributions to the School community should be recognised and recorded through the School's Orah merit system. Merits provide an important means of acknowledging positive behaviour, leadership, contribution, effort and service across both academic and residential life.

Early Support and Intervention

The School recognises that behaviour is often influenced by a range of academic, social, emotional, cultural and wellbeing factors.

Where concerns arise, staff will seek to understand the underlying cause of the behaviour and provide appropriate support before concerns escalate.

Support may include:

- Informal conversations and guidance.
- Restorative meetings and reflection.
- Academic support and mentoring.
- Pastoral support from House Parents, Pathway Managers or other staff.
- Wellbeing interventions.
- Meetings with parents or guardians.
- Behaviour monitoring or improvement plans.
- Referral to appropriate internal or external support services.

Living in a boarding community requires students to demonstrate consideration, flexibility, independence and respect for others. Staff recognise that challenges and disagreements will occasionally arise and seek to help students resolve these positively and constructively.

Records and Monitoring

The School adopts a joined-up approach to supporting students. Academic, residential, pastoral and safeguarding teams work collaboratively to ensure students receive consistent guidance and support.

Behaviour concerns are considered within the wider context of a student's academic progress, attendance, wellbeing, safeguarding needs and residential experience.

Relevant information may be shared between appropriate members of staff in order to:

- Promote student wellbeing and success.
- Identify emerging concerns.
- Coordinate support and interventions.
- Monitor patterns and trends.
- Ensure safeguarding responsibilities are met.

Behaviour concerns, positive behaviour recognitions, interventions, sanctions and parent communications are recorded through Orah. This enables the School to monitor patterns, coordinate support, ensure consistency and identify where escalation or further intervention may be required.

Behaviour data may be reviewed through regular pastoral, academic and leadership meetings to identify patterns, monitor interventions and determine whether escalation or additional support is required.

Parent Communication

The School believes that effective partnership with parents and guardians is essential in supporting positive behaviour.

Parents will normally be informed of significant behaviour concerns, formal sanctions and serious incidents. In exceptional circumstances, including where confidentiality or safeguarding considerations apply, decisions regarding communication will be made by the Senior Leadership Team.

Safeguarding and Student Welfare

The School recognises that behaviour concerns may sometimes indicate an underlying safeguarding, welfare or wellbeing concern.

Where concerns arise regarding a student's safety, wellbeing or the wellbeing of others, staff will respond in accordance with the School's safeguarding procedures.

The welfare, wellbeing and safety of students will always remain the School's primary consideration.

Standards of Conduct

Students are expected to uphold the School's Community Expectations of Be respectful, Be on time, Be prepared, Follow instructions, Behave safely and Take responsibility at all times.

The expectations set out in this policy apply:

- During the school day.
- Within boarding residences.
- During activities and organised events.
- On educational visits and trips.
- While travelling on behalf of the School.
- Online and through digital communications where behaviour impacts members of the School community or the reputation of the School.

Students remain ambassadors for EF Academy Oxford both within and beyond the School community and are expected to conduct themselves in a manner that reflects positively on themselves, their peers and the School.

Conduct Towards Others

Students are expected to:

- Treat others with dignity, courtesy and respect.
- Communicate appropriately with staff, students and visitors.
- Respect cultural, religious and personal differences.
- Maintain appropriate personal and professional boundaries.
- Resolve disagreements respectfully and seek support when required.
- Contribute to a welcoming, inclusive and supportive community.

Behaviour that causes harm, distress, intimidation, humiliation or exclusion to others is not acceptable.

Academic Conduct

Students are expected to:

- Attend all timetabled lessons, tutorials, assessments and compulsory activities.
- Arrive punctually and prepared for learning.
- Engage positively in lessons and academic activities.
- Complete assignments, coursework and independent study to the best of their ability.
- Follow the expectations outlined in the Academic Integrity Policy.
- Use technology and artificial intelligence responsibly and only in accordance with School expectations and assessment requirements.

Residential and Community Conduct

Living in a boarding community requires students to demonstrate maturity, consideration and respect for others.

Students are expected to:

- Respect shared spaces and communal facilities.
- Maintain reasonable standards of cleanliness and organisation within residential areas.
- Follow residential routines and expectations.
- Respect the privacy, property and personal space of others.
- Behave responsibly during free time, activities and social events.
- Contribute positively to the atmosphere and culture of the boarding community.

Online Behaviour and Use of Technology

Students are expected to use technology responsibly, safely and respectfully at all times.

The School recognises that online behaviour can have a significant impact on the wellbeing, dignity and safety of individuals and the wider community. Behaviour conducted online will be treated with the same seriousness as behaviour occurring in person where it affects members of the School community or the reputation of the School.

Students are expected to:

- Communicate respectfully online.
- Protect their own privacy and personal information.
- Respect the privacy and dignity of others.
- Use social media in a manner that reflects the values and expectations of the School.
- Report online behaviour that causes concern.

Students must not:

- Bully, harass, threaten or intimidate others online.
- Share offensive, discriminatory or harmful content.
- Record, photograph or distribute images, videos or audio recordings of others without appropriate consent.
- Access, create or distribute illegal, indecent or harmful material.
- Impersonate others online.
- Use technology in a manner that compromises the safety, wellbeing or dignity of others.
- Use artificial intelligence or other digital tools in a manner that breaches the Academic Integrity Policy.

The School will investigate and may act in response to online behaviour where it affects students, staff, safeguarding, wellbeing or the reputation of the School.

Child-on-Child Abuse

The School recognises that children and young people can abuse other children and young people. Such behaviour is never tolerated and will always be taken seriously.

The School adopts a zero-tolerance approach to child-on-child abuse and will respond promptly to all allegations, disclosures and concerns.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying and prejudice-based bullying.
- Sexual harassment.
- Sexual violence.
- Abuse within intimate personal relationships.
- Physical abuse.
- Emotional abuse.
- Initiation or hazing-type behaviour.
- Sharing of indecent images.

All concerns relating to child-on-child abuse will be managed in accordance with the School's Safeguarding and Child Protection Policy.

Students are encouraged to report concerns to a trusted member of staff. Staff will respond promptly, sensitively and appropriately to all reports.

The School is committed to fostering a culture of respect, inclusion, dignity and safety in which all students feel able to speak up and seek support.

Serious Misconduct

The School reserves the right to bypass stages of the Behaviour Framework and impose more serious consequences where behaviour constitutes serious misconduct.

Examples of serious misconduct may include, but are not limited to:

- Possession, use or distribution of illegal or non-prescribed drugs.
- Alcohol misuse.
- Possession of weapons, fireworks or other prohibited items.
- Physical violence or threatening behaviour.
- Serious breaches of safeguarding expectations or failure to comply with safeguarding measures.
- Bullying, cyberbullying, harassment or discriminatory behaviour.
- Sexual harassment, sexual misconduct or sexual violence.
- Serious safeguarding breaches.
- Accessing, creating or distributing illegal, indecent or harmful material.
- Significant damage to School property or the property of others.
- Theft, fraud or other criminal behaviour.
- Serious breaches of academic integrity.
- Deliberately false or malicious allegations against a member of staff.
- Behaviour that significantly damages the reputation of the School.

Responses to serious misconduct will be determined by the Deputy Head of School, Designated Safeguarding Lead and/or Principal as appropriate and may include internal suspension, suspension, behaviour contracts, parental conferences, referral to external agencies or permanent exclusion.

Behaviour Beyond the School

Students remain subject to the School's expectations when participating in educational visits, activities, residential trips, travel arrangements and other School-related activities.

The School may also take disciplinary action in response to behaviour occurring outside of School where it:

- Could adversely affect the safety or wellbeing of members of the School community.
- Could bring the School into disrepute.
- Could have repercussions for the orderly running of the School.
- Constitutes behaviour that would be considered unacceptable if it occurred within School.

Searching, Screening, Confiscation and Restrictive Interventions

The School is committed to maintaining a safe, supportive and orderly environment in which students can learn, live and thrive.

Where there are reasonable grounds to do so, authorised members of staff may search students, their possessions, accommodation or other areas under a student's control in accordance with the School's Searching, Screening and Confiscation Policy.

Items that may be searched for or confiscated include, but are not limited to:

- Alcohol.
- Illegal or non-prescribed drugs.
- Weapons or prohibited items.
- Fireworks.
- Stolen property.
- Vapes, tobacco or nicotine products.
- Pornographic, indecent or harmful material.
- Any item that may pose a risk to the safety, wellbeing or welfare of individuals within the School community.

The School may also confiscate items that breach School rules or policies.

Restrictive Interventions

The School recognises that, in exceptional circumstances, authorised members of staff may need to use restrictive interventions to prevent injury, serious damage to property, criminal offences or serious disruption to the good order and discipline of the School.

Restrictive intervention is an umbrella term that includes both physical and non-physical actions intended to prevent, restrict or subdue movement where necessary to maintain safety.

The legal power to use reasonable force remains available to school staff in limited circumstances. Any restrictive intervention or use of reasonable force must be lawful, proportionate, necessary and reasonable in the circumstances and used for the shortest time required.

All incidents involving restrictive intervention or the use of reasonable force will be recorded and reviewed in accordance with the School's safeguarding procedures and relevant policies.

Further information can be found in the School's:

- Searching, Screening and Confiscation Policy
- Use of Reasonable Force Policy
- Safeguarding and Child Protection Policy

Internal Suspension, Suspension and Permanent Exclusion

The School may implement internal suspension, suspension or permanent exclusion in response to serious or persistent breaches of the Behaviour Policy where other interventions have not been successful, or where the nature of the incident warrants an immediate and more serious response.

Any decision will take account of the circumstances of the incident, the student's age, wellbeing, safeguarding considerations, previous conduct and any relevant support needs.

Internal Suspension

Internal suspension may be used where a student has engaged in behaviour that significantly disrupts the learning environment, boarding community or wellbeing of others, but where permanent removal from the School is not considered necessary.

During an internal suspension, students may be removed temporarily from lessons, activities, residences or other aspects of School life. Appropriate supervision, academic work and pastoral support will be provided. Where appropriate, residential restrictions may also be applied during the period of internal suspension.

Students will normally be required to participate in reflection activities, restorative meetings or behaviour review discussions before returning to their usual programme.

Suspension

A suspension may be imposed where behaviour constitutes a serious breach of the School's expectations or where a student's continued presence presents a significant risk to the safety, wellbeing or education of others.

A suspension may be issued whilst investigations are undertaken, particularly where safeguarding concerns, serious misconduct or significant breaches of School rules are alleged.

Parents or guardians will be informed of the reasons for the suspension, its duration and any conditions relating to the student's return to School.

Following a suspension, students may be required to attend a reintegration meeting and comply with additional support measures, behaviour agreements or monitoring arrangements.

Permanent Exclusion

Permanent exclusion is a serious sanction and will normally only be considered where a student's behaviour constitutes serious misconduct, poses a significant risk to the safety, wellbeing or dignity of others, or where previous interventions and sanctions have been unsuccessful.

A decision to permanently exclude a student will only be considered following a full and appropriate investigation. The investigation may be led by the Deputy Head(s) of School, Principal, Designated Safeguarding Lead or other appropriate senior member of staff, depending on the circumstances.

The final decision to permanently exclude a student will be made by the Principal in consultation with the Vice President Operations and will be subject to consideration by the Senior Leadership Team (Governance) following presentation of the investigation findings.

Parents will be informed of the decision and any relevant next steps in writing.

Records and Review

All internal suspensions, suspensions and permanent exclusions will be recorded through the School's established procedures and systems.

The School will maintain appropriate records of investigations, meetings, decisions, interventions and outcomes in accordance with safeguarding, data protection and record-keeping requirements.

Parents or guardians will normally be informed of significant behaviour incidents, formal sanctions and disciplinary outcomes unless safeguarding or legal considerations require an alternative approach.

Rewards, Incentives and Recognition

EF Academy Oxford believes that recognising and celebrating positive behaviour is an important part of building a safe, inclusive and ambitious community.

Students may be recognised for:

- Academic effort, achievement and progress.
- Leadership, service and integrity.
- Positive contributions to the boarding and school community.
- Participation in activities, events and student leadership opportunities.
- Demonstrating resilience, initiative and personal growth.
- Supporting others and promoting a culture of respect, inclusion and belonging.

Recognition may take a variety of forms including:

- Positive communications with parents and guardians.
- Commendations and awards.
- Public recognition through assemblies, newsletters and School communications.
- Leadership opportunities and positions of responsibility.
- Participation in reward activities and community events.
- Faculty, residential and whole-school awards.
- Orah Merits.
- End-of-year awards and prize-giving recognition.

Academic achievements, commendations, merits and significant contributions to School life should be recorded through Orah to support recognition, monitoring and celebration of student success.

The School reserves the right to adapt rewards and recognition opportunities in response to the needs of the community and the evolving student experience.

Examples of Rewards and Recognition

Positive Behaviour or Contribution	Examples of Recognition
Academic effort, improvement or achievement	Commendations, certificates, faculty awards, positive communications home, academic recognition at assemblies or prize-giving events
Leadership, initiative and service	Student leadership opportunities, leadership awards, recognition in School communications, community awards
Positive contribution to boarding life and the wider School community	Residential recognition, community awards, positive communications home, participation in reward activities
Demonstrating the School's Community Expectations	Commendations, certificates, public recognition, reward activities, nomination for School awards
Supporting fellow students and promoting inclusion and belonging	Recognition from staff, community awards, positive communications home, student profile awards
Participation and contribution in activities, events, trips and enrichment opportunities	Certificates, recognition at assemblies, reward activities, community celebrations
Outstanding effort, resilience or personal growth	Commendations, certificates, positive communications home, end-of-year recognition
Exceptional contribution to School life	Special recognition by the Senior Leadership Team, School awards, prize-giving recognition, leadership opportunities

The examples above are illustrative rather than exhaustive. Recognition may take a variety of forms and will be determined by the School according to the nature of the achievement, contribution or behaviour being recognised. Reward activities and incentives may vary from year to year.

Behaviour Concerns and Typical Responses Framework

The following framework provides guidance on the School's typical responses to behaviour concerns. Behaviour concerns, positive behaviour recognitions, interventions and sanctions should be recorded through Orah to support consistency, communication and monitoring.

The framework is intended to support staff decision-making and promote consistency across the School. The School reserves the right to exercise professional judgement and determine appropriate responses based on the circumstances of each case.

Key

- Staff = Any member of staff, including teachers, House Parents and Student Life staff.
- HoF/SHP = Head of Faculty or Senior House Parent.
- PM/BL = Pathway Manager or Boarding Lead.
- DHOS = Deputy Head of School/DSL.
- PRIN = Designated Safeguarding Lead and/or Principal.

Behaviour Concern	Initial Response	Repeated Concern	Serious / Persistent Concern	Typical Lead
Alcohol (possession or consumption on campus)	Formal warning and parent notification.	Residential gating, parental conference and behaviour agreement.	Suspension or expulsion may be considered.	Staff → BL → DHOS/ PRIN
Curfew or sign-out violation	Warning, detention and restorative conversation.	Residential gating, parent notification and behaviour agreement.	Internal suspension or suspension depending on circumstances.	HP → SHP/BL → DHOS/ PRIN
Smoking, vaping or possession of nicotine products	Formal warning and educational discussion.	Residential gating, parent notification and referral to support where appropriate.	Suspension or expulsion may be considered.	Staff → BL → DHOS/ PRIN
Gambling	Formal warning and confiscation of materials.	Residential gating and parent notification.	Suspension or expulsion may be considered.	Staff → BL → DHOS/ PRIN
Photographing, recording or sharing images, video or audio of others without consent	Deletion of material, warning and restorative conversation.	Residential gating and parent notification.	Suspension or expulsion may be considered.	Staff → BL → DHOS/ PRIN
Rudeness, disrespectful or aggressive behaviour	Restorative conversation, apology and warning.	Detention or residential sanction, parent notification and behaviour agreement.	Suspension or expulsion may be considered.	Staff → PM/BL → DHOS/ PRIN
Persistent inappropriate behaviour or repeated disregard for community expectations	Formal warning and detention.	Behaviour contract and residential gating.	Suspension or expulsion may be considered.	Staff → PM/BL → DHOS/ PRIN
Spitting, littering, graffiti or minor vandalism	Clean-up and formal warning.	Community service, detention and parent notification.	Behaviour contract and residential sanction.	Staff → PM/BL → DHOS/ PRIN

Damage to School property	Restitution and parent notification. Further consequences determined according to severity.	Suspension and parental conference.	Expulsion may be considered.	PM/BL → DHOS → PRIN
Cyberbullying, harassment or online abuse	Immediate escalation and investigation.	Outcomes determined following investigation.	Outcomes determined following investigation.	BL/PM → DSL/DHOS → PRIN
Sexual harassment or sexual misconduct	Immediate safeguarding referral and investigation.	Outcomes determined following investigation.	Outcomes determined following investigation.	DSL/DHOS → PRIN
Possession of weapons, fireworks or prohibited items	Immediate suspension and parent notification. Relevant agencies informed where appropriate.	Expulsion may be considered.	-	DHOS → PRIN
Possession, use or distribution of illegal or non-prescribed drugs	Immediate suspension and parent notification. Relevant agencies informed where appropriate.	Expulsion may be considered.	-	DHOS → PRIN
Accessing, possessing or distributing indecent, illegal or harmful material	Immediate safeguarding review and investigation.	Outcomes determined following investigation.	Outcomes determined following investigation.	DSL/DHOS → PRIN
Disruptive behaviour (e.g. talking out of turn, not following instructions)	Warning and redirection.	Detention and parent notification.	Behaviour agreement and parental conference.	Teacher → HoF → PM/DHOS
Late to lessons or scheduled commitments	Reminder and behaviour note.	Detention and parent notification.	Behaviour agreement and parental conference.	Teacher → HoF → PM

Failure to bring required materials	Reminder and support.	Detention and parent notification.	Behaviour agreement and parental conference.	Teacher → HoF → PM
Failure to complete homework, coursework or meet deadlines	Intervention and academic support.	Detention and parent notification.	Behaviour agreement and parental conference.	Teacher → HoF → PM
Challenging the authority of a member of staff	Warning and restorative conversation.	Detention and parent notification.	Behaviour agreement and parental conference.	Staff → HoF/PM → DHOS/PRIN
Unauthorised use of electronic devices	Device confiscated until the end of the lesson or activity.	Parent notification and intervention.	Behaviour agreement.	Staff → HoF/PM
Academic misconduct, including plagiarism, cheating or misuse of AI	Refer to the Academic Integrity Policy.	Refer to the Academic Integrity Policy.	Refer to the Academic Integrity Policy.	Teacher → HoF → PRIN

Serious incidents of disrespect, abusive behaviour towards staff, significant disruption to learning, academic misconduct, behaviour that raises safeguarding concerns, or any behaviour that constitutes serious misconduct may be escalated immediately to the Pathway Manager, Boarding Lead, Deputy Head of School, Designated Safeguarding Lead or Principal without following the staged process outlined above.