



ST. CATHERINE'S BRITISH SCHOOL

A registered charity in the UK and member of HMC & COBIS

Values, Character and Behaviour Policy

Nurturing our Culture of Respect and Responsibility

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St. Catherine's Values, Character and Behaviour Policy

This Policy is in line with the strategy of the school.

- **Purpose:** *To empower young people to understand, care and create a better future.*
- **Mission:** *Foster learning with a rich curriculum that develops intellectual, social, physical and creative skills, preparing students for global citizenship.*
- **Our Values** of care, integrity, dedication and curiosity, from which everything flows:
 - **Care** – *compassion, empathy, looking after each other, asking difficult questions with respect, wellbeing and happiness.*
 - **Integrity** – *honesty, fairness, transparency, doing our part, respect.*
 - **Dedication** – *commitment, putting my all, going the extra mile, consistency, showing up when things get tough, striving for excellence.*
 - **Curiosity** – *keep asking questions, drive to evolve, inquisitive, explore ways to do things better, keep learning, be creative.*

We foster a community of opportunity and excellence, celebrating achievements and empowering students to take ownership of their learning, uphold high standards, and contribute positively. Policies provide the structure to support these goals.

At St. Catherine's, staff and students will work together to create an environment which is inclusive, nurturing, consistent, fair and enables all students to feel safe, thrive and feel a sense of belonging.

This policy, to be read in conjunction with the:

- [Anti-Bullying Policy](#)
- [Safeguarding Policy](#)
- [SEND Policy](#)
- [Exclusion Policy](#)
- [Online Safety Policy](#)
- [Mobile phone policy](#)
- Uniform policy
 - [Lower School](#)
 - [KS3 & KS4](#)
 - [IB](#)

and aims to establish that we will:

- Promote good behaviour, self-discipline, respect and dignity for self and for others.
- Make clear the standards of behaviour that the school expects from students.
- Ensure that all staff understand the role we play in modelling and shaping the positive behaviours we wish to see at St. Catherine's and the importance of a consistent approach with high expectations.
- Set out how the school will praise and reward students when they reach and go beyond those standards.
- Give a clear and concise framework in which students who fail to meet these standards will:
 - be told that this is the case.

- be given clear guidelines, expectations and support for improvement and issued with proportionate school sanctions.
- Encourage all members of the school community to adopt positive attitudes and values, which include (but not limited to) care, integrity, dedication and curiosity.

Introduction

Every member of the school community has the right to feel valued, respected and able to succeed. The backbone of St. Catherine's School is the positive and mutually trusting relationship between students, staff and parents. By nurturing a culture based on praise and reward, with clear expectations and boundaries, we are empowering an atmosphere of self-worth where students feel that their efforts are noticed, actively acknowledged and that their learning and development is the priority.

Both staff and students have a responsibility as role models and as such need to behave in a way that is professional, courteous and respectful. All young people look up to those in positions of responsibility and thus staff will build relationships with students by putting reward before sanction where possible.

Therefore, staff are encouraged to deal with all situations in a fair, consistent and reasoned manner utilising the St. Catherine's reward and sanction framework. Individual students or groups who make mistakes will be addressed separately, and sanctions will not be imposed on the entire class for the actions of a few.

It is important that students, staff and parents understand that poor behaviour in any areas of the school cannot be condoned. It is however, recognised that children make mistakes, and they need to learn the lessons about consequences of actions on their own development and, restoratively, consider the impact of their actions. Parental support of this is vital for the ongoing success of the learning environment for all students.

Staff should be aware that not all concerns about a child will begin as a safeguarding matter; behaviour or bullying incidents may, upon consideration, meet the threshold for a safeguarding referral where there are reasonable grounds to believe a child is suffering, or is at risk of suffering, significant harm. In such cases, staff must report their concern to the Designated Safeguarding Lead (DSL) immediately and must not seek to investigate the matter themselves.

Role of parents

Parents play a vital role in supporting St. Catherine's British School in maintaining good behaviour. Parental engagement is essential for the successful implementation of the St. Catherine's Values, Character and Behaviour Policy and is a key element of the School Parent Contract.

Parents are encouraged to familiarise themselves with the Values, Character and Behaviour and Anti-Bullying Policies, participate in school life, and uphold its principles at home by celebrating successes and reinforcing positive behaviour. These and many other essential school policies can be found on the school website. The school will keep parents informed about sanctions, during face-to-face meetings, via email or phone calls in Lower School, or

through iSAMS in the Upper School and communications from the senior leadership team, when necessary.

If parents have concerns about behaviour management, they should address these directly with the school while maintaining a collaborative approach.

At St. Catherine's we recognise that clear expectations, effective teaching and learning with consistent classroom management are key components in promoting good behaviour and limiting opportunities for misbehaviour among students.

Role of students

At St. Catherine's, students can utilise a variety of vehicles to provide feedback, including how they feel about the implementation of the St. Catherine's Values, Character and Behaviour Policy. These include the School Council, Senate/Council, Wellbeing Ambassadors, Student Surveys and one to one discussion. The framework of this policy has been reviewed by the 2024-25 Council and Senates

Behavioural expectations

The school expects everyone to be the best version of themselves and will actively promote positive behaviour throughout every day-to-day routine. We expect all students to arrive at school and each lesson equipped, ready to learn and to behave in class and around school in a way that is conducive to learning and respectful to the needs of others, including treating others with care and kindness. Our expectations align with our values whether in school, on school transport or representing the school:

Care: *Care is essential for fostering a supportive and inclusive environment where students feel valued and safe to grow. It encourages empathy and responsibility, shaping well-rounded individuals ready to contribute positively to society. To demonstrate this, students should:*

- *Help classmates who are having a hard time with schoolwork or other challenges.*
- *Use kind words and actions to show thoughtfulness to others.*
- *Be kind to yourself by taking care of your feelings and needs.*
- *Listen carefully to others and respect their ideas and feelings.*
- *Help make the classroom a safe and welcoming place for everyone.*
- *Take part in school or community activities that support and help others.*

Dedication: *Drives students to strive for excellence and overcome challenges with persistence. It fosters a culture of commitment, inspiring everyone to reach their full potential and contribute meaningfully to the school community. To demonstrate this, students must:*

- *Attend classes on time, ready to learn, with the correct equipment and materials.*
- *Complete homework and projects on time, showing responsibility and preparation.*
- *Stay focused during lessons, working hard to complete tasks to the best of their ability.*
- *Actively participate in lessons and group work, even when things feel challenging.*
- *Ask for help when needed, instead of giving up, and use feedback to improve.*
- *Practice regularly and aim to do their best, showing dedication to learning and progress.*

Integrity: *The School expects all members of its community to demonstrate unwavering commitment to strong moral and ethical principles. Integrity is reflected through consistent honesty, accountability, and fairness in all actions. To demonstrate this, students must:*

- *Always be truthful in their homework, exams, and classwork.*
- *Respect others' work by giving credit when using their ideas.*
- *Treat teachers and classmates with fairness and kindness.*
- *Be honest about their progress and effort in learning.*
- *Support classmates and stand up for them when they need help.*
- *Take responsibility for their actions.*

Curiosity: *The School encourages all members of its community to embrace an inquisitive mindset and a genuine passion for discovery. Curiosity drives a deep desire to explore, question, and expand understanding. To demonstrate this, students should:*

- *Be curious and ask thoughtful questions to deepen understanding.*
- *Explore topics of interest and seek answers actively.*
- *Apply curiosity to solve problems and comprehend complex ideas.*
- *Collaborate with classmates to learn from diverse perspectives.*
- *Take ownership of your learning journey with enthusiasm.*
- *Embrace challenges and learn from mistakes.*

In the Lower School students have a code aligned with our expectations of behaviour, called 'The St. Cat's Code' and in the Upper School students expectations align with the Student Charter. These codes are displayed in all classrooms and used as a method of positively reinforcing behaviour. (Appendices 2 and 3).

Rewards

When nurturing a values-driven culture, rewarding admirable behaviour that brings those values to life is a powerful motivator and vital tool to inspire students to find ways to expand how they apply the values to life within and beyond the school.

In Lower School, students will be advised when receiving recognition and the house point will be recorded on the student's profile within iSAMS. It is the role of the Class Teacher, Head of Key Stage and the Head of School to monitor the number of house points awarded to ensure that positive behaviour is recognised and acknowledged regularly through Class Teacher and Year group meetings and assemblies. The value is undermined if they are given out too frequently – each teacher should aim to award no more than one or two points to students in their class on a weekly basis in lessons and around the school environment.

Lower School Staff may also send certificates home to acknowledge outstanding progress, improvement or effort; exceptional work; kindness or community spirit. Children who have demonstrated an outstanding embodiment of our school values are also celebrated during weekly assemblies when they are given a certificate and are identified as a 'Spark Ambassador'.

Other academic successes are also celebrated by the following means:

- Being sent to a member of LSLT to celebrate their achievements
- Spark Ambassador award in assembly
- Headteacher's Commendations
- Displaying work in classrooms and around the school site
- Positive and constructive written reports.
- Posting work in the newsletter

The Upper School awards merits for student contributions, with each merit adding points to their House team. Students in the Upper School in all years will receive merits for displaying positive behaviour around school for:

- **Care** – Supporting a peer who is struggling with their work or personal challenges, demonstrating empathy and encouragement.
- **Integrity** – Taking responsibility for a mistake and trying to correct it, showing honesty and accountability.
- **Curiosity** – Asking insightful questions in class and actively seeking to deepen understanding beyond the curriculum.
- **Dedication** – Persisting through challenges in a difficult subject or extracurricular activity, demonstrating resilience and commitment.

In the Upper School students will be advised when receiving recognition and the award recorded on the student's profile within iSAMS. It is the role of the Head of Year of to monitor the number of merits awarded to ensure that positive behaviour is recognised and acknowledged regularly through Year group assemblies. The value is undermined if they are given out too frequently – each teacher should aim to award merits each lesson and around the school environment.

The awarded merits will also appear on each child's iSAMS to enable students and parents to chart and celebrate their successes at home as well as in school.

Merit certificates are awarded at 50 merit intervals. These will be awarded in Year group and whole school assemblies as detailed below:

<i>KS3 Merit Recognition</i>	<i>KS4 & IB Merit Recognition</i>
50 merits – KS3 Bronze Award 100 merits – KS3 Silver Award 150 merits – KS3 Gold Award 200 merits – KS3 Head of School Award 250 merits – KS3 Exceptional Achievement Award-Head Teacher	20 merits – Awarded a personalized certificate (to be sent home) 30 merits – Rewarded with a café voucher 40 merits – Receive a book token

Additionally, Key Stage 3 students who are exemplary in demonstrating St. Catherine's values, character and behaviour as demonstrated by not having received any alerts will be recognised through specially organised rewards activities.

Other academic successes are also celebrated by the following means:

- Principal's Commendations
- Publishing work in various School publications
- Displaying work in classrooms and around the school site
- Positive and constructive written reports.
- Posting work in the newsletter

Upper School Annual Awards

Each year, the school honours students who demonstrate exceptional dedication, enthusiasm, and commitment. These awards recognise individuals who consistently exceed

teacher expectations, showcasing outstanding perseverance and passion while embodying the school's values of Care, Integrity, Dedication, and Curiosity in all areas of school life.

In addition, we award the following annually at the school's End of Year Celebration Assemblies:

KS 3	KS 4	IB
St. Catherine's Award for Care		
St. Catherine's Award for Integrity		
St. Catherine's Award for Curiosity		
St. Catherine's Award for Dedication		
Stephen Saunders Award for Citizenship (voted by student body)		
Gordon Ball Award for Exceptional Effort and Progress		
Stavros Hadgiyianni Football Award, Tennis, Basketball, Volleyball, Athletics		
Leadership in Sport		
Visual Arts Vangi Burbidge Award, Music Award, Theatre Award		
Debate Award		
Outstanding Contribution to School Life		Y12 COBIS Student Achievement Award
KS 3 Drama Production Cast KS 3 Drama Production Crew	Senior School Production Cast Senior School Production Crew	
Musical Production Cast Musical Production Crew		
IA Awards		CAS Awards for: Creativity, Activity, Service
MUN Awards		IB Student of the Year
Individual Subject Awards (Y7-12)		
Academic Excellence Awards based on average of 8		Academic Excellence Awards based on IB 1 June reports
Celebrate Out-of-School Honors and Recognition		

Interventions, support and sanctions

Restorative principles are at the core of the St. Catherine's Values, Character and Behaviour Policy as it is important for students to understand the consequences of their actions on their own academic and personal progress and that of their peers. As a staff, we aim to positively reinforce behaviour and not belittle or undermine the confidence of our students either in private or publicly.

Should a student's attitude, behaviour, work or treatment of others fall below the expected standard, staff will intervene.

- Verbal reminders and a chance to reset may be given for low-level behaviours in the first instance.

- Should patterns of behaviour be identified and further interventions be required, these will depend on the nature of and/or frequency of the behaviours demonstrated.
- Members of staff will use their professional judgement to liaise with relevant areas of school should support be necessary, for example the Learning Support or Counsellors, Heads of Year and Heads of Key Stage.

In Upper School, a Behavioural Alert will be assigned for each level of sanction when applied and recorded on iSAMS. This enables students, staff, parents to monitor behaviour and intervene as appropriate.

- A student may accrue Behavioural Alerts through persistent unsatisfactory behaviours and thus move through the sanction levels outlined on the following grid.
- A student may also demonstrate a behaviour which immediately aligns with a certain level and therefore incurs a particular sanction and intervention.
- If this behaviour falls within a Level 3 or higher, staff may need to investigate and record the incident. Incident reports will be recorded on iSAMS when involving other students, in Upper School, as outlined in the Upper School Behaviour Escalation Framework are recorded on iSAMS

It may be necessary for staff to remove a student or student from a lesson or a breaktime to carry out an investigation of an incident or concern.

Teachers and the SLT team will investigate incidents by interviewing involved students—initially individually, or together if needed and agreed upon—and any bystanders, including staff. Some students may be interviewed more than once. Parents of key participants will be notified, and appropriate support provided to all involved, including those directly affected, because of the behaviour of other students.

Students will be given opportunities to reflect on their behaviour, the impact on others and how they could have dealt with the situation differently or restore any relationship that may have been negatively affected either with student or staff.

The type of sanction may consider:

- Additional needs of a student including Learning Support.
- The circumstances of the discipline matter in question
- The age of the student
- The student's behavioural record
- Pastoral Issues
- Any other relevant circumstances

Staff at St Catherine's should not physically intervene in a situation with a student or between students unless they are in immediate danger as a result. Students should not be put in seclusion unless necessary for their own safety or that of others. St Catherine's does NOT practise or condone corporal punishment in any shape or form.

LOWER SCHOOL Behaviour Escalation Framework

LEVEL AND LEAD	CONSEQUENCE	SANCTION	BEHAVIOUR EXAMPLES (ANY OTHER BEHAVIOUR ON A COMPARATIVE 'BEST FIT' BASIS)
1 Class Teacher	Verbal warning: the teacher calmly tells the child that their behaviour is inappropriate and explains what they should do instead. Positive reinforcement should always be used.	Verbal warning or reminder from staff member i.e. 'Please remember to put your hand up or wait until it is your turn to speak'	For 'minor' or first-time infractions, such as: - Talking out of turn - Not listening to instructions - Small disruptions - KS2 consistently not doing home learning – (goes up a level after 3 instances) After 3 occasions this automatically becomes a Level 2.
2 Class Teacher	Restorative conversation with the teacher during or after the lesson, to take place outside the classroom. The child should be encouraged to think about their behaviour during this time and how it affects others by writing these thoughts on a 'think sheet'.	The child is asked to sit in a designated area (which should be separate from the activity but not isolating) for a short period.	Repeating behaviour that previously warranted a verbal warning or for behaviours that disrupt others or are slightly more serious, such as: - Being too physical, interrupting the lesson repeatedly, or not following instructions. - Being consistently disruptive in an after-school club - Wearing the uniform incorrectly. - Demonstrating unkindness or impoliteness towards students
3 Phase Leader Phone call or email to parents	St Cat's time is removed for one week. The child should be told why this loss occurred and what they need to do to regain the privilege next week. Recorded on iSAMs and parents informed.	Failure to amend the above behaviours and/or repeated disruptive behaviour "Unfortunately, you cannot participate St Cat's time this week because you were repeatedly not listening during the lesson/or making poor choices at playtime."	- For repeated and disruptive behaviour and not following the St Cat's code, or being disruptive before, during or after a lesson, playtimes or after-school club or for continued poor behaviour after a 'think sheet'. - Minor incident of hurting another student, e.g. hitting, pinching, grabbing, without leaving a mark - Being rude to members of staff or members of the public either in or outside of school on a trip residential or bus - Blatantly disregarding school rules and/or ignoring advice from staff - Repeatedly failing to wear the school uniform correctly. - Stealing low-value or small insignificant items
4 Phase Leader/DH of School and Class Teacher meet & then meet with parents. Follow up letter or email	Supervised Reflection or Time/Observation with a School Counsellor, supported by Learning Support, DH and KS Leader. The child is asked to write a short apology to the person they hurt or fill out a reflection sheet. This should also be followed by a restorative discussion with the person with whom the disruption as affected. Student may also be banned from participating in a range of additional school activities such as after school clubs, school sports or team events, class trips day or residential. Recorded on iSAMs by the class teacher and a copy sent home.	Failure to amend the above behaviours and/or children who require more one-on-one support to understand and manage their behaviours, such as children who struggle with anger or emotional regulation. For behaviours that involve hurtful actions toward others, such as name-calling, significantly disrupting their learning, physical aggression, or other actions that disrupt relationships. Potential removal of a position of responsibility	Level 2 and 3 sanctions have been applied 3 times or more in a half term, but the student has not altered their behaviour. - Serious disruption to a lesson or after school club. - Serious disruption to an after-school club - Rude or discourteous behaviour towards others in school or on the bus, including: - Arguing with staff or refusing to comply with instructions. - Using mildly offensive or inappropriate language - Mocking or belittling adults or another child - Deliberately defying requests, such as refusing to leave an area when instructed. - Physical or verbal intimidation of other children (with or without physical contact) as an individual or a group - Misuse of technology in school - Hiding or taking small items that do not belong to them - Making false accusations about members of staff or other children - Persistent failure to wear the uniform correctly: Parents will meet with the Head of Key Stage to address ongoing concerns. - Stealing of a high-value or significant item - Purposefully being late for lessons

LOWER SCHOOL Behaviour Escalation Framework

LEVEL AND LEAD	CONSEQUENCE	SANCTION	BEHAVIOUR EXAMPLES (ANY OTHER BEHAVIOUR ON A COMPARATIVE 'BEST FIT' BASIS)
5 DH/Learning Support/Class teacher meeting with parents and student. Head of School Informed. Follow up letter or email	Individual Behaviour Plans shared with class teacher and specialists and other Year Group Staff. Student may also be banned from: Participating in a range of additional school activities (as previously detailed) Recorded on iSAMS.	Failure to amend the above behaviours and/or for children who consistently exhibit challenging behaviours, or when previous sanctions have not been effective.	Level 4 sanctions have been applied, but the student has not altered their behaviour. Persistent inappropriate behaviour or a serious one-off incident directed at staff, such as: • Using explicitly offensive, abusive, or threatening language or being consistently rude to others • Being aggressive physically grabbing with force, pushing • Threatening another student verbally or through gestures. • Throwing objects or engaging in physical intimidation. • Behaving in a way that threatens harm or endangers the safety of staff or other children. • Refusal to follow a staff member's instructions without further intervention. • Being dishonest or untruthful when being asked about an incident • Significant damage to school property (see also Level 3 sanctions for escalation).
6 Head and Deputy Head of School meeting with parents & student. Follow up letter or email.	Internal Suspension: The student will work out of circulation (and be free to come and go) and complete restorative work and conversations with SLT and Counsellors Post-Internal Suspension Support Daily check-ins with Deputy Head (Positive Behaviour Agreement) Daily updates shared with parents Student may be banned from a range of school activities (as previously detailed) Recorded on iSAMS.	Failure to amend the above behaviours and/or children who consistently exhibit challenging behaviours, or when previous sanctions have not been effective.	Level 5 sanctions have been applied, but the student has not altered their behaviour. • Directly rude or offensive behaviour toward staff. • For children who consistently exhibit challenging behaviours, or when previous sanctions have not been effective. • Persistent inappropriate behaviour or a serious one-off incident directed at another student, including: ○ Using offensive language or yelling. ○ Making deliberately hurtful remarks, including those related to race, gender, or personal characteristics. ○ Damaging or taking another student's belongings. ○ Physically intimidating behaviour, such as blocking paths, pushing, or standing over someone aggressively. • Refusal to follow a staff member's instructions without further intervention. • Lying to a member of staff. • Low-level damage to school property (see also Level 3 sanctions). • Persistent failure to wear the uniform correctly: Decided by the Head of School, potentially involving temporary removal from regular classes.

UPPER SCHOOL Behaviour Escalation Framework

LEVEL AND LEAD	CONSEQUENCE	BEHAVIOURAL ALERTS ACCRUED	BEHAVIOUR EXAMPLES (OR ANY OTHER BEHAVIOUR ON A COMPARATIVE 'BEST FIT' BASIS)
1 Teacher	Verbal warning–delivered empathetically and without humiliation; refrain from making judgments about the student and focus solely on the behaviour.	Verbal warning or reminder from staff member	• Lack of preparation for learning, such as lack of focus, effort, equipment, or completion of homework. • Discourteous or inconsiderate behaviour towards any member of the community. • Wearing an incorrect item of uniform. • Boisterous or rowdy behaviour around the school during transitions or break times. • Littering or chewing gum. • Eating or drinking inappropriately during lessons
2 Teacher Behavioural Alert or Sent out of Class Parents will be notified via Isams	Restorative conversation with the teacher should happen after the lesson on a one 2 one, when both parties are emotionally ready to talk.	Failure to amend the above behaviours and/ or at 1 Behavioural Alert Behavioural Alerts can be immediate without warnings if it is a health and safety issue or a serious incident	• Repeating behaviour that previously warranted a verbal warning • Consistently interrupting lessons (e.g., talking while the teacher or another student is speaking). • Contesting a Behavioural Alert escalates the issue to Level 2 immediately. • Failing to submit homework or submitting plagiarised work, including • Work copied directly from AI. • Arriving late to lessons. • Wearing an incorrect item of uniform. • Demonstrating unkindness or impoliteness towards students or staff. • Using inappropriate language, provided it is not directed at a specific person. • Having mobile phones or related devices (e.g., headphones or AirPods) out or in use; these will be confiscated and kept in the Admin Office until the end of the day. • Engaging in inappropriate behaviour on school transport, as reported by bus staff.
	Sent out of class: If a student receives a second Behavioural Alert within the same lesson, they will be removed from the classroom and sent to the Administration Office. A member of the Senior Leadership Team will be notified. This removal is not intended as a punitive measure, but rather to prevent further disruption to learning and provide the student with time and space for reflection ahead of a restorative conversation. The teacher is responsible for providing appropriate work for the student to complete during their time out of class. The student must be escorted to the Administration Office by a peer, as designated by the teacher.		
3 Head of Year or Head of Department Isams message sent home	20-minute lunch-time <i>reflection session</i> (reflection/ a letter of apology/ commitment to future higher standards aligned to our values/greater consideration for others) For Behavioural Alerts relating to specific lesson, H of Dept will hold detention If Behavioural Alerts relate to a combination of lessons or pastoral issues across the school, the H of Y will hold detention	Failure to amend the above behaviours and/or at 5 Behavioural Alerts	Level 2 intervention in class has been ineffective. Displaying rude or discourteous behaviour toward staff, including on school premises or transport. ○ Repeatedly interrupting staff despite warnings. ○ Making disrespectful gestures. ○ Ignoring instructions or walking away when addressed. ○ Speaking to staff in a mildly sarcastic or dismissive tone. Repeatedly failing to wear the school uniform correctly.

LEVEL AND LEAD	CONSEQUENCE	BEHAVIOURAL ALERTS ACCRUED	BEHAVIOUR EXAMPLES (OR ANY OTHER BEHAVIOUR ON A COMPARATIVE 'BEST FIT' BASIS)
4 Head of Year Meets with Parents Follow up email	Students will be banned from participating in clubs for one week and representing the school. H of Y Positive Behaviour Agreement: Homework, behaviour or uniform Restorative conversation with the H of Y	Failure to amend the above behaviours and/or <u>at 10 Behavioural Alerts</u>	Level 2 and 3 sanctions have been applied, but the student has not altered their behaviour. • Serious disruption to a lesson. • Rude or discourteous behaviour toward staff, in school, or on school transport, including: ○ Openly arguing with staff or refusing to comply with direct instructions. ○ Using mildly offensive or inappropriate language directed at staff. ○ Mocking or belittling staff in front of peers. ○ Deliberately defying requests, such as refusing to leave an area when instructed. • Physical or verbal intimidation, whether by one student targeting another or by a group intimidating a smaller group, is strictly prohibited. • Misuse of technology in school, including: ○ Playing games during class. ○ Using or checking social media during lessons. ○ Texting friends or using laptops for non-academic purposes during class. ○ Listening to music or watching videos at inappropriate times. • Missing a lesson or activity without authorization. • Persistent failure to wear the uniform correctly: Parents will meet with the Head of Key Stage to address ongoing concerns.
5 Head of Key Stage Meets with Parents and Student Follow up letter	Removal from particular lesson(s) and/or transport. Students will be banned from: • Participating in clubs for two weeks and representing the school. • Attending day trips H of KS Positive Behaviour Agreement: Academic, behaviour or uniform Mandatory Counselling sessions (depending on the case)	Failure to amend the above behaviours and/or <u>at 15 Behavioural Alerts</u>	Level 4 sanctions have been applied, but the student has not altered their behaviour. • Truanting from the school site. • Persistent inappropriate behaviour or a serious one-off incident directed at other students, including: ○ Spreading rumours or gossip. ○ Excluding peers from social groups or activities intentionally. ○ Making mocking or dismissive comments about another student's appearance, work, or abilities. ○ Engaging in passive-aggressive behaviour, such as deliberate exclusion or giving the "silent treatment." ○ Ignoring repeated requests to stop teasing or joking. • Persistent inappropriate behaviour or a serious one-off incident directed at staff, such as: ○ Using explicitly offensive, abusive, or threatening language. ○ Making aggressive or intimidating gestures, such as pointing or clenching fists. ○ Throwing objects or engaging in physical intimidation. ○ Behaving in a way that threatens harm or endangers the safety of staff. • Refusal to follow a staff member's instructions, requiring additional intervention such as involvement from another staff member or removal from the classroom. • Breach of academic integrity as defined in the Academic Integrity Policy. • Lying to a member of staff. • Low-level damage to school property (see also Level 3 sanctions for escalation).

LEVEL AND LEAD	CONSEQUENCE	BEHAVIOURAL ALERTS ACCRUED	BEHAVIOUR EXAMPLES (OR ANY OTHER BEHAVIOUR ON A COMPARATIVE 'BEST FIT' BASIS)
6 D. Head of School meeting with parents & student. Follow up letter.	Internal Suspension: The student will work out of circulation (and be free to come and go) and complete restorative work and conversations with SLT and Counsellors Post-Internal Suspension Support Daily check-ins with Deputy Head (Positive Behaviour Agreement) Continuing interventions with Counsellors (duration of sessions depending on the case) Weekly updates shared with parents Student will be banned from: - Participating in clubs for three weeks and representing the school. - Attending day trips	Failure to amend the above behaviours and/or <u>at 20 Behavioural Alerts</u>	Level 5 sanctions have been applied, but the student has not altered their behaviour. - Directly rude or offensive behaviour toward staff. - Persistent inappropriate behaviour or a serious one-off incident directed at another student, including: - Using offensive language or yelling. - Making deliberately hurtful remarks, including those related to race, gender, or personal characteristics. - Threatening another student verbally or through gestures. - Damaging or taking another student's belongings. - Physically intimidating behaviour, such as blocking paths, pushing, or standing over someone aggressively. - Lying to a member of staff. - Repeated breach of academic integrity as defined in the Academic Integrity Policy. - Low-level damage to school property (see also Level 3 sanctions). - Persistent failure to wear the uniform correctly: Decided by the Deputy Head of School, potentially involving temporary removal from regular classes.
<i>The school reserves the right to move a pupil to a different Form when their behaviour is consistently disruptive or when a fresh start would be beneficial. This measure is intended as a supportive intervention to help the pupil refocus, build positive routines, and improve their overall conduct. Any decision will prioritise the pupil's wellbeing and development.</i>			
LEVEL AND LEAD	CONSEQUENCE	BEHAVIOURAL ALERTS ACCRUED	BEHAVIOUR EXAMPLES (ORANY OTHER BEHAVIOUR ON A COMPARATIVE 'BEST FIT' BASIS)
7 Head of School-meeting with parents & student. Follow up letter	Year 7 students will not receive external suspensions. Where a student's behaviour would normally warrant an external suspension, an internal suspension will be imposed instead. Suspension Year 8 - 13: - The length of which will be determined by the severity of the offence and the past behavioural record of the student/student. - Discussion with student(s) - Discussion with parents - Discussion with external agencies where appropriate, eg. Police, Ministry etc. Students will be banned from: - Participating in clubs for four weeks and representing the school. - Attending day trips - Going on residential trips - Using school transportation Post-Suspension Support - Daily check-ins with Head of School (Positive Behaviour Agreement)	Failure to amend the above behaviours and/or <u>at 25 Behavioural Alerts</u>	Level 6 sanctions have been applied, but the student has not altered their behaviour. - Students are strictly prohibited from making any audio or video recordings without prior authorised permission. "Unauthorised" means that the school and/or the individual(s) concerned have not given explicit consent. This applies at all times, including on site, during co-curricular activities, and on school trips. Recording oneself is not permitted without prior authorised permission, and recording any member of staff or another student is expressly forbidden under all circumstances unless such permission has been granted. - Students must not take any photographs without prior authorised permission. "Unauthorised" refers to any instance where the school has not approved and/or the individual(s) being photographed have not given their consent. This rule always applies, including on site, during co-curricular activities, and on school trips. Photographing oneself without School approval is not permitted, and photographing any member of staff or another student is expressly forbidden unless explicit permission has been granted. - Sharing photographs or recordings of students or staff without permission. - Insolence or using abusive language toward a member of staff. - Disruption of a formal examination. - Use or possession of banned items, including any tobacco or nicotine related products, cigarettes, vapes, snus, alcohol. - Failure to use designated restroom facilities appropriately.

	- Weekly updates shared with parents Student Reintegration Meetings: Student meets with: - Counsellor - Head of School - Head of Year/Key Stage & Deputy Head Purpose: To reset expectations. When a student is given a suspension, it remains on their record for the duration of their time at St. Catherine's.		- Being under the influence of, or intent to supply, any prohibited substance or item. - Physical aggression toward another student, such as punching, kicking, or fighting. - Threatening a student verbally, in writing, or via social media. - Theft. - Serious damage to school property. - Bullying or child-on-child abuse, including: - Cyberbullying: Harassment, threats, or humiliation online. - Hate speech: Sharing discriminatory or offensive content targeting specific groups. - Trolling: Posting inflammatory content to provoke or upset others. - Privacy violations: Sharing sensitive information without consent. - Catfishing: Creating fake identities to deceive others. - Sending/forwarding threatening or abusive messages to staff/students. - Sexually inappropriate behaviour, including misogynistic language or sexist conduct. - Racist, homophobic, transphobic, or other discriminatory behaviour. - Actions that demean/discriminate based on race, religion, gender, or disability. - Persistent failure to wear the uniform correctly, resulting in suspension for severe or ongoing cases. - Behaviours that bring the school into disrepute, including actions taken outside of school while wearing the school uniform, travelling to and from school, or participating in school trips/activities. - Examples include inappropriate conduct in public, antisocial behaviour, use of offensive or discriminatory language, or any behaviour that undermines the reputation and values of St. Catherine's.
	<i>The school reserves the right to move a pupil to a different Form when their behaviour is consistently disruptive or when a fresh start would be beneficial. This measure is intended as a supportive intervention to help the pupil refocus, build positive routines, and improve their overall conduct. Any decision will prioritise the pupil's wellbeing and development.</i>		
8 Principal-meeting with parents & student. Follow up letter.	The imposition of a permanent Exclusion, for repeated inappropriate behaviour that has led to three suspensions, or for a very serious act of misbehaviour that seriously endangered the welfare of others or that contravened the law. - Meeting with the Principal should behaviour not improve following suspension. - Principal's Positive Behaviour Agreement - Possible exclusion. Any exclusion requires the authorisation of the Principal and should be in accordance with the school's Exclusion Policy.	Serious offenses will be addressed in accordance with the provisions of Greek law	Behaviours that may warrant permanent exclusion, including when under the school's care: - Serious assault, such as physical fighting. - Drug abuse, possession of drugs, or involvement in prohibited substances. - Sexual misconduct, including engaging in sexual activity while under the school's care. - Sexual harassment, including any behaviour that makes another student feel unsafe or uncomfortable. - Use or possession of banned items, including pornography or weapons.

While there is always some room for interpretation and treating each situation as an individual case, the table of intervention, possible support and sanctions will be used across St. Catherine's as appropriate.

It is important to note that this is not an exhaustive list of infringements or methods of support.

Any other poor behaviour not listed will be categorised as appropriate to the situation. Additional needs of students will be considered in applying support and sanctions where they directly affect behaviour but not in contradiction to the school's expectations and values.

Being a bystander in any of these incidents and doing nothing is not acceptable in a school community. We encourage students to seek the help and guidance of a member of staff if they know of/ or have observed any behaviours that can harm another student, bring the school into disrepute or cause damage St. Catherine's property or premises.

Monitoring of sanctions

In Lower School, all sanctions of Level 3 and above must be recorded on iSAMS, enabling staff to identify trends in behaviour and attitudes that hinder students' learning, providing a comprehensive picture of their conduct.

- Each staff member should include a brief comment explaining the reason for the sanction, any further action required, and whether the information can be shared with parents, if necessary.
- It is the responsibility of Heads of Year or Key Stage in LS to monitor the number of Behavioural Alerts or think sheets a student has accumulated.
- A weekly report will be generated to allow Heads of Year and Key Stage Leaders in LS, to track how many infringements or Behavioural Alerts their students have received, enabling them to take appropriate action when needed.

In Upper School all sanctions must be recorded on iSAMS, enabling staff to identify trends in behaviour and attitudes that hinder students' learning, providing a comprehensive picture of their conduct.

- Each staff member should include a brief comment explaining the reason for the sanction, any further action required, and whether the information can be shared with parents if necessary.
- It is the responsibility of Heads of Year to monitor the number of Behavioural Alerts a student has accumulated.
- A weekly report will be generated to allow Heads of Year to track how many Behavioural Alerts their tutees have received, enabling them to take appropriate action when needed.

Both Upper and Lower School meet with Key Stage Leaders on a weekly basis to discuss behaviour and interventions.

Upper School detentions

- Heads of Department are responsible for overseeing departmental detentions in response to issues within their departments and for informing Heads of Year as necessary.
- Heads of Year will run detentions during lunchtimes.

Suspension

A suspension (only internal if the student is in Lower School) may be issued if a student's behaviour fails to improve despite interventions, if an offence meets the suspension threshold, or if their presence poses a risk to staff or students.

When suspension is necessary, the Principal and Head Teacher will be briefed by the Deputy Head (Pastoral) or another senior leader. Parents will be contacted by the Head of Key Stage/Deputy Head to inform them of the decision and make necessary arrangements.

Before departure, the student will be informed of the reasons for the suspension. A follow-up letter from the Deputy Head will outline the action and its justification. Re-admittance requires a return-to-school meeting with the Deputy Head, Head of School, or another senior leader, during which the student must demonstrate reflection and commitment to improved behaviour.

Following suspension, the student will be placed on a Positive Behaviour Agreement designed to provide structured support and encourage positive change. Suspensions remain on the student's record for the duration of their time at St. Catherine's. If a student has demonstrated a change in their negative behaviour and attitude after a period of agreed time, it is possible for them to be removed from a behaviour agreement.

Exclusion (Permanent)

Permanent exclusion is the school's most severe sanction and is applied only in exceptional circumstances.

Students who fail to comply with the terms of their return from suspension will be placed on a Principal's Positive Behavioural Agreement. Failure to adhere to this agreement may result in exclusion.

Immediate exclusion may be warranted in cases of serious offences, such as assault, sexual misconduct (including sexual activity under the care of the school), drug abuse, or other actions violating Greek law.

Exclusion may also be imposed for repeated inappropriate behaviour leading to three suspensions or for a serious act that endangered others' welfare or contravened the law. The decision to expel rests with the Principal.

The parents have the right of appeal against the Principal's decision to permanently exclude the student from the School (but not the decision to suspend the student). They may ask for a Governor's Review of the decision as soon as possible and in any event within seven days of the decision being notified in writing to the parents. Such request should be made in writing to the Chairman of the Governors, c/o St. Catherine's school and marked URGENT AND CONFIDENTIAL.

Policy reviewed: September 2026

Next review: June 2027

APPENDIX 1

GUIDANCE ON CONFISCATION OF STUDENTS' BELONGINGS

Confiscation is a reasonable disciplinary measure to uphold the school's code of conduct, enforce rules, and ensure a safe, orderly learning environment. Staff may confiscate, retain, or dispose of a student's property in cases such as:

- Items posing a threat to others.
- Items disrupting learning.
- Items violating school uniform rules.
- Items posing health or safety risks.
- Items counter to the school's ethos.
- Prohibited or dangerous items as outlined in school rules.

Confiscated items are generally held for a lesson or school day. Longer retention requires senior staff approval, especially if parental collection is necessary as returning the item to the student would be unsafe.

Items considered weapons, controlled substances, or stolen goods will be reported to the Police and handed over if required.

Staff must securely store confiscated items, particularly those of monetary or emotional value, and deposit them with the Administration Office until returned.



APPENDIX 3



STUDENT CHARTER



We the students have agreed and decided that we expect from others and ourselves to uphold the following behaviours that align with the school's values.

CURIOSITY

Embracing an inquisitive mindset and a genuine passion for discovery.

- Be curious and ask thoughtful questions.
- Explore topics of interest and seek answers.
- Apply curiosity to solve problems and comprehend complex ideas.
- Collaborate with classmates to learn from diverse perspectives.
- Take ownership of your learning journey with enthusiasm.
- Embrace challenges and learn from mistakes.

CARE

Encouraging empathy and creating a supportive environment where students feel valued and safe to grow.

- Help classmates who are having a hard time.
- Use kind words and actions to show thoughtfulness.
- Be kind to yourself by taking care of your needs.
- Listen carefully to others and respect their ideas.
- Help make the classroom a safe and welcoming place for everyone.
- Take part in school or community activities that support and help others.

CURIOSITY

CARE

DEDICATION

INTEGRITY

- Always be truthful in your homework, exams, and classwork.
- Respect others' work by giving credit when using ideas.
- Treat teachers and classmates with fairness and kindness.
- Be honest about your learning progress and effort.
- Support classmates and stand up for them when they need help.
- Take responsibility for your actions.

INTEGRITY

Showing unwavering commitment to strong moral and ethical principles.

- Attend classes on time, ready to learn, with the correct equipment and materials.
- Stay focused and actively participate in lessons and group work.

- Complete projects and homework on time.
- Ask for help when needed, instead of giving up.
- Use feedback to learn and improve.

DEDICATION

Striving for excellence and overcoming challenges with persistence.

APPENDIX 4

UPPER SCHOOL REWARDS

Students who consistently demonstrate the core values of St. Catherine's British School—Care, Integrity, Curiosity, and Dedication—are recognized and awarded merit marks for their positive contributions to the school community. They will receive the following rewards:

50 merits – Key Stage 3 Bronze Award = 5 House point
100 merits – Key Stage 3 Silver Award=6 House points
150 merits- Key Stage 3 Gold Award= 7 House points
200 merits – Key Stage 3 Head of School Award= 8 House points
250 merits – Key Stage 3 Exceptional Achievement Award-Principal= 9 House points

20 merits – KS4 & IB students will be awarded a personalized certificate, which will be sent home = 5 House point
30 merits – KS4 & IB students will be rewarded with a café voucher = 6 House points
40 merits – KS4 & IB students will receive a book token from PUBLIC = 7 house points

- Principal's Commendations= 10 House points
- Publishing work in various School publications
- Displaying work in classrooms and around the school site
- Positive and constructive written reports.
- Posting work in the newsletter

Every merit mark awarded to a student will also contribute to their House team's overall score.

APPENDIX 5

Behaviour Escalation Framework for Lower School Staff

The behaviours outlined below are examples and not an exhaustive list.

Level 1 Verbal Reminder	• Reminder to 'reset' and reinforce positive behaviour. • Examples: Talking out of turn, not listening, small disruptions. • After 3 occurrences → Level 2
Level 2 Restorative Conversation	• Short reflection time and restorative practice. • Examples: Repeated Level 1 behaviour, being too physical, interrupting lessons, incorrect uniform.
Level 3 Parent Involvement	• One-week removal of St Cat's time or reflection sheet. • Behaviour logged on iSAMS and parents informed. • Examples: Repeated Level 2 behaviour, hurting others, rudeness, disregarding rules, continued uniform violation
Level 4 Phase Leader/DH Meet & Class Teacher with Parents	• Supervised reflection time or observation by the School Counsellor. • Apology letter or reflection sheet required. • Recorded on iSAMS, follow-up letter/email sent. • Discussion with Phase Leader/DH/Parents re ban from clubs/trips/events/sports matches/teams/residentials • Examples: 3+ Level 2 or 3 sanctions in a half term, serious lesson disruption, verbal intimidation, misuse of technology, stealing, property damage.
Level 5 DH/Learning Support & Class Teacher Meet with Parents	• Individual Behaviour Plan (IBP) recorded on iSAMS and shared with relevant staff. • Examples: Persistent inappropriate behaviour, lying to staff, refusal to follow instructions, low-level property damage. • Events/teams/sports/clubs/residential ban
Level – 6 Head & DH of School Meeting with Parents and Student Internal Suspension	• Internal suspension. • Examples: Continued Level 5 behaviours, direct rudeness to staff, consistently challenging behaviour. • Events/teams/sports/clubs/residential ban

APPENDIX 6

Behaviour Escalation Framework for Upper School Staff

The behaviours outlined below are examples and not an exhaustive list.

Level	Alert & Staff Lead (Action)	Consequences (Summary)	Examples of Behaviour
1	0 Behaviour Alerts – Teacher Reset & reminder	Verbal warning; expectations clarified; opportunity to improve	Unprepared, low-level disruption, incorrect uniform, discourtesy
2	@ 1 Behaviour Alert – Teacher Record & restore	Behavioural Alert logged; restorative conversation; removal if repeated in lesson	Repeated disruption, lateness, missing homework, phone misuse, unkindness
3	@ 5 Behaviour Alerts – HoY / HoD Reflect & correct	20-min lunch-time Reflection Session; reflection task; parent visibility via iSAMS	Rudeness, repeated disruption, ignoring instructions, uniform issues
4	@ 10 Behaviour Alerts – Head of Year Escalate & engage parents	Parent meeting; Positive Behaviour Agreement; club ban	Serious disruption, defiance, intimidation, misuse of technology
5	@ 15 Behaviour Alerts – Head of Key Stage Intervene & support	Parent + student meeting; removal from lessons/trips; counselling support	Truancing, peer conflict, dishonesty, academic misconduct
6	@ 20 Behaviour Alerts – Deputy Head Remove & monitor	Internal suspension; daily check-ins; structured behaviour support	Serious or repeated misconduct, threats, continued defiance
7	@ 25 Behaviour Alerts – Head of School Sanction & reintegrate	External suspension; reintegration meetings; behaviour contract	Aggression, bullying, banned items, discriminatory behaviour
8	Serious Incident – Principal Final decision	Permanent exclusion (or after 3 suspensions)	Extreme behaviours: assault, drugs, safeguarding breaches