

Oxford International Junior Programmes

Behaviour Policy

Updated February 2026

Overview

Oxford International Junior Programmes believes its students have the right to enjoy their lessons and work towards their educational goals without their classes being disrupted by the misconduct of another student.

In addition, we believe that our staff have a responsibility to behave in a professional manner at all times and have the right to be treated respectfully by both students and their own colleagues at our schools.

We make the parameters of unacceptable behaviour very clear to our staff and the student body during the induction process. We address incidents of general misconduct in the classroom and on activities as and when they might occur. Any health and safety issues - such as those related to the misuse of fire and smoke alarms - are also made very clear during induction, as are UK laws and Oxford International Junior Programme rules regarding smoking and drinking alcohol.

The Student Handbook and the Oxford International Junior Programmes staff handbook refer to additional criteria of acceptable behaviour. This policy, however, should be used as a guide by teachers and students.

Gross Misconduct

Staff Gross Misconduct is addressed in the Disciplinary Procedures in the staff handbook.

In rare cases, we have incidents where a student's behaviour may lead to them being excluded from our courses and activities due to Gross Misconduct. It is impossible to exactly define all of the cases where we may consider this action; however, we can define general scenarios whereby Oxford International English is left with no choice but to send the student home, these include:

- Repeated and blatant refusal to follow course instructions in class, on activities or in accommodation.
- Where behaviour poses a clear health and safety risk to themselves and others.
- Behaviour that repeatedly spoils the enjoyment of the course by other students.
- Behaviour that can be described as abusive, aggressive, racist, violent or serious in any other manner.
- Where a student breaks the law of this country.

Harassment, Bullying, and Discrimination

Oxford International Junior Programmes is committed to equal opportunities and to providing an environment in which all employees, students and visitors are treated with dignity and respect, and in which they can work and study free from any type of discrimination, harassment or victimisation. All staff and students are responsible for upholding this policy and should act accordingly. Offensive behaviour will not be tolerated. Harassment may be unlawful where it is carried out on certain areas which are protected by the law, including sex, marital status, race, religion, disability, sexual orientation or age.

Definition of Harassment

A person subjects another to harassment where he or she engages in unwanted and unwarranted conduct which has the purpose or effect of:

- a) violating the other's dignity, or
- b) creating an intimidating, hostile, humiliating or offensive environment for the other

Harassment may involve repeated forms of unwanted and unwarranted behaviour, but a one-off incident can also amount to harassment.

A person's motives are not the main factor in deciding if behaviour amounts to harassment. Behaviour that is acceptable to the alleged harasser may still be considered unacceptable and may be considered to be harassment.

Reasonable and proper management instructions given in a fair and proper way, a reasonable and proper review of a member of staff or a student's work and or performance will not constitute harassment.

Behaviour will not normally amount to harassment if the conduct could not reasonably be perceived as offensive.

Examples of behaviour that may amount to harassment:

- suggestive comments or body language;
- verbal or physical threats;
- insulting, abusive, embarrassing or patronising behaviour or comments;
- offensive gestures, language, rumours, gossip or jokes;
- humiliating, intimidating, demeaning and/or persistent criticism;
- open hostility;
- isolation or exclusion from normal work or study place, conversations, or social events;
- publishing, circulating or displaying pornographic, racist, sexually suggestive or otherwise offensive pictures or other materials;
- unwanted physical contact, ranging from an invasion of space to a serious assault.

The above is not exhaustive. All examples may also amount to bullying, particularly when the conduct is coupled with the inappropriate exercise of power or authority over another person. Many

of the examples of behaviour may occur through the use of internet, email or telephone. Being under the influence of alcohol or similarly intoxicated will not be admitted as an excuse for harassment or bullying.

Bullying

Bullying is a form of harassment. It may be characterised by offensive, intimidating, malicious or insulting behaviour, or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. It may not be based, or may not appear to be based, on gender, race or any other specific factor.

Discrimination

Discrimination may be unlawful where it is carried out on certain protected grounds, including sex, marital status, race, religion, disability, sexual orientation or age. Discrimination may be direct or indirect, and it may occur intentionally or unintentionally.

Direct Discrimination occurs where someone is put at a disadvantage because of a protected characteristic (as above). For example, rejecting an applicant on the grounds of their race because it is considered they will not “fit in” could be direct discrimination.

Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for instance, their sex or race. For example, a height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with sex, it would be indirectly discriminatory on the grounds of sex.

Discrimination also includes victimisation (less favourable treatment in response to certain action taken to raise concerns about discrimination) and harassment (dealt with above).

Process

The disciplinary process for staff is addressed in the Staff Handbook.

It is very rare that a student would be excluded from the course and activities following one incident. The Centre Manager will conduct a thorough investigation into any allegation of Gross Misconduct. The student will then meet with the Centre Manager formally to discuss their findings. The student has the right to be accompanied during this meeting.

In cases of general misconduct, we would normally seek at this time to give the student fair warning that the behaviour is unacceptable, and that he/she is in danger of being sent home if it continues. Oxford International would then ensure that parents/guardians/key contact and, where appropriate, the agent is informed that a student has been warned that they are in danger of being excluded from

the course. In the event of continued General Misconduct or of Gross Misconduct, a student will be excluded from a course.

Oxford International Junior Programmes will ensure that return travel arrangements are suitably organised and that the student is escorted to the appropriate place for return travel. Care will always be taken so that the student is returned safely, and we will liaise with parents/guardians/key contacts/agents/transport providers as appropriate.

Staff will take all necessary care to ensure that the student is properly cared for from the time that the student is informed of the decision to the point where the student goes through the departure gate at the airport, or the departing flight has left in the case of juniors (under 18).

Reporting - Students

All issues of problematic behaviour by either a member of staff or a student are recorded by the Welfare Manager. In the event of exclusion, all stages leading up to that decision should be properly recorded, including minutes of meetings held with students involved. This report will be made available to the student upon request.

Appendix 1 – During On-Site Activity

	Descriptor	Level of Intervention
Low Level	Talking when should be listening	Make the student aware that their behaviour is disruptive and ask them to stop this behavior.
	Shouting/talking loudly/ shouting out	
	Not listening/not paying attention	
	Interrupting	
	Touching/tapping peers or equipment, flicking pens/ equipment	
	Sleeping!	
Medium Level	All of the above when pre-warned	See all of the above, plus make the student aware that if the behaviour continues, they will be given time out of the activity.
	Name calling	
	Answering back	
	Invasion of personal space	
	Interrupting the Activity Leader or fellow student when they are speaking	
	Drifting in and out of activity, disrupting flow	
	Using mobile phone or other electronic equipment during activity time	
	Disrespecting equipment and resources	
Unacceptable Cause for Concern	All of the above when pre-warned	See all of the above, plus give a 5-minute timeout from activity and make the Group Leader aware of the student's behaviour.
	Repetitive swearing and bad language (in L1 or L2)	
	Minor hitting/slapping/kicking/dragging (without leaving a mark)	
	Petty vandalism (marking desks, doors superficially)	
	Wilfully disrupting activity	

	Low level abuse to another student (irregular name calling, picking on at random, not targeted attacks)	
Abuse Level	Unacceptable verbal abuse to another student	See all of the above, plus immediate transfer to Welfare and Student Services Manager, Principal, or Centre/Operations Manager for further action.
	Low-level physical abuse to another student	
	Wilful damage to property/equipment/facilities/school building/graffiti	
Serious Incident	Verbal or physical abuse to staff	See all of the above, plus immediate transfer to Welfare and Student Services Manager, Principal, or Centre/Operations Manager for further action.
	Harsh and unacceptable verbal, emotional, or physical abuse to another student	
	Fighting (physical confrontation)	
	Bullying	
	Stealing	

Appendix 2 – During Lessons

	Descriptor	Level of Intervention
Low Level	Talking when should be listening	Make the student aware that their behaviour is disruptive and ask them to stop this behaviour. In repeat instances, put the student's name on the board with a ticket next to their name.
	Shouting/talking loudly/ shouting out	
	Not listening/not paying attention	
	Interrupting	
	Touching/tapping peers or equipment, flicking pens/ equipment	
	Sleeping!	
Medium Level	All of the above when pre-warned	See all of the above, plus make note of the student's behaviour in the class profile (date the note).
	Name calling	
	Answering back	
	Invasion of personal space	
	Interrupting the teacher or a fellow student when they are speaking	
	Leaving the classroom without asking	
	Using mobile phone or other electronic equipment during lesson time	
	Disrespecting equipment and resources	
Unacceptable Cause for Concern	All of the above when pre-warned	See all of the above, plus make the Director of Studies aware of this behaviour.
	Repetitive swearing and bad language (in L1 or L2)	
	Minor hitting/slapping/kicking/dragging (without leaving a mark)	
	Petty vandalism (marking desks, doors superficially)	
	Wilfully disrupting activity	
	Low level abuse to another student (irregular name calling, picking on at random, not targeted attacks)	

Abuse Level	Unacceptable verbal abuse to another student	See all of the above, plus immediate transfer to Welfare and Student Services Manager, Principal, or Centre/Operations Manager for further action.
	Low-level physical abuse to another student	
	Wilful damage to property/equipment/facilities/school building/graffiti	
Serious Incident	Verbal or physical abuse to staff	See all of the above, plus immediate transfer to Welfare and Student Services Manager, Principal, or Centre/Operations Manager for further action.
	Harsh and unacceptable verbal, emotional, or physical abuse to another student	
	Fighting (physical confrontation)	
	Bullying	
	Stealing	

Appendix 3 – On Excursion

	Descriptor	Level of Intervention
Low Level	Talking when should be listening	Make the student aware that their behaviour is disruptive and ask them to stop this behaviour.
	Shouting/talking loudly/ shouting out	
	Not listening/not paying attention	
	Interrupting	
	Eating/drinking/chewing gum on bus	
Medium Level	All of the above when pre-warned	See all of the above, plus make the student aware that if the behaviour continues, they will be given time out of the activity. Activity Leader to place themselves next to the offending student(s).
	Name calling	
	Answering back	
	Invasion of personal space	
	Interrupting the Activity Leader or a fellow student when they are speaking	
	Not wearing seat belt on bus	
	Using mobile phone or other electronic equipment during activity time	
	Not paying attention to dangers around them (e.g. busy roads, crowded areas)	
Unacceptable Cause for Concern	All of the above when pre-warned	See all of the above, plus give a 5-minute timeout of the activity and make the Group Leader of the student aware of their behaviour.
	Repetitive swearing and bad language (in L1 or L2)	
	Minor hitting/slapping/kicking/dragging (without leaving a mark)	
	Petty vandalism (marking desks, doors superficially)	
	Wilfully disrupting activity	
	Low level abuse to another student /member of the public (irregular name calling, picking on at random, not targeted attacks)	

Abuse Level	Unacceptable verbal abuse to another student	See all of the above, plus return to the meeting point/stop at a suitable place. Student is to remain there for the remainder of the activity with the Group Leader supervising.
	Low-level physical abuse to another student	
	Wilful damage to property/equipment/facilities/school building/graffiti	