



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة

Secondary School Positive Behaviour Policy

United School International

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Introduction

United School International, The Pearl is committed to providing a safe, supportive and stimulating environment in which all students can learn, thrive and strive for excellence.

This policy sets out the expectations, responsibilities and responses that help create this environment. It reflects our commitment to high standards of behaviour, supported by positive relationships and responses that are fair, consistent and proportionate. These principles are rooted in the school's Vision, Mission and Values.

School Vision, Mission and Values

Vision

To prepare all USI students for a rapidly changing world by instilling in them our core values of excellence, respect, responsibility, integrity and compassion.

Mission

To provide a safe, nurturing learning environment where everyone is valued and respected.

We will create ambitious learning opportunities for students that will help them develop the knowledge, skills and understanding necessary to excel academically through a first-class British education

Core Values

Excellence – We set high standards for ourselves, work hard and persevere when faced with difficulty.

Respect – We treat others with dignity, value difference and care for the people and environment around us.

Responsibility – We take ownership of our choices, our learning and the impact our actions have on others.

Integrity – We act honestly and fairly, keep our commitments and acknowledge our mistakes.

Compassion – We listen to others, show kindness and offer support when it is needed.

Aims

At USI, we aim to

- create a safe, calm and respectful environment in which effective teaching and learning can take place;
- establish clear and consistently high expectations for behaviour;
- ensure that every member of the school community feels valued, included and treated fairly;
- help students take responsibility for their choices, understand their impact on

- others and develop self-discipline;
- promote positive relationships and intercultural understanding by recognising and respecting the diversity of our school community;
- respond to behavioural concerns fairly and proportionately, taking account of context and individual need;
- recognise positive behaviour and support students to improve when expectations are not met.

Behaviour at USI will be managed calmly, fairly and proportionately. Responses should protect safety and learning, reinforce expectations, address any harm caused and support students to make better choices.

Students should understand which expectation has not been met, why a particular response has been applied and what they need to do next. Staff should respond as soon as reasonably practicable and exercise professional judgement, taking account of the behaviour's nature, context and impact, as well as the student's age and individual needs. Responses should be consistent and proportionate but need not always be identical.

Expectations and Conduct

At USI, staff, students and parents/guardians are all expected to share a collective responsibility for the promotion of positive behaviour.

Staff

USI staff are required to:

- have **high expectations** of students' achievements, attendance and behaviour and challenge when necessary;
- **actively model** the type of behaviour considered acceptable;
- be always **alert** to signs of bullying and racist attitudes and deal firmly with such issues.
- deal **sensitively** with children in distress, by listening to them and dealing with any incidents appropriately;
- actively establish **positive relationships** with students, parents and the wider community;
- **recognise** the students' achievements, academic or otherwise;
- provide **opportunities** for the students to demonstrate responsibility;
- maintain a **professional** approach to discussion related to students.

Students

We expect the students at USI to embody our core values and to be proud ambassadors of our school.

To meet these expectations, our students should:

- move around the school calmly and safely, showing consideration for others;
- treat students, staff and visitors with courtesy and respect;
- demonstrate the USI core values through their words and actions;
- follow school rules and reasonable instructions from staff;
- arrive punctually, in the correct uniform and with the equipment required for learning;
- participate positively in lessons, complete assigned work and allow others to learn;
- behave appropriately during assemblies, activities, trips and other school events;

- use technology responsibly and follow the school's expectations for devices and online conduct;
- take responsibility for their choices, acknowledge their impact and take steps to address any harm caused;
- care for their own belongings, the belongings of others and school property;
- seek help from a trusted adult if they are worried about their own or another person's safety or wellbeing.

Parents/Guardians

Parents/guardians have a vital role in promoting good behaviour in school and at home. We consider liaison with the school very important.

We encourage parents to:

- work actively in partnership with staff and follow school policies;
- ensure students come to school properly dressed, correctly equipped and prepared to work;
- respond to concerns raised by members of staff;
- inform us of any distress which may affect their child's performance or behaviour at school (e.g., a loss in the family, separation, moving home, parents traveling, illness, etc.);
- inform us of any behaviour difficulties they may be experiencing at home.

If you become aware of, or are concerned about, a bullying or behaviour incident involving students at school, please contact the school promptly so that the matter can be looked into and appropriate support can be provided.

Parents must not approach, question or attempt to address behaviour concerns related to matters in school directly with another student. This can be distressing for students and may complicate a school investigation.

When handling behavioural concerns, the school will communicate with each family separately. To protect students' privacy and wellbeing, we cannot normally share the names of other students involved or details of any actions taken in relation to them. We will, however, keep you informed about concerns relating to your own child and the support or next steps that apply to them.

Positive Behaviour Policy

Praise and Recognition

USI believes that positive behaviour should be noticed, valued and reinforced. Praise is an essential part of creating a culture of high expectations, strong relationships and shared responsibility.

Staff should regularly and specifically recognise positive attitudes and behaviours, including effort, resilience, kindness, responsibility, improvement and conduct that reflects the USI core values. Praise may be given verbally, privately or publicly, as appropriate to the student and context.

Students may receive praise postcards from teachers for demonstrating one or more core values during a lesson. Teachers are also invited to nominate students each month for a commendation, recorded as a stamp in their link book. At the end of Terms 1 and 3, selected students are formally recognised at awards ceremonies for their academic achievement, effort, progress and positive

contribution to school life.

Parents and carers may also be contacted to share significant positive achievements or improvements. We like to publicly celebrate our students' achievements via student and parent bulletins; we therefore encourage parents to send us details of their child's achievements outside school, too.

Student Leadership

Positive role models are an essential component of an effective, positive school culture. USI offers myriad opportunities for students to occupy leadership positions, including:

- Volunteering in the community
- Committees (STEAM, Wellbeing, Inclusion, Sports and Eco)
- Student Council
- School prefects
- Headboy and Headgirl
- House Captains
- Sports Captains

All student leaders are role models within our school community and are expected to embody our school's core values.

Managing Unacceptable Behaviours

Levels of Behavioural Concern

Categorising behavioural concerns helps staff respond consistently, fairly and proportionately. It enables the school to distinguish between minor, isolated concerns, persistent concerns and major concerns, ensuring that responses are appropriate to the nature, frequency, context and impact of the behaviour.

Minor Behavioural Concerns

At USI, minor behavioural concerns are considered to be one-off behaviours that negatively impact a student's own learning, the learning of other students or the school environment. They include, but are not limited to:

- Talking at an inappropriate time such as to disrupt the learning of themselves or others;
- Calling out or speaking over others;
- Brief off-task behaviour;
- Not starting work promptly;
- Minor distraction of another student;
- Low-level misuse of equipment;
- Being out of seat without permission;
- Forgetting routine equipment;
- Incomplete classwork;
- Minor uniform issue;
- A one-off inappropriate comment or minor unkindness;
- Inappropriate use of a device after a reminder;
- Minor lateness to a lesson;
- Not following a routine instruction first time;

Persistent Behavioural Concerns

At USI, persistent behavioural concerns are considered to be behaviours that negatively impact a student's own learning, the learning of other students or the school environment that take place

repeatedly or over a period of time despite reminders by staff members. They include, but are not limited to:

- Repeated disruption of teaching and learning;
- Persistent talking, calling out or distracting others;
- Repeated failure to follow reasonable staff instructions;
- Ongoing refusal to begin, complete or submit work;
- Repeated lateness to lessons or school;
- Persistent uniform or equipment issues;
- Repeated inappropriate use of technology or devices;
- Ongoing low-level unkindness, rudeness or disrespect;
- Repeatedly leaving a seat, classroom or designated area without permission;
- Persistent misuse of equipment or school property;
- Repeated failure to engage appropriately in lessons, assemblies or school activities;
- Ongoing behaviour that prevents others from learning;

Major Behavioural Concerns

At USI, major behavioural concerns are behaviours that directly contravene our school values in a way that compromises the safety of others, seriously disrupts learning, causes significant harm, or represents a serious or persistent breach of the school's expectations. These include, but are not limited to:

- Serious or persistent dishonesty, including cheating and plagiarism.
- Discriminatory, offensive or abusive language or conduct, including conduct relating to race, nationality, religion or disability.
- Serious or persistent defiance, confrontation or aggression.
- Bullying, intimidation or harassment, including cyberbullying.
- Sexual harassment, sexual violence or other harmful sexual behaviour.
- Threatening, attempting or using physical violence.
- Stealing, extortion, coercion or deliberate damage to property.
- Truancy, including unauthorised absence from school, lessons or other school activities, or leaving home for school without attending as expected.
- Possessing, using, supplying or being under the influence of alcohol, tobacco, vapes, illegal drugs or other prohibited psychoactive substances.
- Bringing onto school premises or school activities, possessing, supplying or using any weapon, prohibited item, or other object or substance intended or likely to cause harm.
- Serious misuse of fire-safety equipment, including setting off a false alarm.
- Conduct, whether in school, online or elsewhere, that seriously affects the safety or welfare of the school community or brings the school into disrepute.

Cases of suspected abuse, exploitation, harmful sexual behaviour, serious violence or immediate danger will be referred immediately to the Designated Safeguarding Lead (DSL). The safeguarding policy and MOEHE procedures then take precedence over the behaviour policy.

Processes and Consequences

When a student's behaviour does not meet the school's expectations, staff may employ a range of strategies.

Minor behavioural concerns

Strategy	Description
Amplifying the positive	Staff are encouraged to first publicly recognise and praise the students who are doing the right thing

Non-verbal corrections	Staff may use eye contact, proximity, a pause, a gesture or a discreet tap on the desk to redirect a student without unnecessarily interrupting learning.
Communicating expectations clearly in advance	Staff should communicate expectations before learning activities, including expectations relating to voice level, participation, movement, equipment and time.
Reminders of expectations	Staff may give a clear, calm and polite reminder of the expected behaviour and allow the student an opportunity to correct it.
Private expectation reset	Staff may speak with a student away from their peers to restate the expectations, explain their purpose and identify any barriers preventing the student from meeting them. The member of staff and student should agree how the student will successfully rejoin the learning.

Persistent behavioural concerns

Strategy	Description
Reflection meeting	A conversation may be arranged during break, lunchtime or after school to discuss the student's behaviour, its impact on their progress or the learning of others, and any support or actions required. Clear targets should be agreed.
Parent or carer contact	A teacher or pastoral leader may contact the student's parents or carers to explain the concern, understand any contributing factors and agree appropriate support or next steps.
Behaviour report	A subject teacher or pastoral leader may place a student on behaviour report for a defined period. The report should contain clear, achievable targets and provide regular feedback to the student. Progress should be reviewed with the student and, where appropriate, their parents or carers.

Serious Unacceptable Behaviours

This may include persistent behavioural concerns that remained unimproved after taking the actions above

Strategy	Description
Internal Reflection	A student may be placed in internal reflection for a specified period following a serious incident or persistent behavioural concerns. The student will work in a supervised space away from their usual timetable, complete appropriate learning and undertake structured reflection. A reintegration conversation should take place before or upon their return to lessons. Students may also be placed in internal reflection following a major behavioural incident for the student(s) safety or whilst an appropriate investigation takes place.
Fixed-term suspension	A student may be suspended from school for a fixed period of time (between 1 and 5 days) following a serious breach of the Behaviour Policy or persistent behaviour that has not improved following appropriate intervention. Suspensions must be authorised by the Executive Principal. Parents or carers will be informed, learning will be provided, and a reintegration meeting will normally take place upon the student's return.

	This is separate from an “indefinite suspension” used during an investigation into a serious offence.
Permanent Exclusion	Permanent exclusion may be considered in exceptional circumstances, including in response to a single exceptionally serious incident or persistent breaches of the Behaviour Policy. The decision will be made by the Executive Principal and other relevant authorities in accordance with school procedures and applicable local requirements.

“Time Back”

If a student falls behind in their learning or misses an important activity, the teacher may request that the student makes “time back” at break, lunch or after school. This is a short amount of time that allows the student to catch up on missed learning so that they are able to access the next lesson and continue to fulfil their potential.

This is not necessarily a consequence for poor behaviour.

Reflection Meetings

If a student’s behaviour persistently falls short of expectations, or represents a significant one-off incident that the teacher feels does not align with our core values, and negatively impacts their own learning, the learning of others or the school environment, the teacher may arrange a reflection meeting at breaktime, lunchtime or after school.

The purpose of the meeting is to address the concern without unnecessarily disrupting lesson time. It may involve discussing what happened and its impact, completing a reflection activity, repairing relationships where appropriate, resetting expectations and agreeing clear targets or actions for future lessons.

Behaviour Reports

Behaviour reports may be used to provide structured support for students whose behaviour requires closer monitoring. Reports are intended to make expectations and targets clear, provide regular feedback, involve parents or carers, and help students demonstrate sustained improvement.

Each report will be set for a defined period and will include a small number of clear, achievable targets. Progress will be reviewed at the end of the agreed period. Students who meet their targets should exit the report or step down to a lower level of support. Where concerns persist despite appropriate support and intervention, a student may be escalated to a higher-level report.

The level of report will be determined by the nature, frequency and impact of the concern. Escalation is not automatic and will be decided by the relevant pastoral or senior leader.

Report	Typical purpose and oversight
Department Report	Used where concerns are primarily confined to one subject or class. It is led by the class teacher, with oversight from the Head of Department where necessary.
Form Tutor Report	Used for persistent low-level concerns, such as punctuality, uniform, organisation, focus in lessons or other routine expectations. It is led by the Form Tutor.
Head of Year Report	Used where a student has not made sufficient improvement following a Form Tutor Report, or where concerns require wider pastoral oversight. It is led by the Head of Year.

Head of Key Stage Report	Used where concerns continue despite intervention at Head of Year level. It is led by the Head of Key Stage.
SLT Report	Used in most serious cases, where concerns remain unresolved despite previous pastoral intervention, or where senior pastoral oversight is required. The student may be on report to an Assistant Headteacher, Headteacher or Executive Principal

Students may be placed directly onto a higher-level report where the seriousness of the behaviour warrants this, including in cases of truancy, bullying, violence or other major behavioural concerns.

Parents or carers will be informed when a behaviour report is introduced and will be updated on progress where appropriate.

Serious Unacceptable Behaviours

Student Safety

The immediate safety of our students is always our first priority. If a staff member observes, or is alerted to, a serious offence, staff may take immediate action to safeguard our students. This may involve removing students from lessons whilst an investigation takes place.

Depending on the severity of the incident(s), students may be removed from lessons whilst the investigation takes place. In more serious cases, the student may be temporarily suspended from school pending the results of an investigation. In these cases, the school will endeavour to investigate the offence as quickly as possible. There will be a daily review between senior leaders to discuss the ongoing investigation and to ensure

In such cases, parents or carers can be expected to be invited into school to discuss the findings of the investigation, normally no longer than 5 working days following the start of the student's suspension from school.

Investigations

All allegations or incidences of serious unacceptable behaviours are thoroughly investigated. When investigating offences, all relevant evidence is considered, including witness accounts, CCTV and digital evidence where relevant. This often involves asking children who may have been directly involved – or witnesses to – the incident(s) being asked to write down their version of events. This includes students directly involved, as well as potential witnesses. Student statements are handled sensitively and shared only where necessary to investigate, safeguard students or meet legal obligations. Pastoral staff will endeavour to minimise disruption to learning. However, where necessary, students may be spoken to during lesson time so that concerns can be investigated promptly, risks can be managed appropriately, and timely support or action can be put in place.

Once an investigation is completed, the school will make a decision on the appropriate next steps which may include proportionate sanctions based on sufficiently reliable evidence. Parents will be informed of the outcome.

Support for affected students is considered separately from sanctions.

Recording and Communication

Staff may address minor behavioural concerns through routine classroom or corridor-based strategies without formally recording the incident or contacting parents or carers. This includes asking students for “time back” for short periods of time.

Persistent or serious behavioural concerns should normally be recorded and communicated to the relevant pastoral leader. Parents or carers should normally be informed where concerns are persistent, serious, or require a formal intervention or investigation.

Investigation records, including relevant statements, evidence and outcomes, will be stored securely in accordance with the school's record-keeping and data-protection procedures. Safeguarding information will be recorded and managed in line with the Safeguarding and Child Protection Policy.

Parents or carers who wish to report a behaviour concern should contact their child's Form Tutor or an appropriate member of the pastoral team. The school will assess the concern and take appropriate action.

Where a student is reported to be involved in serious unacceptable behaviour, the school will normally inform their parent or carer that an investigation is taking place on the same school day. This may be delayed where immediate contact could compromise a safeguarding response, place a student at further risk, or conflict with advice from the relevant authorities.

Once the investigation is complete, the school will communicate the outcome and any relevant next steps to the parent or carer of the student concerned. To protect the privacy of other students, the school will not normally share information about other students involved or any actions taken in relation to them.

Some offences, where it is the duty of the school to report particular incidents, may lead to police involvement in order to safeguard the school community.

Search and Confiscation Procedure

Where there are reasonable grounds to suspect that a student possesses a prohibited or dangerous item, the school may conduct an appropriate search in accordance with approved school procedures and MOEHE requirements. Searches will be proportionate, respectful, conducted by authorised staff with appropriate safeguards, and recorded.

- **Reasonable grounds:** The reason for the search must be specific, recorded and proportionate to the potential risk.
- **Cooperation first:** The student should be told what is suspected and asked to cooperate by emptying pockets, opening their bag or locker, or handing over the item.
- **Safeguards:** Searches should take place privately, with two members of staff present including a member of the pastoral team or senior leadership team and, where practicable, with the searching staff member the same sex as the student.
- **Limits:** Staff must not conduct intimate searches, require the removal of anything beyond outer clothing, or physically search beneath clothing.
- **Refusal:** If the student refuses, they should remain supervised and away from other students while the Executive Principal and DSL are consulted. Where there is an immediate risk involving weapons, drugs or serious harm, the police or MOEHE should be contacted.
- **Confiscation:** Any item found should be secured, retained, returned, disposed of or passed to the appropriate authorities according to its nature and applicable requirements.
- **Recording:** The grounds, staff present, process, outcome and subsequent action must be recorded via the school's internal safeguarding platform. Parents should normally be informed promptly, unless doing so would create a safeguarding risk or conflict with instructions from the authorities.
- **Safeguarding:** Any indication of exploitation, abuse, self-harm or risk to others must be referred immediately to the DSL.

Fixed-Term Suspensions

A student may be suspended from school for a fixed period following a serious breach of the Behaviour Policy or persistent behaviour that has not improved following appropriate intervention. Suspensions must be authorised by the Executive Principal. Parents or carers will be informed, learning will be provided, and a reintegration meeting will normally take place upon the student's return.

In some cases, the school may agree a short-term phased return following suspension, where this is considered necessary to support a safe and successful reintegration. This may involve the student attending selected lessons or a reduced school day for a defined period. Any phased return will be agreed with parents or carers, supported by an appropriate education plan, and reviewed weekly by the relevant pastoral lead. The aim will always be to return the student to their full timetable as soon as it is safe and appropriate to do so.

Review and Appeal

The review and appeal process for serious disciplinary matters is outlined in and governed by the Concerns & Complaints Policy.

Unacceptable Punishment

1. Corporal (physical) punishment may not be used at any time. It is against the law to strike a child.
2. Staff must avoid deliberate humiliation of students
3. Shouting should not be used as a punishment; a raised voice may be necessary only to secure immediate attention or safety
4. Class-wide punishments should be avoided. The behaviour of Individuals should be addressed, rather than treating all students - some of whom may not have been involved - in the same way.

Students should not be sent from a lesson and left unsupervised for more than a brief period. A teacher may ask one or more students to step outside temporarily to de-escalate a situation, protect learning or allow immediate instructions to be given to the class. The teacher should speak with the student(s) as soon as practicable, while maintaining effective supervision of the class. Students should not be left unsupervised in the corridor for longer than necessary.

Where a student cannot safely or appropriately return to the lesson, or where more than one student requires removal, the teacher should arrange with another member of staff that the student will be supervised for the remainder of the lesson. The pastoral or senior leadership team should be notified at the teacher's earliest convenience and parents should be notified.

The school's behaviour policy will comply with the Ministry of Education and Higher Education's behavioural control requirements.

Individual Needs and Reasonable Adjustments

USI maintains high expectations for all students so that the environment is safe and conducive to learning. However, SEND, disability, mental health difficulties, trauma, communication needs or other unmet needs may affect a student's behaviour or their ability to meet particular expectations.

Responses should therefore be fair and proportionate but may not always be identical. Staff may make reasonable adjustments to expectations, communication, support or consequences in

consultation with pastoral, safeguarding or inclusion staff where appropriate. Such adjustments do not remove accountability; they help students understand and meet the school's expectations.

Where behaviour is persistent, represents a significant change or suggests that a student may be at risk, staff should consider whether it indicates an unmet additional need or safeguarding concern and follow the appropriate referral procedures. Support and disciplinary action may be provided alongside one another.

Digital Responsibilities

Social Media

The school encourages all members of its community to be mindful of their social media use to ensure that:

- They are aware of Qatar's laws governing acceptable use of social media
- They are aware that even private messages can be captured and shared
- They embody the school's core values of respect and compassion when using social media

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another child or member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school.

Students should not create, share or forward images, recordings, personal information or private communications relating to another person without their consent.

Where online behaviour raises a safeguarding concern, it will be managed in accordance with the Safeguarding and Child Protection Policy and referred immediately to the DSL.

Artificial Intelligence

Students may use artificial intelligence (AI) only when permitted by their teacher and for the purpose intended. Students must not present AI-generated work as their own or use AI in any assessment, examination or task where it has been prohibited.

Students must not use generative AI to create, alter or share images, audio, video or other content relating to another person without their consent, particularly where this may be unkind, misleading, humiliating or harmful.

Inappropriate use of AI may be treated as academic dishonesty, bullying, harassment or other unacceptable behaviour and managed in line with this Behaviour Policy.

Personal Devices

Whilst mobile phones, laptops and tablets can be very powerful tools to support learning, communication and access to information, they can also pose significant safeguarding and wellbeing risks, distract from learning, undermine face-to-face relationships, enable inappropriate recording or online conduct, and make it more difficult to maintain a safe, calm and focused school environment.

This section is aligned with current statutory guidance for schools in England, which requires schools to prohibit the use of mobile phones throughout the school day. While USI operates in Qatar, we believe that the same clear expectations support students' learning, wellbeing and safety.

- **Mobile phones, smartwatches and smartglasses** are not permitted during school hours.
- If students bring any of these devices into school, they are required to turn them off and **hand them into their form tutor** where they will be kept in a **locked, secure container** in view of CCTV cameras for the duration of the school day.
- If a student knows they will be leaving early, they may leave these devices with the school's receptionist instead. The receptionist will inform the form tutor that this has happened.
- **Laptops** and/or **tablets** may be required for some lessons. These may only be used:
 - At the instruction, and under the supervision, of the class teacher.
 - By KS4 students in the KS4 study rooms in the library, with the device clearly on the desk and used for work only
 - By KS5 students in their common rooms for work purposes only.
- Students who wish to communicate with their parents must do so via the phones in the library or main reception under the supervision of a member of staff. Parents wishing to contact their child must also ring main reception.

A student who uses a device inappropriately, or fails to follow these expectations, may have the device confiscated until the end of the school day. Repeated breaches may result in parents or carers being asked to collect the device and attend a meeting with the school to agree next steps.

In exceptional cases, reasonable adjustments may be made where a student needs access to a device for a medical condition, disability or other agreed individual need.

School Trips

Participation in school trips, sporting fixtures and residentials is a privilege, and students are expected to uphold the school's standards of behaviour at all times. As representatives and ambassadors of the school, students must demonstrate respect, responsibility and good judgement both before and during any trip.

Eligibility to attend any activity off-site is contingent on a student's good behaviour. The school reserves the right to withdraw a student's place where their behaviour falls below the required standard, including after payment has been made; refunds cannot be guaranteed in these circumstances.

During a trip, the Trip Leader will make decisions regarding behaviour, safety and participation, supported by accompanying staff where appropriate. This may include limiting a student's access to particular activities or, where necessary, removing them from participation. In rare and serious circumstances, where a student's behaviour presents a significant concern for safety, welfare or the orderly running of the trip, parents may be required to arrange for their child to be collected at their own expense.

Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips);
- Travelling to or from school;
- Wearing school uniform;

- In any other way identifiable as a student of our school;

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another student;
- Could adversely affect the reputation of the school;

The school will consider off-site concerns where there is sufficient reliable information to establish that the alleged behaviour has occurred. Not every disagreement or conflict between students will require a sanction. In deciding whether action is appropriate, the school will consider the available evidence, the context of the incident, whether the behaviour was mutual or one-sided, its impact on those involved, and any steps already taken to resolve the matter.

Accompanying Policies

- USI Vision, Mission and Values
- USI Child Protection and Safeguarding Policy
- USI Anti-Bullying Policy
- USI Staff and Student Handbooks
- USI Concerns & Complaints Policy
- USI Terms & Conditions