



**OXFORD  
International  
College**

A NORD ANGLIA EDUCATION SCHOOL

## PROMOTING GOOD BEHAVIOUR, SANCTIONS AND DISCIPLINE POLICY

|                        |                                  |
|------------------------|----------------------------------|
| POLICY INTENDED FOR:   | Parents, Students and Staff      |
| CATEGORY:              | Pastoral Care                    |
| POLICY IMPLEMENTED BY: | Senior Leadership Team           |
| APPROVED BY:           | Governors                        |
| REVIEWED BY:           | Vice Principal and working party |
| REVIEW DATE:           | July 2026                        |
| NEXT REVIEW:           | July 2027                        |

### The Three Pillars

The three pillars of Oxford International College (OIC) are:

- Academic Excellence
- Personal Development
- Career and University Pathways

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## INTRODUCTION

Oxford International College (OIC) has three pillars: academic excellence, personal development, and career preparation. The aim of OIC is to build **pioneering, compassionate, exceptional** and **tenacious** students, all staff, and according to the three pillars. The aim of this policy is to support these attributes and in line with the positive ethos of the College, good behaviour is rewarded by positive feedback wherever appropriate and aligned with National Minimum Standards (see appendix) in boarding schools for promoting positive behaviour.

## STUDENT EXPECTATIONS

- Be ambitious towards all three pillars of OIC: academic, personal and career
- Treat each other and their surroundings with respect (\*bullying see below)
- Speak English as a common language during lessons and in all public areas
- Arrive on time for lessons, meetings and exams fully equipped (punctuality)
- Use mobile phones and portable devices according to the mobile phone policy
- Dress according to the school guidelines (including lanyards).
- Smoking, vaping, nicotine pouches, alcohol and drugs are not permitted anywhere on college premises including at the boarding houses
- Abide by the accommodation (boarding) rules and regulations (see appendix)

\*Bullying is defined as the repetitive, intentional harming of 1 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

Bullying can include:

| TYPE OF BULLYING                                                                                                                                                                                                                         | DEFINITION                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                | Being unfriendly, excluding, tormenting                                                                            |
| Physical                                                                                                                                                                                                                                 | Hitting, kicking, pushing, taking another's belongings, any use of violence                                        |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |

| TYPE OF BULLYING          | DEFINITION                                                                                                                                                                                                                                                                                                                                        |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                                                                                                                                                                                                 |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)                                                                                                                                        |

Details of our school's approach to preventing and addressing bullying are set out in our Preventing Bullying Policy.

## LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE

This policy acknowledges 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 \(from maintained schools, academies and pupil referral units in England, including pupil movement\).](#)
- [Use of reasonable force in schools](#)
- [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 e.g OIC's Preventing Bullying Policy.

## HOUSEPOINTS

Housepoints can be awarded by a member of staff (academic or boarding) to any student demonstrating positive behaviour according to the OIC attributes **pioneering, compassionate, exceptional** and **tenacious**. These should be added to iSams to reward positive behaviour along with giving positive verbal reinforcement. A message will automatically be sent to the parents of the student. Housepoints will be accumulated and totaled up, 1 week before the end of each term (1 and 2) with gold, silver and bronze certificates for the students with most, second and third most. In the event of a tie, students with same number of housepoints will be awarded same certificate. In term 3 the same principle will be applied, but for the three terms put together and book tokens awarded alongside the certificate. Incentives could be given throughout the term to encourage students to aspire to the four OIC attributes and teachers

encouraged to recognise them as such.

## **CONVERSATIONS AND REFLECTIONS**

A member of staff should 'record a conversation' on iSams when any of the student expectations are not followed e.g if a student takes out their phone against the directions of the teacher. The record on iSams records and issues and alerts Pastoral Team to any build up or patterns of low-level behaviour and is way of giving the student 'the benefit of the doubt'.

Reflections can then be given if the student continues to not follow the same student expectation and the staff member must 'give reflection' on iSams. Reflections are recorded on iSams to provide a record of behaviour vs student expectations which will then be shared with the relevant Strategy Tutor, Boarding Mentor, Head of Year, Vice Principal Pastoral and Director of Boarding.

If the Strategy Tutor notices a pattern/accumulation of reflections recorded on iSams for a student, then they will discuss in a student causing concern meeting arranged by the Strategy Tutor and chaired by The Head of Year recorded on iSams Notes.

## **RESTORATIVE JUSTICE**

Restorative justice is an activity linked to student expectations that are not followed appropriately, for example if a student is bullying another then a dialogue is arranged between bully and victim for resolution purposes and then bully to be involved in community project. Further to this punctuality will be managed separately (see flow chart) to the other student expectations with the teacher expected to indicate in iSams how many minutes if late to lessons. This will be totaled up each week by the respective Head of Year and a Tuesday 7.30am reflection with Head of Year where the students time will be put to good use by apologizing to teachers they have been late to their lessons (email, letter, card etc). Students who are more than 30 minutes late to any lesson or exam, without permission, will be considered truanting and a level 3 reflection (serious incident) with a Friday 7.30am reflection with Vice Principal.

## **SANCTIONS**

Sanctions are according to the number of reflections accumulated (per student expectation) by the student each term see behaviour flowchart. The decision to sanction a student (level 3) can also be taken in response to a serious incident and will be implemented reasonably and proportionately. The reflection form (see appendix) will be used for Friday 7.30am Reflection – level 3 of behaviour flowchart. The decision to exclude (fixed term or permanent) will be made by the Principal and only as a last resort.

For a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Note the College rejects the use of corporal punishment.

## **SERIOUS INCIDENTS**

Bullying, truancy, stealing, verbal or physical abuse, coercion, vandalism and consumption, buying or selling of drugs or alcohol, taking and/or sharing photos or video of others without consent, leaving the College without permission, unauthorized visits into boarding rooms/corridors and academic dishonesty.

The decision to exclude a student (fixed term or permanent [expulsion] - see expulsion policy 2024) can be taken in the following circumstances, however discretion will be used:

- In response to a serious incident vs the College student expectations regarding behaviour
- If allowing a student to remain in college would seriously harm the education or welfare of the student or others in the College.

Details of the reasons for fixed term (maximum 5 days and considering effects of seclusion) and/or permanent exclusion will be outlined in writing to the parent or guardian of the relevant student.

Following a sanction the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school including reintegration meeting, daily contact with Strategy Tutor and Head of Year and a report card with personalized behaviour goals.

## **REASONABLE FORCE**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

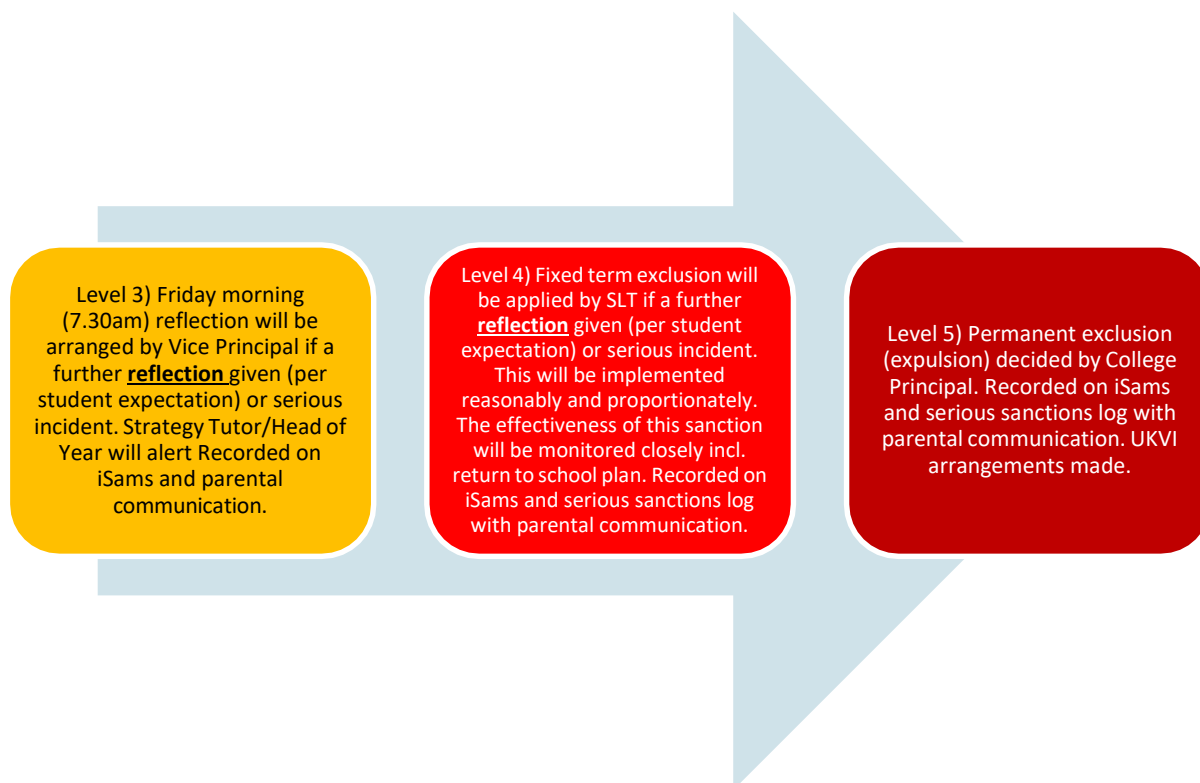
When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## TRAINING

The college will raise awareness of the staff through training, including restorative justice processes and will be expected to promote positive behaviour at the times at all times in all locations.

#### FLOW CHART OF BEHAVIOUR MANAGEMENT FOR STUDENT EXPECTATIONS (EXCL. PUNCTUALITY\*)





\*Punctuality for lessons/exams will be dealt with by tardiness being recorded (lessons on iSams/exams by Exam Officer) with the cumulation of time being paid back by the student in a following Tuesday Morning reflection at 7.30am with Head of Year. Report cards are also given by Head of Year and monitored.

## APPENDIX



### FRIDAY MORNING REFLECTION FORM

Name:  
Strategy Tutor:  
Date:

Upon reflection, I understand that my actions were wrong because.....

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Who/what was negatively impacted by this inappropriate action?

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To prevent the situation from reoccurring I will....

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Student`s Signature: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

### **Standard 15 – Promoting positive behaviour**

[National Minimum Standards for boarding schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

15.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders.

The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:

- the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school;
- the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;

- the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems;
- how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;
- school systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online;
- pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action;
  - when restraint including reasonable force, is to be used and other physical contact and how this will be managed (see OIC use of reasonable force policy);
- Arrangements for searching and screening children and their possessions and how this relates to safeguarding policies. Any search of personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State (see OIC searching and screening children policy).

## **OIC Boarding Rules**

Follow the 4 Cs Of Boarding:

- Our team encompass and teach students the five 'APRON' staples of a caring boarding team:

Accountability, Proactivity, Respect, Opportunity, Nurture.

- Consistency – Students are expected and encouraged to be on time to all aspects of routines in order to respect others, to portray responsibility, demonstrate personal accountability, consistency and to achieve their best, to portray their exceptional high standard, reliability.
- Competence – Students are actively supported and nurtured to learn and develop competence, independence and opportunity within and beyond OIC within the context of their age, so that they develop and become pioneering forward looking and innovative, indicating they are ready prepared for the next step in their academic, social and personal lives to indicate their readiness for their future challenges.
- Character – Students are encouraged to display compassion, politeness, build character, reinforce mutual respect, understanding and empathy when communicating with each other, staff and the broader public, nurturing them with embracing and understanding of their emotional intelligence.
- Community – Students are encouraged by staff and each other to be proactive and proud of being a part of our boarding community, showing tenacity and adaptability, proud of its achievements and what being a part of it means. Staff guiding students to understand their ability to learn to demonstrate resilience,

encourage pride and proactive engagement with being part of the OIC community.

Rules of the House:

Follow routine expectations, especially with regards to Curfew and Check in times.

- Always sign in and out.
- Understand and follow fire evacuation procedures.
- Wear shoes or slippers around the boarding house.
- Treat the OIC environment and each other with respect at all times.
- Allow staff into your room when reasonable to ensure your health, safety and security.
- Only order Takeaways on Fridays or Saturday at the permitted time.
- Food Hygiene and preparation rules must be followed in kitchen areas.
- Contribute to House Meetings.

Let staff know if you have any questions, thoughts or issues. We are here to help.

Breaking the below rules, may result in confiscations and an automatic sanction:

- Do not bring any banned items into the house.

Banned Items include Alcohol, Drugs, Smoking Materials, Vapes, Lighters, Rice Cookers, Kettles, LED Strip Lights, Medication (in rooms unless authorised), Knives or weapons

Or any other item that staff deem unsafe or do not meet Health and Safety requirements.

- No visitors to your room accommodation without permission.
- All visits to be in common areas unless pre-approved by house staff.
- You can not access another cluster of rooms unless authorised by house staff.

*NB Boarding staff can give a sanction in addition to a conversation or merit that is proportionate and appropriate e.g kitchen duty if they consistently fail to do washing up of their dishes.*

## **FURTHER INFORMATION**

For further information about behaviour at OIC please speak with Vice Principal Pastoral

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