



## Behaviour and Discipline Policy

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### 1. Introduction

This policy applies to Oporto British School, which comprises the Secondary Section and the Primary Section, including EYFS. It is part of the whole-school approach to promoting child safeguarding and wellbeing, which seeks to ensure that the best interests of pupils underpin, and are at the heart of, all decisions, systems, processes, and policies.

### 2. Scope and Intent

The Behaviour Policy sets out the expectations for conduct, the values we uphold, and the procedures we follow to maintain a safe, respectful, and inclusive environment at Oporto British School.

These expectations extend beyond the classroom. They apply whenever students are on school premises, travelling to and from school, participating in any school-organised activity, or leaving the site during any time of the day. Behaviour that may bring the school into disrepute—whether in the local vicinity or while commuting, will be addressed in accordance with the school’s behaviour procedures.

Students are expected to take responsibility for their actions, demonstrating self-discipline and respect for others, regardless of background or identity. In line with this expectation, the school operates a zero-tolerance approach to bullying and responds promptly and appropriately to any breaches of conduct.

We are committed to safeguarding all pupils and remain vigilant to signs of abuse, neglect or mental health concerns.

This policy promotes a positive and restorative approach to behaviour, encouraging accountability, empathy, open dialogue, and personal growth, while fostering a cohesive school community. In doing so, the school recognises the importance of:

- Consistent expectations
- Consistent positive reinforcement
- Consistent language and responses
- Consistent follow-up
- Consistent consequences

## Legal framework:

As an accredited British School Overseas, this document meets the requirements set out by the [Standards for British Schools Overseas](#), to promote positive behaviour and relationships.

## This policy reflects the school's commitment to ensure compliance with:

- Estatuto do Aluno e Ética Escolar, Lei n. º 51/2012;
- Lei de proteção de crianças e jovens em perigo (Lei n. º 147/99, de 01/09);
- The Education Acts of 1996 and 2011;
- The Education and Inspections Act 2006;
- The Health and Safety at Work Act 1974;
- The Equality Act 2010;
- The Children Act 1989; and
- [Lei n. º 58/2019, de 8 de Agosto](#) \_ Proteção de Dados Pessoais

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

## The following School policies are related to this policy:

- Anti-Bullying (emotional, verbal, racial, sexual, cyberbullying and physical)
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Acceptable Use of Technology Policy
- Agencies Reporting Policy

## 3. Roles and responsibilities

To achieve our shared goals, it is important that everyone within the OBS community works together in a spirit of cooperation and mutual support. To help guide this collective effort, specific responsibilities have been assigned to ensure that this policy is carried out effectively and in the best interests of all.

### The Board of Governors:

- Approves the School's Behaviour and Discipline Policy
- Supports the Headmasters, Heads of Section and the Deputy Head (Pastoral), who are responsible for the day-to-day implementation of this policy and ensuring it is followed throughout the school community.
- Monitors and evaluates the effectiveness of the policy in fulfilling its aims

### **The Senior Leadership Team:**

- Ensures that the school environment promotes positive behaviour and staff respond appropriately to the Policy and associated procedures.
- Will ensure sufficient resources and time are allocated to training and updating staff on effective strategies, subject to budget limitations.

### **The Pastoral Deputy Head:**

- Oversees the implementation of the policy, reviews associated risk assessments and responsive actions and evaluates their overall effectiveness.
- Will keep the policy up to date and compliant with the law and best practice.
- Provides termly updates on behavioural matters to Senior Leadership and to the Pastoral and Safeguarding Governor.
- Promotes awareness of current best practices in behaviour management, shares effective strategies within the school, and develops initiatives that support the ongoing improvement of behaviour management approaches.

## **4. Expectations**

### **Members of school staff are required to:**

1. Consistently implement and uphold the school's positive behaviour policy.
2. Ensure the safety, wellbeing, and inclusion of all students.
3. Be a visible and supportive presence throughout the school day, especially during transitions.
4. Model respectful, empathetic behaviour and maintain high expectations, including in matters of personal appearance.
5. Teach and reinforce rules, routines, and positive behaviour through daily interactions and curriculum.
6. Build strong, supportive relationships with pupils and respond to individual needs.
7. Plan and deliver engaging, well-structured learning experiences that encourage positive behaviour.
8. Use praise and clear consequences to guide and improve practice.
9. Collaborate with colleagues, parents, and support teams to meet students' behavioural and learning needs.
10. Act promptly by taking all incidents seriously, logging, reporting, and following them up accurately using school systems (e.g., CPOMs, SIMS).
11. Apply Merits and Consequences fairly in line with policy guidelines and liaise with leadership when required.

### **Parents or legal guardians are required to:**

1. Inform the school as soon as possible about any changes in legal guardianship or associated responsibility / custody, or address / contact details.
2. Inform the school immediately ([school@obs.edu.pt](mailto:school@obs.edu.pt)) if parents or legal guardians will be abroad for an extended time (longer than a week), and of the full contact details of the legally nominated next-of-kin who might be contacted in case of an emergency.
3. Support and uphold the school's Behaviour Policy and Behaviour for Learning processes.
4. Ensure that their child attends school regularly, arriving on time, and wears the correct uniform.
5. Ensure that their child is fully equipped and prepared for the school day.
6. Notify the school promptly about any absences or issues affecting their child's behaviour or wellbeing.
7. Maintain open communication with teachers and tutors, both formally and informally.
8. Attend Parent-Teacher Conferences and school information evenings.
9. Attend meetings, as requested by school leadership or other relevant staff, regarding their child's wellbeing or behaviour, and to support the actions agreed upon. Failure to comply with this requirement may result in the withdrawal of the student's place at the school.
10. Promote a positive attitude toward school and learning at home.
11. Encourage their child to care for school property, including items brought home.
12. Refrain from online or other activity which may prejudice or impugn the reputation of members of the school community. Any concerns about individuals should be referred directly to the school.

### **General**

#### **At OBS we:**

1. Uphold the OBS Core Values and always represent the school positively, both in person and online.
2. Are aware of the school rules, standards and expectations and consequences of poor behaviour.
3. Treat all members of the school community with respect, kindness, and inclusivity, valuing differences in age, race, culture, gender, and beliefs.
4. Use respectful language and behaviour, avoiding any form of taunting, unkindness, disrespect, bullying, harassment, or intimidation.
5. Understand that everyone is here to learn and respect the environment, avoiding disruption, and supporting a safe, positive space.
6. Demonstrate academic integrity by completing tasks honestly and meeting deadlines.
7. Are punctual, prepared, and fully equipped for all lessons and school activities.
8. Will not participate in prohibited or illegal activities, including the use of drugs, alcohol, vaping, and other unsafe behaviours, whether within school or beyond its geographical limitations.
9. Use digital devices and social media responsibly (both in and outside school, in line with the school's Acceptable Use of Technology Policy).
10. Respect privacy by not recording, taking pictures, sharing images or videos without consent.
11. Care for personal and school property, avoiding damage, theft, or vandalism.

12. Must always wear the correct uniform/clothes and understand that we may be sent home to make appropriate changes to the uniform.
13. Positively represent the school when travelling to and from school, during all school-based and educational visits or activities, and when representing OBS in any capacity.

### **Dress and General Appearance**

1. Students should present a clean and tidy appearance.
2. Hair should be neat and tidy, and of a neutral colour. No hair dye is allowed (including black and bright unnatural colours). No discernible shaved patterns are allowed, including close-cropped hair next to longer hair.
3. In Primary, hair must be tied back.
4. Unobtrusive, discreet make-up may be worn (Secondary only).
5. Nail polish is not allowed in Primary. In Secondary, only neat, neutral or muted colours are permitted. Overlong or untidy nails are not allowed.
6. Students may wear one set of small stud type earrings, a watch and (in Secondary only) a discreet bracelet. Larger earrings are not allowed.
7. Students of a given faith may also wear a necklace denoting a religious symbol. All jewellery must be removed for PE and Games lessons.
8. No body and/or facial piercings or tattoos are to be displayed during the school day.
9. All clothes must be named, clean, tidy and in a good state of repair.
10. Summer uniform is worn from September to Autumn Half Term and during the Summer Term. Winter uniform is worn for the remainder of the year.

Senior Leadership may send students home for uniform breaches. Staff can ask students to remove unsafe or unsuitable items.

### **IB dress code:**

Students in Forms 11 and 12 are required to adhere to the IB dress code and may likewise be sent home if they are not complying.

Whilst the IBDP Dress Code is not prescriptive, all IBDP students are expected to be smartly dressed, in line with what would be universally termed 'smart casual'. Collared shirts (including polo shirts) as opposed to collarless T shirts or hoodies, non-faded jeans or chinos, and smart shoes or trainers of a uniform colour are required. Torn or excessively 'logo-ed' items of clothing are not allowed. In essence, the overall look should unquestionably be described as smart, discreet, and appropriate for a job interview. Blouses, sweaters, or tops must be long enough to cover the waistband.

For formal occasions, students should wear a jacket, blazer, or suit with quality trousers, a shirt, and tie, paired with formal shoes. Alternatively, a suit, dress, or jacket with tailored trousers or a skirt is appropriate.

In line with the school's guiding statements and Equal Opportunities Policy, OBS recognises a student's right to choose whether they adhere to the dress code for boys or for girls.

## **ID card/lanyard:**

Being identifiably a student, staff member or accredited visitor at OBS is essential at all times in order to facilitate safety procedures around the school.

1. Students who do not bring their ID card must sign in at the entrance and wait for the security or staff on duty to allow them in.
2. Students without their ID card will not be allowed to leave the school at lunch and breaktimes, even if they have permission (Form 9, 10 and IB).
3. ID cards may be blocked because of behaviour-related issues, punctuality, missed deadlines or course work not completed.
4. Pupils who have lost their ID card must request a replacement at Reception, at a cost of €5.

## **Attendance and Punctuality**

### **At OBS we:**

1. Are expected to arrive at school on time, ready for the first scheduled activity of the day.
2. Are obliged to attend all their timetabled lessons, and tutorial activities without exception. Students should be aware that under the terms of the school's Attendance and Punctuality policy, justified absences can only be granted when communicated directly to the school by parents or guardians.
3. Students are expected to be punctual in every lesson. Given our small campus, there are few reasons for lateness, so arriving on time is important.
4. Avoid making routine doctor, dental or other appointments during the school day.

## **Academic**

### **At OBS we:**

1. Should have the correct equipment, ready to work.
2. Are expected to apply ourselves to the objectives of the lesson, and to respect the rights of other students to learn without disruption or interruption.
3. Respect the opinions and values of their peers in the learning context.
4. Follow the instructions of all adults in the school.
5. Complete and submit coursework/homework on time. Parents need to inform the teacher in question if a particular circumstance has prevented their child from completing an assignment/task. For IB and IGCSE coursework the specific coursework extension process must be followed.
6. Understand that all submitted work should be our own. If ever unsure, it is better to ask a teacher or coordinator than risk disqualification.

## **Technology**

The School's Acceptable Use of Technology Policy will be shared with students and parents at the beginning of each academic year. Students and parents are required to sign this document confirming their understanding of regulations on the use of social media, posting and sharing of information and cyberbullying. Ignorance of these policies will never be deemed an excuse for non-compliance.

Link: [Acceptable Use of Technology Policy](#)

Link: [GDPR/Lei de Proteção de Dados Policy](#)

### **Mobile Phones, including smart watches and all devices with internet connectivity– General Rules**

1. Mobile phones are not permitted during lessons, between lessons, at break, or at lunch.
2. Students may only use mobile phones at dismissal time to arrange transport.
3. Phones must be switched off or set to silent and kept in bags or lockers throughout the school day.
4. Any phone seen in use during the school day will be confiscated.
5. The devices of repeat offenders will be returned to parents directly via the Front Office.

### **Mobile Phones – Primary School**

1. Pupils in Form 4 and 5 may bring a phone to school if they travel independently; however, under no circumstances should it be used or visible during the school day.
2. These phones must remain switched off and always stored in bags.
4. No smart watches are allowed in Primary.

### **iPads and Other Devices – Forms 4 to 8**

1. Pupils must bring a fully charged iPad to all lessons.
2. iPads must not be used between lessons, at break, lunch, in corridors, playgrounds, or while moving around school.
3. iPads should remain closed until instructed to be opened by a teacher.
4. All iPads must be connected to the 'Classroom' app, with monitoring permissions set to "Always."
5. Devices may only be charged at school with specific adult permission.

### **Laptops and Other Devices – Forms 9 to 12**

1. Students may bring laptops or tablets to lessons.
2. Devices must only be used with adult permission and supervision.
3. Devices must not be used between lessons, at break, lunch, in corridors, playgrounds, or while moving around the school.
4. Secondary students may use devices in designated areas of study.

### **Headphones**

1. Headphones, including Bluetooth models, may only be used with teacher permission and for educational purposes.
2. Headphones must never be used in conjunction with mobile phones.

### **Device Usage Guidelines**

1. Devices are to be used solely for schoolwork and only as directed by staff.
2. Use of devices for chatting, messaging, or accessing unrelated apps or websites is not permitted.
3. No photographs or videos of any student or adult may be taken without express teacher permission.
4. Primary pupils must not download apps without adult approval.

### **General ICT Conduct**

1. Students must behave responsibly and respectfully when using any electronic device.
2. Only personal login credentials should be used, and passwords must be kept confidential.
3. Any suspected breach of network security must be reported to a teacher or IT staff.
4. ICT equipment must be treated with care; users are liable for the cost of any loss or damage.

### **Internet Use**

1. The internet must be used responsibly and only for educational purposes.
2. Accessing illegal, offensive, or inappropriate content (e.g. pornography, discriminatory or hateful material) is strictly prohibited.
3. Access to apps during the school day is not allowed unless specifically approved for learning.
4. Social networking and online chat tools are not to be used during the school day, and should be deactivated on all devices prior to arrival at school.
5. Attempting to bypass school security systems (e.g. VPNs, proxy sites) is forbidden.
6. Students must always use respectful and appropriate language online.
7. Any instances of cyberbullying or inappropriate communication must be reported immediately.
8. Downloaded, copied, or AI-generated material must be used appropriately, with sources cited in a bibliography.
9. Personal information (e.g. names, addresses, credit card details, phone numbers, photographs) must not be shared online and/or with others.

### **Use of School Logos and Names**

1. Written permission is required to use the school's name, logo, or that of any associated organisation, as these are protected intellectual property.

## 5. Positive Behaviour management

At OBS, we promote positive behaviour through clear expectations, consistent practices, and a shared commitment across all staff. Our approach is rooted in a whole-school policy that seeks to ensure consistency from Primary to Secondary, with any tailored strategies aligned across year groups.

Positive reinforcement is key. Whether recognising academic success or good conduct, feedback should be specific and meaningful, helping students to reflect on their choices and to grow as learners.

Our approach to behaviour management underpins all of our interactions with students and with each other, guided by our core values:

- Knowledge
- Compassion
- Curiosity
- Critical Thinking
- Leadership
- Creativity
- Responsibility
- Open-mindedness
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### **Praise**

At OBS, we believe that recognising and celebrating positive behaviour, effort, and achievement is essential to fostering a supportive and motivating learning environment. Staff are encouraged to build positive relationships with pupils and consistently recognise excellent work, behaviour, or attitudes that reflect the OBS learner profile and ethos.

Achievements are celebrated in various ways, including:

- House points (Primary) and Merits (Secondary)
- Certificates/vouchers
- Classroom displays and stickers (Primary)
- Tutor/teacher report comments
- Assemblies
- Positive feedback at parents' evenings

In accruing Merits, Secondary pupils will work towards Merit Milestone resulting in vouchers being handed out in Celebration Assemblies. Negative SIMS points will take positive points away and only net points will be taken into consideration when distributing vouchers.

M1	M2	M3	M4	M5
20 Merit points	30 Merit points	40 Merit points	50 Merit points	60 Merit points
TBD				

### **Behaviour That Falls Below Expectations**

Fostering a positive learning environment is our priority. When a student does not adhere to the school's behavioural expectations, we follow a structured and consistent approach to address the issue. All incidents of misbehaviour are assessed in context, with careful consideration of the individuals involved and the severity of the presented behaviour. Staff are expected to respond calmly, professionally, and without the use of physical discipline under any circumstances.

The consequences imposed by the school vary from verbal warnings to exclusion or withdrawal, depending on the severity of the behaviour. Serious incidents, such as bullying, arson, assault, theft, vandalism, possession of intoxicating or illegal substances or items, racism/intolerance, smoking, actions which require legal intervention or actions that damage the school's reputation, must be reported to the Deputy Head Pastoral, Head of Section and the Headmaster. In such circumstances the school will report issues to local agencies or law enforcement prior to investigation under the terms of its Agencies Reporting Policy if this would constitute a matter for external investigation.

Either the Deputy Head Pastoral, the relevant Head of Section, or the Headmaster will be involved in the decision-making process regarding the suspension, exclusion or expulsion of a student. Such decisions are made collaboratively, ensuring that all perspectives are considered and that the outcome reflects a shared professional judgment. Any decision will be made in accordance with the school's established disciplinary procedures and in line with statutory guidance.

Any expulsion or withdrawal of a student's place at the school will be communicated to the Pastoral and Safeguarding Governor and to the Chair of Governors by the Headmaster.

Parents and students should make themselves aware of the terms of the School's Agencies Reporting Policy, which requires the school to report more serious issues to outside agencies, depending on the student's age. Ignorance of this does not constitute grounds for this not to happen as an obligation under the law.

### **Monitoring and Record keeping**

The Deputy Head Pastoral will monitor and maintain a record of all serious disciplinary offences and their associated sanctions in the Pastoral Register and on SIMS. A separate record of safeguarding concerns will be kept and logged on CPOMS.

The records will include the name and year group of the pupil concerned, the nature and date of the offence, the sanction imposed and its rationale, as well as any follow-up actions. These records are reviewed regularly by the Deputy Head Pastoral to identify and appropriately manage any emerging patterns of behaviour. Records created under this policy may contain personal data. The school's GDPR/ Lei de Proteção de Dados Policy outlines how such data will be handled in accordance with data protection regulations.

**Procedures for serious transgressions which may result in fixed term exclusion, withdrawal or exclusion, and for written and registered rebuke:**

**1.** Following a most serious breach of discipline, the pupil will be referred immediately to the Deputy Head Pastoral, Head of Section and the Headmaster.

**2.** An investigation into the alleged misbehaviour will be undertaken by SLT or Middle Leadership staff, as directed by the Headmaster.

If necessary, the pupil may be isolated or preventively suspended if their presence disrupts school activities, affects the investigation, or compromises school order (not to exceed 10 working days). Parents will be informed of the alleged misbehaviour and the investigation.

**3.** In addition to any other necessary measures, a hearing must be held with the parties involved, particularly the student, and if the student is a minor, their legal guardian must also be present.

If the student's legal guardian does not attend, the student under 18 can be heard in the presence of a teacher he/she chooses and in the presence of the Deputy Head Pastoral or Key stage coordinator. A student older than 18 can admit the facts in the hearing without the presence of his/her parent.

The investigation can be replaced if the student (older than 12) at the beginning of the investigations (the deadline is 2 working days) asks to be heard in the presence of his/her parent, the Deputy Head Pastoral and Key Stage Pastoral Coordinator, and admits to his/her behaviour. The absence of the legal guardian, when duly summoned, does not prevent the hearing from taking place.

**4.** A record of the hearing will be made, including a summary of the statements made by the parties involved. The investigating member of staff will present their findings to the Head of Section or to the Headmaster as soon as possible (the deadline is 6 working days after the investigation has begun, unless in the course of the investigation evidence emerges that will extend the investigation process, in which case all parties will be informed by the investigating member of staff).

**5.** Either the Deputy Head Pastoral, the Heads of Sections, or the Headmaster will determine the final consequence (the deadline is 3 working days after the report of the findings).

**6.** If a fixed-term exclusion is issued, the pupil and parents will be informed of the decision and its duration by the Deputy Head Pastoral.

In cases of possible withdrawal or expulsion, the Chair of the Board of Governors will be advised.

**7.** Should the decision be to withdraw the pupil (either through parents being invited to withdraw their child or the place no longer being available in the following academic year), the parents will be informed by letter from the Headmaster. The decision will also be communicated to the Pastoral and Safeguarding Governor and the Chair of the Board of Governors.

**8.** Parents have ten working days to appeal to the Governing Board. The Appeal Committee, appointed by the Board of Governors, will hear the evidence originally presented. Any additional evidence will not be permitted. Should the Appeal Committee uphold the decision to withdraw, this will be communicated immediately to the parents. This decision will be final, unconditional and binding.

### Primary Behavioural Ladder

Below is a guide on what behaviour may result in different sanction levels. These are examples and are not limited to different types of behaviour.

Level of seriousness	Examples of what this might look like	Procedures	Consequences
Minor	<ul style="list-style-type: none"> <li>-Arguing about different perspectives (what is the answer to a math question, which TV show is best, who has the next turn in the game etc.)</li> <li>-Hurting someone's feelings or body by accident</li> <li>-Talking during lessons or assemblies</li> <li>-Not following instructions promptly</li> <li>-Distracting others</li> <li>-Running indoors</li> <li>-Inappropriate use of materials (e.g., stationery, iPads)</li> <li>-Mild disrespect (e.g., eye-rolling, ignoring, calling out, interrupting, talking over)</li> <li>Continuous repetition of the behaviours below</li> </ul>	<p><b>Action:</b> dealt with by the member of staff present at that time.</p> <p><b>Communication:</b> staff must share with the relevant class teacher</p> <p><b>Recording:</b> n/a</p>	<p>Restorative/ reflective exercise with the children involved</p> <p>Conversation with the teacher at end of the lesson or next break/lunchtime</p>
Major	<ul style="list-style-type: none"> <li>-Repetition of 'minor' behaviours</li> <li>-Hurting someone's feelings or body on purpose (intentionally)</li> <li>-Happens just one time or occasionally</li> <li>-Calling someone a name</li> <li>-Repeated disruption after warnings</li> <li>-Refusal to follow instructions</li> <li>-Rough play</li> <li>-Inappropriate language (not directed at others)</li> <li>-Leaving the classroom without permission</li> <li>-Misuse of school property</li> <li>-Making fun of someone</li> <li>-Telling someone they cannot play repeatedly</li> <li>-Taking someone's belongings</li> </ul>	<p><b>Action:</b> dealt with by the member of staff present at that time. Then raised to class teacher and Primary Pastoral Coordinator.</p> <p>The appropriate consequence will be decided and communicated to relevant parties.</p> <p><b>Communication:</b> - staff must share with the relevant class teacher and Primary Pastoral coordinator. If behaviour becomes more concerning then it will be raised to Head of Primary and the Headmaster.</p>	<p>Break time/lunch detention</p> <p>Reflection exercise</p> <p>Behaviour report</p> <p>Internal suspension</p> <p>External Suspension</p> <p>Permanent Exclusion</p>

		<p>-class teacher should inform parents</p> <p><b>Recording:</b> behaviour must be recorded on SIMS with negative added if appropriate.</p>	
	<ul style="list-style-type: none"> <li>-Hurting someone's feelings or body on purpose and repeatedly (hitting, kicking, etc.)</li> <li>-Threatening someone</li> <li>-Telling peers to be mean to someone else</li> <li>-Excluding</li> <li>-Bullying (verbal, physical, or online)</li> <li>-Stealing or damaging property</li> <li>-Serious defiance or rudeness to staff</li> <li>-Inappropriate or offensive language directed at others (staff or peers)</li> <li>-Leaving school premises without permission</li> <li>-Making fun of others' weaknesses</li> <li>- Repeated swearing</li> <li>-Stealing</li> <li>-Racism</li> </ul>	<p><b>Action:</b> dealt with by the member of staff present at that time. Then raised to class teacher, academic coordinators, Primary Pastoral Coordinator and Whole School Pastoral Lead.</p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>- staff must share with the relevant class teacher, Primary Pastoral coordinator and Head of Section</li> <li>-class teacher should inform parents</li> </ul> <p><b>Recording:</b> behaviour must be recorded on SIMS and a negative point must be added</p>	



## Secondary Behavioural Ladder

Below is a guide on what behaviour may result in different sanction levels. These are examples and are not limited to different types of behaviour.

Level	Types of Behaviour	Staff responsible	Staff supporting	Consequences	Follow up actions
<p><b>Level 1</b></p> <p>Low-level misbehaviour that affects learning or school order.</p>	<ul style="list-style-type: none"> <li>- Inadequately prepared for lessons (no equipment, device uncharged, no materials, etc.)</li> <li>- Incomplete homework</li> <li>- Inappropriate behaviour</li> <li>- Talking out of turn in class</li> <li>- Incorrect uniform</li> <li>- Chewing gum</li> <li>- lateness</li> <li>- Device misuse (taking iPad out without being asked)</li> </ul>	<p>Teacher</p>	<p>HoD and key Stage coordinator</p>	<ul style="list-style-type: none"> <li>- Challenge students through restorative conversation and reminder of future behaviour – not just being told off, but being informed of the expectations</li> <li>Reference to OBS values, expectations</li> <li>- Log “other no points” and the outcome on SIMS so there is a record</li> </ul>	<p>Nothing formal should be needed</p>
<p><b>Level 2</b></p> <p>Repeated minor</p>	<ul style="list-style-type: none"> <li>- Repeated low-level disruption behaviours</li> <li>- Poor engagement with learning despite warnings</li> </ul>	<p>Teacher or Tutor</p>	<p>HoD and tutor</p>	<p>Restorative conversation</p> <p>Level 2 detention can be given</p>	<p>- Tutor or teacher who awarded the consequence to</p>

<p>breaches or patterns of behaviour that disrupt learning or school order.</p>	<ul style="list-style-type: none"> <li>-Failure to fulfil academic obligations</li> <li>-Repeated uniform infringements</li> <li>-Repeated failure to hand in work/homework</li> <li>-Repeated lateness</li> <li>-Unexplained absences</li> <li>-Anything that a pupil has previously been reminded about</li> </ul>			<ul style="list-style-type: none"> <li>-Log a negative point on SIMS</li> <li>-Email home</li> <li>-Inform the tutor if a repeated pattern of behaviour emerges</li> </ul>	<p>have follow-up conversations</p>
<p><b>Level 3</b></p> <p>Not meeting OBS values and school expectations</p>	<ul style="list-style-type: none"> <li>-An escalation or repetition of level 2 behaviours</li> <li>- Device misuse (on websites other than ones required by the teacher, playing games and chatting online, other breaches of Acceptable Use Policy)</li> <li>- Lack of respect for school environment (rubbish, etc)</li> <li>- Disrespectful behaviour to peers and staff</li> <li>- Not following staff instructions or challenging teacher instructions</li> </ul>	<p>Teacher/ Tutor communicates to Middle Leader</p>	<p>HoD/tutor/ key stage coordinator</p>	<ul style="list-style-type: none"> <li>- Level 3 detention taken by middle leadership (would be prioritised over activity and right to leave the site)</li> <li>-Log the Level 3 detention (negative point) on SIMS</li> <li>-Student can be placed on report if deemed necessary (academic with HoD; attendance/punctuality with tutor; behaviour with Key Stage coordinator)</li> </ul>	<ul style="list-style-type: none"> <li>- The HoD, HoKS, or tutor will send an email to inform the parents that the student is on report and what targets have been set;</li> <li>- Review progress throughout</li> </ul>

	<ul style="list-style-type: none"> <li>- Unkindness or use of inconsiderate language (name calling, etc)</li> <li>- 3 negative points in a week</li> <li>- Misbehaving in class</li> <li>- Academic Integrity concern</li> </ul>			<p>Consequences in line with the OBS Academic Integrity policy</p>	
<p><b>Level 4</b></p> <p>Significantly falling below OBS values and school expectations</p>	<ul style="list-style-type: none"> <li>- An escalation or repetition of level 2 or 3 behaviours</li> <li>- Safety: behaving in a manner that could cause harm to oneself or others in school, in the vicinity of the school, or on school activity / trip</li> <li>- Deadlines/coursework: missing externally assessed deadline at KS4 and IB</li> <li>- Offensive behaviour and manners: insensitive or inappropriate behaviour (rudeness, offensive language, swearing, deliberate unkindness)</li> </ul>	<p>Teacher / Tutor communicates to Key Stage coordinator</p>	<p>Deputy Head Pastoral</p>	<ul style="list-style-type: none"> <li>- 1-hour Detention after-school (Key Stage coordinator and Deputy Head on rotation)</li> <li>- Formal email home from KS Coordinator</li> <li>- Alternative School-based restorative activity.</li> <li>- Loss of privileges</li> <li>- Student placed on report for monitoring behaviour (key stage coordinator)</li> </ul>	<ul style="list-style-type: none"> <li>- Review progress throughout</li> <li>- To allow for a step up in sanctions, after 2 after-school detentions, or failure to achieve targets on report, a letter should be sent home by the Deputy Head Pastoral– this should be supportive of</li> </ul>

	<ul style="list-style-type: none"> <li>- Academic Integrity: dishonesty, plagiarism, collusion, cheating, fabricating data, etc</li> <li>- Vandalism</li> <li>- Deliberate absence from lessons</li> <li>- Slandering any member of the school or wider community (in person or online)</li> <li>- Serious or repeated misuse of devices: gaming, taking pictures of others without consent or sharing, accessing social media, using VPNs, etc)</li> </ul>			<ul style="list-style-type: none"> <li>- Log on SIMS</li> </ul> <p>Consequences in line with the OBS Academic Integrity policy</p>	<p>behaviour changes, outlining next steps should the issue persist</p>
<p><b>Level 5</b></p> <p>Significant misconduct that affects the welfare of others, disrupts school order, or brings the</p>	<ul style="list-style-type: none"> <li>- An escalation or repetition of level 4 behaviours</li> <li>- Bullying</li> <li>- Aggression: retaliatory or aggressive behaviours towards others that results in harm (such as pushing, shoving, aggressive gestures, threats, fighting, deliberate fouling etc)</li> <li>- Possession use or sale of unauthorised or illegal substances,</li> </ul>	<p>Deputy Head Pastoral</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>- Internal suspension</li> <li style="text-align: center;">Or</li> <li>- Fixed term exclusion</li> <li>- Deputy Head Pastoral to arrange a meeting/hearing with parents</li> <li>- Formal letter home (fixed term exclusion) or email (internal suspension)</li> </ul>	<ul style="list-style-type: none"> <li>- The Deputy Head (Pastoral) is responsible for communicating any suspension to the relevant teaching staff.</li> <li>- Key stage coordinator to liaise with teachers</li> </ul>

<p>school into disrepute.</p>	<p>devices or items on site or in the vicinity of the school, or recognisable as OBS student (e.g. alcohol, tobacco products, weapons, fireworks, chemicals, controlled substances, etc.)</p> <ul style="list-style-type: none"> <li>- Defiance: refusal to follow staff instructions</li> <li>- Bringing the school into disrepute through any of the above in the vicinity of the school, identifiably as an OBS student</li> <li>- Theft</li> <li>- Safety: involvement in any action that may trigger a security or health concern or lead to a school lockdown or evacuation</li> <li>- E-safety: serious violation of the rules governing e-safety (sharing videos or images of others without permission, posting lewd or offensive material online, etc)</li> <li>- Language: swearing or using derogatory language towards a member of staff and peers</li> </ul>			<p>-Log actions on SIMS or CPOMS accordingly</p>	<p>to have work set for suspension</p> <ul style="list-style-type: none"> <li>- Reintegration Meeting with pupil and parents (HoS and Key Stage Coordinator)</li> <li>- Potential for formal behaviour contract/final warning to be issued about future behaviour and likely sanctions, explaining the consequences of further misdemeanours.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Anti-social behaviour: demonstrating intimidating (harassing), or anti-social behaviours towards any OBS community member</li> <li>-Deliberate absence from a lesson or a school event</li> </ul>				
<p><b>Level 6</b></p> <p>Behaviour that severely fails to meet OBS values and/or raises possible safeguarding concerns</p>	<ul style="list-style-type: none"> <li>- Any repetition or more serious instance of a level 5 behaviour.</li> <li>- Critical failure to abide by the school's expectations</li> <li>-Inappropriate material: the sharing and distribution of material that would be deemed egregiously harmful or offensive (sexual, violent and/or suggesting and encouraging physical harm)</li> <li>- Aggression or assault: retaliatory or aggressive behaviour towards peers and staff that results in serious, grievous or permanent bodily harm.</li> <li>- Bullying behaviours, including online, as determined by the</li> </ul>	Deputy Head Pastoral	DSL and Headmaster	<ul style="list-style-type: none"> <li>- Fixed term exclusion</li> <li>- Removal from the school (Parents may be required to withdraw the pupil).</li> <li>- Expulsion for severe or repeated misconduct.</li> <li>- Investigation and disciplinary meetings with the Deputy Head Pastoral and the Headmaster</li> <li>- Deputy Head Pastoral to arrange a hearing meeting with parents and student</li> <li>- Formal communication to be sent home to parents</li> <li>- Log incident/investigation on SIMS or CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>-The Deputy Head (Pastoral) is responsible for communicating any suspension to the relevant teaching staff and request work to be set for suspension</li> <li>- Reintegration Meeting with pupil and parents (HoS and Deputy Head Pastoral)</li> <li>- Collaboration with external</li> </ul>

	<p>school's anti-bullying policy definitions</p> <ul style="list-style-type: none"> <li>- Discriminatory behaviours which contravene Article 7 (Protected race, gender, disability, sexual orientation, amongst other protected characteristics) through word, action or online</li> <li>- Serious academic malpractice (exam groups and/or serious transgressions)</li> </ul>				<p>agencies when required (e.g., police, social services).</p> <ul style="list-style-type: none"> <li>- Referral to external sources of support if needed</li> <li>-</li> </ul>
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Behaviours exhibited by those associated with a student in the course of a disciplinary procedure which gives grounds for concern may impact on outcomes for the student.

Failure to attend a detention without justified reason provided by the parents, will result in the sanction being reviewed and possibly moved up a level. Note that all sanctions are decided on with a degree of discretion depending on circumstances. Reasonable adjustments may be made to accommodate individual needs or circumstances.

