

Oxford International English Schools: Behaviour Policy

1. Introduction

Our Company Values

Our values are more than just words. They guide our strategy and our actions so that we can deliver against our vision of Learning Without Limits.

Here at OIEG we pride ourselves on our Values and believe that they define who we are, how we work and guide how we interact with each other, as well as a lens through which we make decisions. We consider them to be our DNA and to fully bring our Values to life we have, with input from many of you across OIEG, developed a set of behaviours to provide a greater depth to each Value. These are: Passion & Pride, Integrity, Creativity, Care & Smile.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be misbehaviour, including bullying and discrimination.

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
 - Schedule 1 of the **Education (Independent School Standards) Regulations 2014**; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
 - **DfE guidance** explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our articles of association.

3. Definitions

Misbehaviour is defined as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following;

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and on public transport.
- Failure to follow instructions from staff.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.
- Lack of correct equipment.
- Lateness.
- Use of mobile devices without permission.

Misbehaviour may be escalated to serious misbehaviour depending on the severity of the behaviour.

Serious misbehaviour is defined as any behaviour that threatens the safety of or presents a serious danger to oneself or others, seriously inhibits the learning of the perpetrator and/or other students, damages the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Persistent disobedience or disruptive behaviour.
- Refusing to comply with disciplinary sanctions.
- Truancy and running away from school.
- Any form of bullying, including cyberbullying.
- Racist, sexist, homophobic or discriminatory behaviour or harassment.
- Verbal abuse, including swearing and threatening language.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour such as interfering with clothes.
 - Upskirting.
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.
- Physical violence, fighting and aggression.
- Vandalism.
- Theft.
- Smoking or vaping.
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Smoking or vaping paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

At OIEG, we consider all forms of bullying – including, psychological, physical, direct or indirect verbal, prejudice-based and discriminatory, sexual, and cyberbullying – to be serious misbehaviour, and we have numerous strategies in place both to prevent bullying and address it where it occurs. These are outlined in our Anti-bullying Policy available on our website.

5. Roles and Responsibilities

Improving behaviour is the responsibility of all members of the school community with the following specific roles.

a. The Principal / Management Team

The Principal and/or the member of the management team will be responsible for:

- Reviewing this behaviour policy and presenting to the Welfare Committee for approval.
- Implementing this policy and the behaviour procedures at the school on a day-to-day basis.
- Monitoring the policy's effectiveness in addressing any social, emotional or mental health (SEMH) related drivers of poor behaviour.
- Ensuring that the school environment encourages positive behaviour.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Establishing high expectations of students' conduct and behaviour, ensuring staff are aware of these and implementing measures to achieve this.
- Ensuring that staff deal effectively with poor behaviour, and monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Publicising this policy on the schools website and updated annually.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Having a behaviour log and communicating with the management team, where necessary.

b. Staff

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour via the behaviour log
- Referring persistent problems to the academic management team and/or principal
- Challenging pupils to meet the school's expectations

The management team as a whole will support staff in responding to behaviour incidents.

- Individual interviews with students about issues leading to poor behaviour.

c. Students

Students will be responsible for:

- Their own behaviour both inside school and out in the wider community in line with this policy
- Reporting any misbehaviour to a member of staff.

d. Parents

Parents will be responsible for:

- Supporting their child in adhering to the school rules as outlined in this policy and in the home-school agreement, and reinforcing this if they need to be contacted by the school or Group Leader.
- Informing the school of any changes in circumstances which may affect their child's behaviour before arrival.

6. 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

7. 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)

8. Reporting - Students

All issues of problematic behaviour by either a member of staff or a student are recorded by the

management team or Principal. If about the Principal, this needs to be escalated to the Managing Director/HR. 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 Onsite Activity

	Descriptor	Level of intervention
Low level	Talking when should be listening	Make student aware that behaviour is disruptive and ask them to stop the behaviour.
	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 above plus...
	Name calling	Make aware that if behaviour continues they will be given time out of activity.
	Answering back	
	Invasion of personal space	
	Interrupting the activity leader or a fellow student when they are speaking	
	Drifting in and out of activity, disrupting flow	
	Using mobile phone other electronic equipment in activity time	
	Disrespecting equipment and resources	
Unacceptable: Cause for concern	All of the above when pre-warned.	See above plus...
	Repetitive swearing and bad language (in L1 or L2)	Give 5 minute time out of activity, make Group Leader of student aware or behaviour
	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 above plus...
	Low level physical abuse to another student	.immediate transfer to Welfare and Student Services Manager, Principal or Centre/Operations Manager for further action.
	Wilful damage to property/ equipment /facilities /school building /graffiti	
Serious incident	Verbal or physical abuse to staff	
	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 student aware that behaviour is disruptive and ask them to stop the behaviour.
	Shouting / talking loudly/Shouting out	
	Not listening / not paying attention	
	Interrupting	In repeat instances put student name on the board with a tick next to their name.
	Touching/tapping peers or equipment: flicking pens/equipment	
	Sleeping!	
Medium level	All of the above when pre-warned	See above plus...
	Name calling	...make a note of the student's behaviour in the class profile (date the note).
	Answering back	
	Invasion of personal space	
	Interrupting the teacher or a fellow student when they are speaking	
	Leaving classroom without asking	
	Using mobile phone other electronic equipment in lesson time	
	Disrespecting equipment and resources	
Unacceptable: Cause for concern	All of the above when pre-warned.	See above plus...
	Repetitive swearing and bad language (in L1 or L2)	...make the Director of Studies aware of the behaviour.
	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 above plus... immediate transfer to Welfare and Student Services Manager, Principal or Centre 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	
	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 student aware that behaviour is disruptive and ask them to stop the 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 above plus...
	Name calling	Make aware that if behaviour continues they will be given time out of activity. Activity Leader to place themselves next to offending student(s)
	Answering back	
	Invasion of personal space	
	Interrupting the activity leader or a fellow student when they are speaking	
	Not wearing seatbelt on bus	
	Using mobile phone other electronic equipment in 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 above plus...
	Repetitive swearing and bad language (in L1 or L2)	Give 5 minute time out of activity, make Group Leader of student aware or behaviour
	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 above plus...
	Low level physical abuse to another student	Return to meeting point/ stop at suitable place. Student to remain there for remainder of activity with Group Leader Supervising
	Wilful damage to property/ equipment /facilities /school building /graffiti	