



Behaviour Policy: Senior School

Document Reference	PUP-POL-003
Version/Revision	v3.5
Effective Date	November 2023
Review Date	September 2025
Author(s)	ELT
Reviewer(s)	ELT
Applicable to	Senior School

Revision History

Version	Date	Reason for most Recent Revision
v1.0	March 2015	Reviewed and reissued as per guidelines in WS-PRO-001. Minor changes.
v2.0	August 2015	Addition of examples of misdemeanours and related sanctions.
v3.0	January 2016	Appendix C: Anti-Bullying Policy extracted into a separate, unified policy for the whole school (PUP-POL-013).
v3.1	April 2019	Reviewed, no changes.
v3.2	January 2020	Minor amendments to Section 6
v3.3	February 2020	Amendments to Sections 6.2, 6.3 and 6.6 with a new section: section 6.6.1
v3.4	December 2020	Smoking / Vaping Sanctions added to Section 7
v3.5	November 2023	Reviewed and sanctions updated and some sections re-ordered. Addition of link to Student Search Policy. Addition of a Language Charter as Appendix.



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1 Purpose of this Policy

The purpose of this policy for students is to help them learn how to make positive behaviour choices. The purpose of the policy for parents is to give clarity of the expectations and to ensure everyone uses the policy consistently and effectively. Everyone is collectively responsible for ensuring this policy is adhered to.

The purpose of this policy for staff is to clarify our expectations of St Christopher's students with respect to behaviour and to clarify the role of staff in enforcing our discipline code. All staff are responsible for ensuring this policy is adhered to and for communicating clearly to all students our expectations (not just those in their teaching groups or form classes).

This policy needs to be read in conjunction with our other policy related to [Cyberbullying PUP-POL-017](#).

2 Scope of this Policy

This Policy applies to all students on School premises. It will also form the foundation for acceptable behaviour outside the School where students are wearing school uniform and/or taking part in organised trips and events.

It may also be applied where a student's behaviour outside school is violent, illegal, may harm the reputation of the School, may place other students at risk or could have repercussions for the orderly running of the School.

The School will uphold the Laws of Bahrain, whether these are violated in or out of school.

3 Aims and Expectations

St Christopher's School is a happy, lively and caring community. Students and staff are expected to respect and care for themselves and each other, cooperate and collaborate, show self-discipline and motivation, be independent and have a positive attitude to life. Students and staff are expected to behave according to guidelines laid down in this policy. When unacceptable behaviour occurs, it is the behaviour that is seen as unacceptable and not the individual.

At all times St Christopher's students are expected to observe the School rules, the underlying expectations being that we have a whole-school community approach to supporting student behaviour within a safe and supportive school environment.

A safe and supportive school environment is characterised by a climate which:

- Emphasises care, effective communication and quality relationships based on mutual respect
- Values effort, presents achievable but challenging expectations, builds healthy self-esteem and encourages students to be self-disciplined, responsible and independent learners
- Promotes the development of knowledgeable, morally and socially responsible citizens who are capable of self-fulfilment.

3.1 We believe that

Students have the right to:

- Learn in a positive school environment which fosters quality relationships, mutual respect and effective communication
- Experience success and pride through a meaningful curriculum which is relevant to their needs



- Feel safe and secure
- Be treated with care, cooperation, courtesy and respect
- Be themselves without fear of judgement or discrimination

Students have a responsibility to:

- Actively support and contribute to the development of a positive school environment
- Participate to the best of their abilities in school curricular and extracurricular activities
- Behave in a way which respects and supports the safety and well-being of self and others
- Treat others with care, cooperation, courtesy and respect
- Look after the School environment and take care of the School premises and resources
- Be welcoming to all visitors to the School
- Demonstrate the highest standards of dress, demeanour and deportment.

3.2 We aim to

- Provide a caring, supportive, stable and disciplined environment in which students are secure and feel valued
- Develop a whole school approach to behaviour which develops self-discipline in our students and encourages students to take responsibility for their own behaviour
- Promote a positive atmosphere based on our community where discipline and good order lead to excellence
- Recognise, reward and celebrate good behaviour
- Investigate any reports of inappropriate behaviour efficiently and fairly
- Marginalise poor behaviour by promoting good behaviour
- Provide a consistent approach to managing inappropriate behaviour by applying fair and logical consequences
- Involve students, parents and staff in the creation and implementation of a consistent approach to behaviour
- Maintain a school community based upon sound values of common sense, courtesy, good manners and respect for others whilst providing opportunity to show responsibility for the local community and as citizens in the wider world
- Help our students achieve academic success giving each student opportunities to fulfil individual potential both through independent effort and collective endeavour
- Instil a love of learning and to encourage lively and enquiring minds
- Promote moral, ethical and spiritual values and encourage cultural awareness.
- Investigate any reports of inappropriate behaviour efficiently and fairly
- We have a zero tolerance approach to issues related to drug use and possession



4 Students, Wellbeing and Good Behaviour

Students will usually feel secure and thrive when their learning is active, well directed and matched to their ability. There should also be a degree of challenge and teachers should use a variety of groupings and varied strategies to ensure there is an optimum learning environment. Students also feel happy and secure when the people they come into contact with are considerate, caring and supportive.

Good behaviour needs to be carefully developed; it is too important to be left to chance. Young people learn best when they are clear about what they are supposed to do, and when they are continually and consistently encouraged to do it.

Students need to come into school prepared for the demands that will be made upon them in a school-based learning situation.

Good behaviour continues to develop when school and home share the same aims, where each appreciates the others' point of view and when both support each other in achieving these aims. At St Christopher's we are privileged that our students are generally extremely well behaved and live up to our high expectations. Students new to St Christopher's quickly learn to conform to the expected standards of behaviour.

Students are expected to behave well on all occasions, including when attending events or on educational visits or trips, whenever they are wearing school uniform, online, over the school network and when dealing with members of the school community through social media.

All adults encountered by the students at school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students. We must remember that we all have a collective responsibility for our School ethos. See Appendix C for a list of behaviour expectations and responsibilities.

5 Discipline and Supervision

At St Christopher's our main aim will always be to develop self-discipline in our students.

Generally speaking, we develop self-discipline in our students through an approach based on kindness, fairness and mutual respect between staff members and students. This approach should be demonstrated in all areas of the School, at all times, including before and after school, when students are on trips and visits, online, over the school network and when dealing with members of the school community through social media.

5.1 Dealing with Inappropriate Behaviour

At St Christopher's, we are very fortunate that there is very little inappropriate behaviour and it is usually not of a serious nature. We will at all times try to reassure the student that it is the behaviour and not him/her that is disliked or unacceptable. Low self-esteem can lead to poor behaviour so we will always try to find ways of praising the positive side of a student's attitude/behaviour.

5.2 Levels of Misdemeanours

Examples of misdemeanours are given in Appendix A of this Policy. The list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour and failing to comply with instructions when challenged over misbehaviour will raise the level. Mitigating circumstances or provocation may reduce the level. Where new examples of misdemeanour are identified they will be added.



5.3 Sanctions

Sanctions are in place for students who do not behave as well as we expect and do not conform to the policy for behaviour - see **Appendices A and B**. By design, the sanctions are intended to describe the acceptable behaviour of our students.

Sanctions vary according to the nature of the incident. Most instances of poor behaviour are relatively minor and usually can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

It is likely that in most cases, an incident may be dealt with satisfactorily by the Form Teacher or Class Teacher. In situations where the incident is more serious or repeated it may be necessary to seek the assistance of a Subject Leader, Head of Faculty, or Head of Year. The following table illustrates a system of referral. It is important that minor incidents are dealt with at an appropriate level.

All parental contact must be recorded – phone calls, emails and meetings with parents.

Level	Available Sanction(s)	Record
Form Teacher	<ul style="list-style-type: none"> ● Reprimand ● Move the student away from others ● Concern logged in iSams ● Breaktime detention ● Removal of free time ● Confiscation of prohibited item ● Communicate with parents ● Refer to Head of Year ● Recommend placing on report (behaviour/homework/attitude/effort etc) – refer to Head of Year 	<ul style="list-style-type: none"> ● Make a record in iSams ● Detention letter or email home (and placed in student file) ● Report card logged in students pastoral file.
Subject/Class Teacher	<ul style="list-style-type: none"> ● Reprimand ● Move the student away from others ● Confiscation of prohibited item ● Make a record in iSams ● Detention (break time, lunchtime or after-school) ● Parental contact ● Refer to Subject Leader/Head of Faculty 	<ul style="list-style-type: none"> ● Make a record in iSams ● Detention letter or email home (and placed in student file) ● Email parents and copy in tutor/HoY if appropriate
Subject Leader/ Head of Faculty	<ul style="list-style-type: none"> ● Reprimand ● Make a record in iSams ● Detention (lunchtime or after-school) ● Parental contact ● Referral to Head of Year/SLT 	<ul style="list-style-type: none"> ● Make a record in iSams ● Detention letter home or email – copy placed in student file ● Email parents and copy in class teacher, tutor and/or HoY if appropriate ● Record of parental contact (phone call or meeting) – copy placed in student file



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Head of Year	<ul style="list-style-type: none"> ● Reprimand ● Make a record in iSams ● Detention (lunchtime or after-school) ● Parental contact ● Place student on report card ● Place student on contract ● Referral to SLT ● Removal of trip or event privileges 	<ul style="list-style-type: none"> ● Make a record in iSams ● Detention letter home – copy placed in student file ● Email tutor and/or SLT if appropriate ● Record of parental contact (phone call or meeting) – copy placed in student file ● Report card logged in students pastoral file
Senior Leadership Team (SLT)	Expression of disapproval - parental contact – any one of sanctions in Section 7 except suspension and expulsion.	Pastoral Record File
Head of Senior School	Discretionary – any one of sanctions in Section 7 except expulsion. Online learning for up to 3 days may be imposed.	Pastoral Record File
Principal	<p>Online learning until the end of the academic year, after which the student may be asked to leave the school.</p> <p>Discretionary – any one of sanctions in Section 7.</p>	Pastoral Record File

At appropriate stages of referral an accurate record should be kept. Where necessary a record should be included in the student’s file. The Heads of Pastoral should also keep records which can be referred to by the Head of Senior School when necessary.

*Making a record in iSams does not mean that the problem will be dealt with by the Form Tutor/Head of Year – the issue is logged for record but action should be taken by the member of staff entering it.

5.3.1 Detentions

Detentions can be used as a sanction. Detentions can be held within the school day or outside of the school day. Where a detention is outside school hours, parents must be given 24 hours notice.

The times outside school hours that detentions can be given include:

- At the end of the day on any school day where a student does not have permission to be absent
- Non-teaching days – teachers’ in-service training days – unless the day precedes or follows a school holiday.

Notes

- With a detention at lunchtime, sufficient time must be allowed for the student to eat, drink and use the bathroom
- With a detention at breaktime, sufficient time must be allowed for the student to use the bathroom
- The latest time for an after-school detention to finish is 16:00
- The length of a detention during training days is to be communicated clearly to the student and the parents. The length may vary depending on the breach of discipline, but could be up to a maximum of 3



hours. Meaningful work must be undertaken by the student during this period. The student must be supervised by a member of staff

- For all out of school detentions, parents must be clear about the time their son/daughter should be collected
- Should a detention be set at outside of school hours and conflict with a fixture/event in which the student is representing the School, the student (or parent or member of staff running organising the fixture/event) can request that the detention be served on another day, but of the same duration and the same time of day.

5.4 In Dealing with Inappropriate Behaviour, Staff will

- Listen to problems at all times and investigate fully where necessary
- Allow students the opportunity to submit a statement in writing
- Avoid shouting in anger
- Show patience
- Only gain attention verbally – not physically unless there is an immediate threat or danger to someone’s safety (i.e. a fight/physical altercation)
- Frequently celebrate good, friendly and helpful behaviour
- Treat all people with respect
- Model good manners and positive language
- Use language that should emphasise what we DO want
- Always try to think of positive phrasing e.g. 'sensible walking please', rather than 'don't run'. It is appropriate to start with 'please' and end with 'thank you'
- Not use negative labels with students – eg you are a bully, you are naughty – it is the behaviour that is wrong
- Never use sarcasm
- Allow students the time and space to calm down and compose themselves if they are distressed, ahead of investigating or questioning the student
- Conduct searches of a student’s property or self in conjunction with the school’s [Student Search Policy](#) (PUP-POL-015)
- Aim to seek out the facts of the situation and, where necessary, apply sanctions according to the school policy

Please note, that staff reserve the right to speak to students about incidents and disciplinary matters without prior permission from parents. In most cases, parents will be informed after a student has been spoken to by a member of staff.

5.5 In-School and External Suspension or Expulsion

5.5.1 In-School Suspension

In-School Suspension is where a student is removed from lessons by a member of the SLT and



alternative arrangements are made for the student to work in school

5.5.2 External Suspension

External Suspension – this is a fixed term period where the student is not permitted to attend school for a specific period of time. In this case, work will not be sent home by the school.

Readmission: following a period of External Suspension, before a student is allowed back into normal lessons, parents will be asked into school to meet with a senior member of staff to discuss the return of their son or daughter to school and any conditions that apply to their continuance at St Christopher's.

5.5.3 Expulsion and online learning

Expulsion – the Head of Senior School can recommend expulsion or online learning from home over 3 days to the Principal who makes the final decision.

5.5.4 A Decision to Suspend or Expel or ask a student to work online from home, will only be taken

- In response to serious breaches or repeated breaches of the School's Behaviour Policy
- If allowing the student to remain in school would seriously harm the educational welfare of the student or others in the School.
- Where students' behaviour outside of school brings the school into serious disrepute, is harmful to self or others or is illegal

5.5.5 Unacceptable Behaviour which might result in Suspension or Expulsion or online learning from home includes

- Fighting
- Verbal abuse
- Misuse of social media that impacts a student in school
- Filming a student or member of staff without permission
- Circulating videos or photos which may bring the school into disrepute
- Filming or taking photos in the bathroom
- Persistent disruptive behaviour
- Physical violence
- Bullying
- Racism or use of racist language
- Vandalism
- Stealing
- Possession of offensive or dangerous weapons eg. knife
- Smoking / Vaping
- Bringing into school prohibited items which include, but are not limited to: some aerosols and solvents; cigarettes / smoking / vaping paraphernalia; dangerous instruments; and weapons/ replica weapons; pornography; alcohol; and drugs
- Behaviour out of school involving prohibited items which include, but are not limited to: some aerosols and solvents; cigarettes/smoking / vaping paraphernalia; dangerous instruments; and weapons/replica weapons; pornography; alcohol; and drugs which may bring the school into serious disrepute
- Attempts to deliberately infect or damage the schools network



This list is not meant to be exhaustive and sanctions will be applied as appropriate following a thorough investigation and discussions between the Head of Senior School and the Principal.

5.5.6 Communication with the Ministry of Education

As agreed with the Ministry of Education, the School will inform the Ministry of any external suspension of up to three days. Ministry approval will be requested for any external suspension of more than three days or online learning that extends beyond 3 days.

5.6 Fighting and Bullying

Incidents of fighting and bullying are rare at St Christopher's. Students are encouraged to speak to a member of staff if they have been the victim of physical aggression or have been the victim of threats of bullying. The school has an **Anti-Bullying Code** (see Appendix D: Anti-Bullying Code) which is displayed in all classrooms and on the student intranet.

If a student has been hit, pushed or shoved they should report it and also realise that hitting, pushing and shoving back will put them in the wrong and they themselves may get into trouble even if it was retaliatory. When students report a serious incident to a member of staff, it should be recorded by the Class Teacher/Head of Year or link SLT.

We will not tolerate bullying in any form and we will always encourage students to report this. If a member of staff witnesses bullying, it should always be reported. In instances of suspected bullying, the Head of Senior School will enlist all members of staff to keep particular note of an individual/group and report any incidents of significance to the Head of Year/Form Tutor. Bullying in contrast to other forms of aggression will be defined as a sustained and systematic abuse of another student or students.

Please refer to the [School Anti Bullying Policy](#) (PUP-POL-013) for more detailed information.

5.7 Communication and Parental Partnership

The School will communicate this policy and its expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within the guidelines of the policy, and further disciplinary action will always be communicated to the parents. Clear deadlines for the review of any agreed actions will always be set.

The key professional in this process of communication is the Form Tutor who has the initial responsibility for the student's welfare. Any teacher who has concerns about the behaviour of a student should ensure that the Form Tutor is kept informed of the issue/s. Early warning of concerns should be communicated to the parents and the Head of Year so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

5.8 Searching Students for Items

The School reserves the right to search a student and their possessions for any items which the School considers should not be in School or are suspected to have been taken without permission. The school can insist that the student will:

- Produce any such items in their possession or that they have placed elsewhere in the School
- Turn out the contents of their bags, pockets, coats etc.



- With regards to lockers – these can be searched for any item at any time
- The School reserves the right to search the content of any mobile device/s on the School premises where there is a reasonable suspicion that it may contain undesirable material, including, but not limited to: pornographic content; evidence of bullying; illegal content and material that could harm the school in any way. In the event that the Head or Principal has a suspicion that the device has been used inappropriately, the user will unlock the device to allow the device to be inspected.
- Further details about searching students can be accessed via our [Student Search Policy](#).

5.9 Drugs and controlled substances

The School reserves the right to enforce disciplinary measures on a student where there are reasonable grounds to believe that they are involved in the consumption, possession or supply of drugs or controlled substances in or out of school. Possible sanctions include expulsion and may result in the appropriate authorities being notified. The school has zero tolerance related to drugs.

The school may use external agencies to help assist in school investigations. This may include the use of sniffer dogs and drug testing.

6 Appendix A: Examples of Misdemeanours

Level 1: Low Level Misdemeanours		
WITHIN THE CLASSROOM	OUTSIDE THE CLASSROOM	AVAILABLE SANCTIONS
<ul style="list-style-type: none"> • Uniform infringements* (<i>described in the next column</i>); • Not having the correct equipment in class; • Off-task in lessons; • Talking whilst the teacher is speaking to the class; • Electronic devices visible or audible except when in acceptable use; • Failure to complete work to an appropriate standard; • Not paying attention; • Talking persistently; • Not completing sufficient work in class; • Horseplay; • Throwing items across the class; • Arriving late to class without excuse; • Shouting/calling out and interrupting teaching and learning; • Not completing homework; 	<ul style="list-style-type: none"> • Running in the corridor; • Petty name calling; • Pushing into tuck-shop queue; • Lateness to School; • Littering; • Inappropriate movement around the School <p>Uniform infringements* eg:</p> <ul style="list-style-type: none"> • <i>Wearing incorrect type of jewellery or excessive makeup</i> • <i>Tie not worn properly</i> • <i>Boys trousers too low</i> • <i>Girls skirt too short</i> • <i>Incorrect socks/no socks</i> • <i>Inappropriate hairstyle or colour</i> • <i>Incorrect hoodie</i> • <i>No shirt under the hoodie</i> • <i>Wearing drama or PE Kit on non Drama or PE days</i> 	<ul style="list-style-type: none"> • Verbal reprimand • Remind the student of expectations • Move the student • Make a record in iSams • Email/inform Tutor • Removal of free time eg part of lunchtime, breaktime • Confiscation of electronic device



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<ul style="list-style-type: none"> • Petty name calling; • Accessing prohibited or restricted areas (staff room, juice bar, cleaners storage, use of lift etc) 		
<p>It is expected that the misdemeanours described above will be dealt with by the member of staff that encounters it</p>		

Level 2		
Repeated Level 1 Misdemeanours	Repeated Level 1 Misdemeanours	Referral to Subject Leader/ Head of Faculty /Form Tutor/Head of Year
WITHIN THE CLASSROOM / SCHOOL	OUTSIDE THE CLASSROOM / SCHOOL	AVAILABLE SANCTIONS
<ul style="list-style-type: none"> • Chewing gum*; • More serious name calling; • Teasing of others; • Copying homework; • Being rude or disrespectful; • Dishonesty; • Damage to textbooks or other students' work; • Issues highlighted whilst on a monitoring report card; • Failure to fully complete a monitoring report card; • Congregating or socialising in a bathroom; • Failure to cooperate with a disciplinary investigation 	<ul style="list-style-type: none"> • Chewing gum*; • More serious name calling; • Teasing of others; • Misbehaving when representing the School on field trips or events; • Disagreement with physical contact eg pushing/holding/ grabbing; • Throwing items at another student 	<ul style="list-style-type: none"> • *Litter duty • Verbal reprimand • Removal of free time • Lunchtime detention • After-school detention • Parents may be contacted • Student placed on Report card
<p>Action taken by the teacher encountering the behaviour, Form Tutor, Head of Year, Subject Leader or Head of Faculty</p>		
<p>All parental contact must be recorded – phone calls, emails and meetings with parents.</p>		

Level 3	
Repeated Level 2 Misdemeanours could be classed as Level 3	Referral to Head of Year/SLT
INSIDE or OUTSIDE SCHOOL	AVAILABLE SANCTIONS
<ul style="list-style-type: none"> • Graffiti on school property; • Damaging school property or school buses and any damage on school visits; • Deliberately damaging the work of other students; • Use of inappropriate language; 	<ul style="list-style-type: none"> • Parents must be contacted • Detention • Internal suspension



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<ul style="list-style-type: none"> ● Failure to attend a detention; ● Making a derogatory comment about member of the School community; ● Leaving the School or a lesson without permission; ● Misbehaviour which affects the safety of others or self; ● Inappropriate use of school computers; ● Uploading images of school and/or students into the public domain; ● Disobedience, defiance, disrespect – lying to a staff member; ● Academic dishonesty; ● Behaviour involving serious name calling/excluding of others; ● Inappropriate use of the tannoy system; ● Deliberate damage to textbooks or other students' work; ● Persistent misbehaviour which disrupts the learning of others ● Truancy from school/lessons** 	<ul style="list-style-type: none"> ● ½ day internal suspension**
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Some Level 3 Misdemeanours could be judged as Level 4 depending upon their severity

All parental contact must be recorded – phone calls, emails and meetings with parents.

Level 4	
Repeated Level 3 Misdemeanours could be classed as Level 4	Referral to Head of Year/SLT
INSIDE or OUTSIDE SCHOOL	AVAILABLE SANCTIONS TO SLT or HEAD of SCHOOL
<ul style="list-style-type: none"> ● Verbal or physical intimidation of another student; ● Persistent disruptive behaviour; ● Deliberate misbehaviour which leads to harm to others or self; ● Stealing; ● Bringing into school prohibited items; ● Cheating in examinations; ● Using electronic items inappropriately eg taking video/photographs of school which may or have the potential to bring the School into disrepute; ● Taking inappropriate images of students; ● Bullying; ● Fighting; ● Verbal or physical intimidation amounting to bullying; ● Behaving in a way that is likely to cause injury to others; ● Making offensive/insulting comments about another student or member of the School community; ● Arguing with members of staff; ● Graffiti (eg walls, toilets); 	<ul style="list-style-type: none"> ● Parents must be contacted and come into school ● In-school withdrawal ● External suspension ● External suspension – up to three days for first offence*



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<ul style="list-style-type: none"> Acting in a manner that could bring the School into disrepute; Smoking/vaping (including possession of tobacco or related items such as pipes, cigarettes or vapes)*. 	
Some Level 4 Misdemeanours could be Level 5 depending upon their severity	
All parental contact must be recorded – phone calls, emails and meetings with parents.	

Level 5: MOST SERIOUS

Repeated Level 4 misdemeanours could be classed as Level 5	Referral to Head/Principal
INSIDE or OUTSIDE SCHOOL	AVAILABLE SANCTIONS
<ul style="list-style-type: none"> Verbal abuse of a teacher or another student; Physical abuse of a member of staff or another student; Racist language – either written or verbal; Racist behaviour; Sexually explicit/aggressive language including sexual harassment; Physical violence; Inappropriately touching of, or physical contact with another student. This includes sexual assault; Posting of video/images on the internet which brings the School into disrepute; Possession of a weapon or items that could cause harm; Behaviour which poses a threat to other students; Setting off fire alarm deliberately; Serious or repeated physical intimidation, actual assault/ fighting (where contact is made); Theft. 	<ul style="list-style-type: none"> Parents must be contacted and come into school External Suspension Expulsion – must involve the Principal
All parental contact must be recorded – phone calls, emails and meetings with parents.	

Level 5: May lead directly to Expulsion

INSIDE or OUTSIDE SCHOOL	AVAILABLE SANCTIONS
<ul style="list-style-type: none"> Possession of alcohol, offensive weapons, pornography, drugs; Use or distribution of alcohol, offensive weapons, pornography or drugs; Theft; Repeated incidents of vandalism, bullying, assault/fighting; Acting in a manner that brings the school into disrepute. 	May lead directly to Expulsion
Head of Senior School refers to the Principal	



All parental contact must be recorded – phone calls, emails and meetings with parents.

7 Appendix B: Senior School Sanctions Policy

7.1 Smoking / Vaping Sanctions

The sanctions below will be applied to St Christopher's students caught smoking/vaping or in the possession of smoking / vaping paraphernalia.

First Offence

- 1-day internal suspension / restorative education.
- Parents contacted.
- The student is spoken with – guidance on health-related issues / reputation / breaking school rules.
- Warning as to future conduct – consequences if he or she moves to a second offence.
- Email sent to parents.

Second Offence

- 2-day external suspension and second warning.
- Parents are phoned and informed. Parents are invited into school prior to the student rejoining classes to discuss, in the presence of the student, the implications of their actions.
- Official letter issued on school letter-headed paper and signed by parents and students.

Third Offence

- 3-day external suspension and third and final warning.
- Parents are phoned and informed. The student meets with the Principal who warns them about being expelled from school.
- Final Warning Letter issued on school letter-headed paper and signed by parents and students. The letter will say that if there is a further incident, the student will lose his or her place at St Christopher's.
- The Ministry of Education is informed about the final warning.
- Placed on their record for references for schools/colleges/universities.

Fourth Offence

- The student is expelled from St Christopher's.

7.2 Examples and Classifications of Levels of Misdemeanours

Examples of misdemeanours are given in Appendix A. The list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour and failing to comply with instructions when challenged over misbehaviour will raise the level. Mitigating circumstances will reduce the level. Whilst misbehaviour outside the classroom may not directly impact on teaching and learning it does damage the ethos and social structure of the School community and is taken just as seriously. Where new examples of misdemeanour are identified they will be periodically added to the list. Sanctions relating to the use of mobile phones/hand-held devices or other electronic devices is covered in the [Mobile Device Acceptable Use Policy](#) (ICT-POL-004-S002). All parental contact must be recorded – phone calls, emails and meetings with parents.

7.3 Scope

The Sanctions Policy will be applied to all students on school premises, but will also form the foundation for acceptable behaviour outside the School where students are in uniform and/or taking part in organised trips



and events. It may also apply where a student's behaviour is violent, illegal, may bring the School into disrepute, may place other students at risk, or could have repercussions for the orderly running of the School. By its design, the Sanctions Policy is intended to describe the acceptable behaviour of our students.

8 Appendix C: Behavioural Expectations and Responsibilities

8.1 Responsibilities of Adults

As Adults, we should aim to

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Nurture relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, sex, race, faith or religion and disability
- Show appreciation of the efforts and contribution of all.

As Adults, we will

- Recognise and highlight good behaviour as it occurs
- Ensure that all students are praised for behaving well and students are recognised appropriately, including informing parents
- Ensure that criticism is constructive
- Explain and demonstrate the behaviour we wish to see/model good behaviour eg politeness and respect for others
- Take collective responsibility for the application of this policy
- Ensure that when unacceptable behaviour occurs, it is the behaviour that is seen as unacceptable and not the individual
- Encourage students to be responsible for their own behaviour.
- Apply all aspects of the Behaviour Policy, and rewards, fairly and consistently

We can reward Good Behaviour by using

- Positive verbal and written affirmation of the students for producing good work or good behaviour (where appropriate, comments can be written about work and behaviour in the student's book)
- Praise and encouragement as much as possible as a reward
- A phone call, email or letter home to parents
- Recognition and public affirmation which can be given at a variety of places in the school day, for example, in class, in form time and in assemblies
- Award an achievement in iSams
- The awarding of a House Point for commendable behaviour or attitude in a House event, e.g. positive and sustained support of their House during a House event
- House point certificates are not issued for behaviour.
- Prize Day awards for outstanding contribution to the life of the Form or Year Group
- Leadership positions as a reward to those students who model excellent behaviour and attitude
- Letters sent to congratulate those students who make a valuable contribution to the life of the School.



At all times we should ensure fairness and consistency; students naturally feel let down if they perceive actions as unfair or inconsistent.

The general guidelines can be specified even further to quite specific expectations at different times **which all staff should be aware of and enforce.**

8.2 Responsibilities of Students

Before School

Students should:

- Aim to arrive no later than 07:45
- Enter school calmly and be in their Form Room by 07:50 – on assembly days, students must be in the assembly hall by 07:50
- Enter school in the correct uniform, properly attired
- Refrain from wearing/using headphones when walking around the school

In Class

Students should:

- Arrive promptly with all required equipment including a charged device
- Enter quietly and prepare to start work immediately
- Be fully equipped for lessons and ensure that homework is completed to the best of their ability and handed in on time
- Use class voices – calm and well-mannered
- Move calmly around the room
- Allow others to learn – respect each other’s space and need for quiet times
- Ensure phones are switched off or on silent and stored safely in their bags unless otherwise instructed by a teacher
- Always try their best
- Contribute to the learning community, by being a responsible learning partner who gives supportive and constructive feedback to peers
- Listen to whoever is talking to the whole class
- Be part of the class team – be helpful, supportive and co-operative
- Take care of resources and be responsible for the classroom environment – help to tidy up and look after displays
- Always use good manners.

Use of Bathrooms

- Where possible, students will use the bathroom during break times to minimise disruption to learning
- Students should not congregate or socialise in a bathroom at any time
- There should be no more than one student in a cubicle/lavatory area
- Filming or taking photos for any reason in the bathroom is strictly forbidden
- Any damage to the bathroom should be reported immediately

At Breaktime

Students should:



- Take responsibility for the clearing of all of their own litter
- Use designated areas for playing games/running, including only using their own form rooms and not entering the form room of others unless otherwise authorised
- Use any playground games and equipment safely and carefully, ensuring it is returned to the appropriate box, container or storage space at the end of the break
- Report any issues to the duty teacher
- Be sensible and show concern for others

At Lunchtime

Students should:

- Only use the designated tuck shop or coffee shop appropriate to the age/year group
- Form an orderly queue at the tuck shop or Cafe 61
- Be respectful towards tuck-shop staff
- Take responsibility for the clearing of their own litter
- Remain seated in designated eating areas while eating
- Use chairs for sitting on – not desks
- Leave the eating area neat and tidy with all chairs placed under the tables
- Use designated areas for playing games/running
- Report any issues to the duty teacher
- Be sensible and show concern for others.

Indoor Breaks

During very hot, very cold or wet weather students may spend their breaks in their form room.

- Students should behave sensibly and ensure that the room is neat and tidy, ready for the next lesson.

Moving around the School

Students should:

- Walk calmly and quietly – not disturbing other classes
- Move on the right hand sides of corridors and stairs
- Not be on their phones and their headphones should be put away
- Use manners and polite greetings
- Hold doors for people.

In the Library

Students should:

- Take care of books
- Put books back where they came from
- Always walk
- Talk very quietly
- Return borrowed books on time
- Listen to the librarian and library staff.

In Assembly



Students should:

- Be punctual
- Enter and leave quietly
- Listen attentively
- Ensure phones are stored securely and not used in assembly unless otherwise requested

In all Areas of School

Students should:

- Form an orderly queue while waiting to enter classrooms
- Be respectful to others
- Walk calmly and quietly – not disturbing other classes
- Move on the right hand sides of corridors and stairs
- Use good manners and polite greetings
- Hold/open doors for people.

With other Students

Students should:

- Respect others' feelings
- Speak and behave with courtesy
- Respect cultural differences and celebrate the diversity of our school community
- Listen to others' views
- Use language in accordance with the school's language charter
- Respect the property of others.

With Adults

Students should:

- Show respect
- Use good manners and polite greeting, smile and be helpful
- Act on requests made to you by staff
- Listen to and follow instructions.

At the End of the School Day

Students should:

- Only leave the classroom with the permission of the teacher
- Move sensibly to the bus park or waiting area
- Ensure that all their belongings are taken with them
- Only stay in school if they are participating in a school activity supervised by a teacher
- Wear school uniform according to the uniform code as they exit school and in the waiting areas in the immediate vicinity outside of the school

When Representing the School

Students should:

- Act as an ambassador of the School in all activities



- Display their best St Christopher's behaviour
- In sporting activities, show excellent sportsmanship – win, lose and draw gracefully
- Congratulate your opponents for their efforts/shaking hands at the end of events
- Show respect to your teammates and opponents
- Show respect to the referees and officials – their decisions are final
- Be well mannered.

Trips and Outings

Students should:

- Display their best St Christopher's behaviour (expectations must be clearly communicated to the students prior to the outing)
- Show good manners at all times
- Stay sitting, with fastened seat belt, while the bus is moving and only remove belts when teacher asks
- Listen to and follow the instructions of the teacher with regard to the activity, what is and is not permitted and adhere to all meeting times
- Wear full school uniform according to the uniform code or appropriate attire should uniform not be required
- Be calm
- Not open or put anything out of windows
- Not disturb the driver
- Be respectful to the driver.

On Buses

Students should:

- Wait quietly for the bus to arrive and enter it in a quiet and orderly manner
- Sit down in an appropriate seat and wear seat belts where provided
- Wear full school uniform
- Act as ambassadors for the School
- Not open or put anything out of windows
- Not disturb the driver
- Be respectful to the driver.
- Have as a priority the safety of self and others.

With Visitors

Students should:

- Use manners and polite greetings, smile and be helpful
- Let teachers talk to visitors without interruption
- Greet visitors when the visitor is addressing the class or visiting for a prolonged session rather than popping in.



9 Appendix D: Anti-Bullying Code



Anti-Bullying Code

What Is Bullying?

Bullying is the deliberate and repeated abuse of another pupil. It is behaviour which causes someone to feel hurt or threatened.

There are 3 different types of bullying of which we should all be aware.

- **Verbal Bullying** - repetitive incidents of name calling and teasing and spreading of rumours. This could also be through unkind and hurtful notes or leaving someone out of a group.
- **Physical Bullying** - repetitive incidents of hitting, kicking, and pushing someone and damaging property on purpose.
- **Cyber Bullying** - causing distress on purpose through the misuse of email, the internet or mobile phones.

Your Rights

St Christopher's does not tolerate bullying of any kind. Bullying will always be treated seriously.

YOU have the right to enjoy school life free from bullying.
If you or another person is being bullied you must tell someone.

BE A BUDDY, DON'T TOLERATE A BULLY.

Written by St Christopher's Infant, Junior and Senior School Student Councils



10 Appendix E: Language Charter

The Language Charter will be read, understood and signed by all students as an agreed code of conduct related to the type of language deemed unacceptable and inappropriate by all members of the school community. This will be shared at the start of the year with students and parents.

St Christopher's School Language Charter

At St Christopher's School we understand the power and impact of our words, in any language, spoken or written. In the spirit of inclusivity, kindness and respect, all staff and students need to be aware of the following:

We will not use language that discriminates against or disrespects any member of the school community according to their race, religion, gender, ethnicity, socio-economic status, physical appearance, mental wellness or disability

We will not use offensive language, gestures, emojis, images, memes, accents or stereotypes that may be considered racist or have racist connotations, including microaggressions.

We take responsibility for the impact of our words when they have negatively impacted on another person or caused offence. We do not hide behind the excuse, 'it was a joke'.

We do not participate in online or in-person 'roasting', 'trolling' or similar behaviours which have the sole intent of passing judgement, causing distress, embarrassment or harm to another person.

We refrain from the sharing and spreading of allegations, rumours and gossip which may cause distress, embarrassment or harm to another person.

We do not use language that may be considered aggressive, threatening, confrontational or hostile. When resolving differences, we do so calmly and respectfully. Where needed, we ask an adult for support in resolving issues.

We will value all members of the St Chris community and beyond, upholding the core values of caring, honesty and mutual respect - our language reflects that.