BRITISH SCHOOL
MUSCAT

Promoting Positive Relationships & Behaviour Policy

Senior School

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1. Mission Statement

British School Muscat seeks to establish a positive ethos which is conducive to learning and in which the individual pupil is valued and respected.

Our Behaviour Policy sets out guidelines which support all members of the school community, including staff, students and families to thrive within a caring framework,
leading them to a position of self-discipline and personal responsibility.

2. Introduction

Good behaviour is a necessary condition for effective teaching and learning to take place. It will involve praise and rewards; excellent relationships between teachers and students and stimulating and effective teaching and learning. It will also involve in some instances the application of sanctions. The school's expectations of good behaviour will be modelled, reiterated, and reinforced by students, families and staff by a variety of means:

The Home School Agreement (Appendix A)

The school year begins with this agreement. Tutors go over its details with students in Form groups, ensuring that all appreciate that they are expected to uphold behaviour which respects self, others and the school environment and demonstrates it by courteous dealings with others and evident pride in the school community and self, for instance in a smart appearance, punctuality, excellent attendance and work done to the best of the pupil's ability.
The Home School Agreement outlines that the school, parents and the student agree to support the aims above.
By attending BSM, all parties agree to uphold the expectations within the Home School Agreement

The Sixth Form Contract (Appendix B)

The Sixth Form Contract is in place to reflect the expectations the staff have of students within the Sixth Form but shares the latter's details regarding behaviour. All Sixth Form students and parents also agree to uphold the expectations of the Home School Agreement by attending BSM Sixth Form

Behavior Policy Overview (Appendix C)

This shares the consequences of negative or disruptive behaviour, should we see this at BSM. This behaviour overview is not exhaustive and applies to all members of the BSM community.

3. Shared Responsibilities for promoting positive behaviour

Any approach to promoting positive behaviour must ensure all members of the school community are aware of their responsibilities and actively support the school ethos and all school policies, including the behaviour policy.

4. The Roles of the Teachers

All staff are responsible for ensuring that the expectations of student behaviour are fulfilled. Staff should be very familiar with all school policies related to behaviour and the Home-School Agreement.

All staff must follow the guidelines and procedures regarding rewards and sanctions as outlined in Appendix C

Subject teachers

Subject teachers are expected to take initial responsibility in administering the standards of discipline expected in academic work and behaviour on arrival at, during and on leaving their lessons. (See Appendix C - Behavior Policy Overview).

Subject teachers will refer any behavioural concerns, academic or otherwise, to Heads of Departments. However, if unacceptable behaviour seems persistent, more generalised, relating to wider progress or wellbeing of an individual or group of students, then referral will be made to relevant Form Tutors and/or Year Leader

All teachers are responsible for the behaviour in their own classroom and, wherever possible, will challenge that behaviour themselves. They will be supported in this by the Head of Department and/ or the Year Leader.

Heads of Departments

Heads of Departments are responsible for maintaining academic standards in the subject areas within their remit and for supporting their subject staff with overall student behaviour in classes in the first instance.

Heads of Departments may place a student on report to monitor and provide targets for improvements.

Form Tutors

Form Tutors reinforce the standards of behaviour expected at the start of each tutor time by the atmosphere of their Form room. They begin the year by going through the BSM Learning Ethos and positive behaviour expectations with the Form Group, ensuring that all students understand the expectations of BSM.

Uniform should be checked and challenged by all staff throughout the day and persistent offenders are referred to the Year Leader. Uniform expectations should be consistently applied by all class teachers, not just Form Tutors, in line with the culture of support and togetherness that BSM wishes to achieve. Uniform guidelines can be found in Appendix G

Form Tutors should be informed of rewards, detentions and incident reports by the subject teacher and/or Head of Department.

Subject teachers who are concerned about the progress of a pupil should discuss the matter with the Head of Department in the first instance. Form Tutors will discuss attendance, detentions and any other issues within their year teams.

A Form Tutor may place a student on report to monitor and provide targets for improvements.

All students will be allocated to a House. Enthusiasm and loyalty to the House and school are fostered by Tutors encouraging the will to be cooperative but also to achieve.

Year Leaders will lead the team of Form Tutors with respect to their duties to the children in their care, in relation to personal welfare, academic attainment and achievement.

A Pastoral Briefing led by the Deputy Head will take place fortnightly from 7:15 – 7:30 am and Year Meetings will take place once a month from 2:10 – 3:10pm during which a number of items including students' behaviour and welfare will be discussed with Form Tutors.

Key Stage Leader

A Key Stage Leader will have a very close interest in all things pertaining to students in their care, including academic performance. They will liaise with teachers, subject heads, tutors, parents, and the SENCO, the Deputy Head of Pastoral Care to promote, develop and maintain the aims of this policy.

It is important that the role of the Key Stage Leader is not solely that of disciplining the student in their Key Stage. Their role in the behaviour management of the school comes into play only when all the above strategies employed by the Form Tutor and Year Leader have failed. Should

there be persistent or severe problems, the Year Leader will have the support of the Key Stage Leader, in dealing with these issues.

Key Stage Leaders may place a student on report to monitor and provide targets for improvements.

Deputy Head of Senior School

The Deputy Head of Senior School has overall responsibility for behaviour and discipline, welfare and safety in the school and reports directly to the Head of Senior School. The DHSS is the Designated Safeguarding Lead for Senior School. 4

5. Rewards and Sanctions

Rewards

The School is keen to acknowledge effort and good behaviour and to praise and celebrate pupils in their curricular and co-curricular achievements. The opportunities include:-

- Reports on sports, trips and other activities given by students in whole school assemblies;
- House Points Certificates are awarded by teachers. Bronze, Silver, Gold and Platinum Certificates are awarded to students who reach specific house point totals. These are presented during Tutor Time, Key Stage and/or whole school Assemblies.
- Subject commendation postcards for good work or significant improvement or achievement in any area of school; these are given by teachers or presented to a student in assembly;
- Nomination by Heads of Year for Termly Learning Ethos awards
- Notable academic and extra-curricular achievements are celebrated by announcements in assembly and certificates and trophies are awarded in the presence of the whole school;
- Achievements are also recorded in press releases, the School's Newsletters and website;
- An annual Commendation Evening Ceremony, which includes prizes for achievement in subjects and for exemplifying the Learning Ethos.

Sanctions

Students are given clear guidance on personal conduct by their Form Tutor, Subject Teachers, Heads of Departments, Year Leaders and Key Stage Leaders. However, from time to time

incidents may occur, as in any community. In cases of misbehaviour, both in school or when off site, or for inadequate work, the school will use a range of sanctions.

Crucial to our system of sanctions is the principle of proportionality. A record of any reported incident will be logged in CPOMS

The examples in Appendix C are not meant to be prescriptive but should serve to give some indication of when a particular sanction might be used. Sanctions for peer on peer abuse or behaviour that contravenes the school behaviour code are given once the school completes an investigative process. Details for this process can be found in Appendix D.

Detentions

Lunchtime detention is given for a variety of reasons as detailed in Appendix C. For after school detentions, parents will be given at least a day's notice. The detention takes precedence over other extra-curricular activities taking place at BSM or outside of BSM.

6. Anti-Bullying

The British School Muscat's Positive Behaviour Policy outlines what we will do to prevent and tackle bullying.

Definitions:

Bullying: Guidance from www.gov.uk
There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Racist: A person who shows or feels discrimination or prejudice against people of other races, or who believes that a particular race is superior to another.

Racist Incident: Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race.

Religious incident: Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's religion or perceived religion.

Restorative Conversation: A practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences of their actions. It supports children in developing, maintaining and repairing relationships, building a community based around empathy and self-learning.

Significant: Sufficiently great or important to be worthy of attention; noteworthy.

Proportional: Corresponding to the significance of the behaviour and the intent to ignore known expectations or cause disruption, damage or harm.

Extreme behaviour: Behaviour seen as highly unusual, raising significant alarm and having potentially far reaching consequences.

What is bullying?

"Bullying is the intentional hurting of one person by another. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim."

The teachers, staff, governors, parents and students of BSM believe that negative and devaluing behaviour:

- Is hurtful, threatening, harmful and disrespectful;
- Can include behaviours which hurt, threaten or frighten another person or group of people;
- Can be unprovoked, repeated and sometimes can continue for a long period of time.

Bullying behaviours can include physical, social and psychological aspects such as:

- Neglecting, making someone uncomfortable;
- name-calling, taunting, mocking, making offensive comments;
- kicking, hitting, pushing and shoving, fighting, spitting;
- taking or damaging belongings, stealing from pupils' school bags or lunch boxes;
- photographing, using or publishing photos without consent;
- gossiping, spreading hurtful and untruthful rumours;
- socially excluding people from groups e.g. not talking to them, excluding them from activities;
- can relate to race, religion or culture; special education needs and disabilities; appearance or health; sexual orientation; sexist or sexual bullying.

Any of the above bullying behaviours coming from students, staff or families towards members of the BSM school community will not be tolerated

Our approach to anti-bullying aims to:

- Promote respect and tolerance for each other
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning;
- Clarify for students through PSHE, across the curriculum and in assemblies what bullying is and that it is always unacceptable;
- Explain to staff, students and the whole school community the impact of bullying on individuals and the school as a whole;
- To have in place an anti-bullying support system that all staff and students understand and to apply the system consistently.

Our School:

- Will be explicit about our values and expectations;
- Will discuss, monitor and review our positive behaviour policy;
- Will support staff to promote positive behaviour and identify and tackle bullying appropriately;
- Will ensure that students are aware that all bullying concerns will be dealt with promptly, sensitively and effectively;
- Will ensure that students feel safe to learn and that students abide by the Positive Behaviour policy;
- Will report back to parents regarding their concerns on bullying and will deal promptly with complaints. Parents in turn will work with the school to uphold the Positive Behaviour Policy.

What is Cyber- bullying

Cyberbullying is the use of technologies by an individual or a group of people to deliberately and repeatedly upset someone else. Cyberbullying is a whole school community issue and will not be tolerated at BSM.

A wide variety of behaviours can be considered cyberbullying, including:

- Intimidation and threats
- Harassment and stalking
- Vilification/defamation
- Exclusion or peer rejection
- Impersonation
- Unauthorised publication of personal information or images
- Manipulation
- Production of AI generated material including deepfakes.

Cyberbullying may also constitute discrimination and hate crimes, such as:

- Sexist bullying
- Racist and faith-targeted bullying
- Homophobic bullying
- Bullying in relation to a disability.

There are a variety of technologies that may be used to cyberbully, including email, smartphones and a large variety of social media platforms including but not exclusive to; Facebook, Twitter, Instagram, Snapchat, ASKfm, WhatsApp, Sarahah, Reddit and YouTube.

It is important that the BSM community is aware that any cyberbullying will be dealt with as seriously as face-to-face bullying, regardless of whether the bullying is physically perpetrated on the school site. DfE guidance on cyberbullying states: “Schools should also make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully (any member of the school community) via social media in the same way that it is unacceptable to do so face to face.”

Preventing and responding to Bullying, both face to face and cyberbullying

At BSM, we believe that all our students, staff and families have the right to learn, work and visit BSM in a secure, caring and friendly environment. Bullying can spoil lessons and stop learning. Everyone should be able to contribute to lessons and to the life of the school without intimidation.

The school aim is to prevent bullying and create an atmosphere where all students, staff and members of the BSM community feel safe. A school philosophy will be built through the curriculum, extra-curricular activities, assemblies, INSET and staff meetings. Negative or devaluing behaviour will not be tolerated and will be dealt with appropriately and promptly.

All incidents will be treated seriously and may ultimately lead to exclusion.

Positive steps towards prevention

We will:

- Train all staff and students to identify all bullying behaviours and follow school policy and procedures related to bullying.
- Expect all parents to uphold the values of BSM and behave as role models to their children, by demonstrating positive behaviour towards all other members of the BSM community.
- Consider all opportunities for addressing bullying including through the curriculum, assemblies and through student leaders;
- Involve Peer Mentors where appropriate;
- Encourage positive behaviour;

- A Worry Box will be available in the Health Centre where students can, anonymously, post notes regarding bullying issues;
- Supervised break duties and regular patrolling by the Senior Leadership Team and duty staff of areas where bullying can occur at specific times, i.e. playground, corridors, classrooms, toilets.

Developing a common school approach

All staff, students and members of the BSM community have a responsibility to play a part in preventing and eliminating bullying within the school community;

- The referral process should be through the pastoral system.
- The safety of the victim is vital; they must feel safe and know that the school is a safe place.
- Their safety must be monitored after the incident.
- Every incident is serious to the victim and, as such, their anxiety must not be belittled.
- Before any action is taken, it will be discussed with the victim.
- The bully must be dealt with too and it should be done constructively.
- Staff and parents are role models and should not bully.
- Ensure everyone is aware of the consequences and that parents of both the bully and the victim will be contacted.

Encouragement to tell

We actively encourage anyone who is being bullied, or others who know about it, to feel that they will be listened to, and that action will be swiftly taken which is sensitive to their needs.

Disclosure (telling an adult/peer) can be direct and open or indirect and anonymous. A Worry box is available for indirect/anonymous disclosure in the Health Centre. There is also the Wellbeing Button on the Parent and Student Portal. Everyone must realise that not telling someone means that the bullying is likely to continue.

7. Roles

Staff

We expect staff to:

- Provide students with a framework of behaviour including class rules which supports positive behaviour;
- Emphasise and behave in a respectful and caring manner to students, other staff and members of the school community, to set a good tone and help create a positive atmosphere;
- Provide students with a good role model;
- Raise awareness of bullying through stories, role-play, discussion, peer support, student leaders, PSHE;
- Through the Principal, keep the Governing Body well informed regarding issues concerning behaviour management;
- Work with the Senior Leadership Team so that the positive behaviour policy can be properly enforced and monitored;
- Regularly canvas views on the extent and nature of bullying;
- Ensure students know how to express worries and anxieties about bullying;
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve students in anti-bullying campaigns in schools e.g. during an Anti-Bullying Week;
- Offer support to students who have been bullied;
- Work with students who have been bullying in order to address the problems they have;
- Consistently apply the anti-bullying procedures;

Students

- Report all incidents of bullying (whether they are bullied or they know of a bullying situation);
- Treat all people as you would like to be treated;
- Be firm – know that the school will support you;
- Put all incidents of negative and devaluing behaviour in writing – provide witnesses if possible.

If you witness a bullying situation and do not report it, you are condoning the behaviour and supporting the bully. This is known as being a Bystander and will be treated severely too.

All parents

If you have worries about your son/daughter being bullied, please contact his/her Form Tutor and the Year Leader.

If you know of any incident of bullying, please contact your child's Form Tutor and report it to the Year Leader.

Any concerns that parents may have must be referred to a member of staff.

Be aware of signs that your child is being bullied:

- Has their behaviour changed recently?
- Is their relationship with brothers/sisters any different?
- Are they quieter/more boisterous than normal?
- Do they avoid going to school?
- Are they often late in the morning?

Parents must also promote positive behaviour by being a role model to their children at all times

Communication with Governors

Any Anti-Bullying issues which have implications for child protection will be reported to Governors in line with the procedures set out in the school's Safeguarding and Child Protection Policy.

Any Anti-Bullying issues which lead to fixed term or permanent exclusions will be reported to Governors in the Principal's termly report.

Any bullying trends which are causing concern to the school will be reported to the Governors in the Principal's termly report.

8. Recording

Incidents clearly identified as bullying must be reported to the Form Tutor or Year Leader and all incidents and follow up action will be recorded and logged by completing a Bullying Incident form on CPOMS. The Head of School and the Principal will be made aware of any bullying incidents and a log of these issues will be kept.

Dealing with an incident

Bullying incidents discovered at BSM will be taken seriously, dealt with promptly and support will be provided for the victim and bully.

BSM will support all involved by:

- Talking through the incident with the victim and bully;
- Helping the victim and bully to express their feelings;
- Discussing strategies for making amends.

Sanctions will follow those outlined in Appendix C

Parents (of both the victim and bully) will be informed of what has happened, and the action taken. A record will be made of these discussions and, if necessary, witness statements will be obtained.

Prevention and Intervention

Bystanders can take positive actions to prevent bullying and to address it while it is happening or after it occurs. Parents, teachers, and other caring adults can recommend safe ways that bystanders can prevent, intervene, or address bullying.

Prevention steps include:

- Being inclusive by welcoming others to join their activities and groups2
- Being a role model for pro-social behaviour by showing kindness, respect, and empathy for others.
- Walking or sitting with or near vulnerable kids who may be targets of bullying.
- Getting involved with bullying prevention efforts at school or in the community

Bystander interventions during a bullying incident may include:

- Defending the target of the bullying
- Intervening as a group
- Changing the subject
- Questioning the bullying behaviour
- Using humour to lighten up a serious situation
- Openly stating an objection to bullying
- Stating approval of the victim and validating his or her social status

Bystanders can address bullying after it happens by:

- Reaching out privately to the target of the bullying to express support or concern.
- Reporting the bullying to a trusted adult, parent, teacher, or member of the school community.

- Reaching out privately to the person doing the bullying to express concern, if they feel safe to do so.

9. Exclusions

Fortunately the School rarely has to consider excluding students on disciplinary or health grounds. However, when it does, steps need to be taken in a careful sequence in order to ensure that students are treated fairly and consistently. This policy lays out the steps that must be taken and the points to consider before a decision is made to exclude a pupil.

BSM is committed to:

- Ensuring that students who are being considered for exclusion on disciplinary or health grounds are treated fairly and consistently.
- Having transparent steps that should be systematically taken and the factors that should be carefully considered before a decision is taken to exclude a student.
- Showing who is responsible for steps in the procedure leading up to exclusion.

Avoiding Exclusion

In most cases exclusion will be the last resort after a range of measures have been tried to improve a student's behaviour. Policy, procedures and training collectively minimise the number of students at risk of exclusion. However, for those at risk, additional measures include:

- Engaging with parents
- A change of teaching set or class
- Introduction of a specific pastoral support programme
- Outsourced (funded by parents) individual adult support
- Limited curriculum alternatives
- Assessment of Special Educational Needs
- Allocation of a key worker
- Referral to a specific external support service, such as an educational psychologist or child psychiatrist.

The behaviour of students at risk is sometimes driven by complex combinations of social, emotional and health problems, so the involvement of all adults, including parents is carefully coordinated, creating a broadly representative team.

A number of different alternatives to exclusion are available to the Principal and Head of School in response to a serious breach of behaviour policy. This include, but are not limited to:

- Restorative Justice

- Mediation
- Internal Exclusion
- Recommendation for withdrawal to the parents
- Negotiated transfer to another Muscat school

Removing Pupils from School

There are three exceptional circumstances in which individual students may be removed from school on disciplinary or health grounds, namely where:

a. There is sufficient evidence that a student has committed a serious disciplinary offence. In these circumstances the student may be excluded from school for a fixed period or permanently.

b. A student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Principal may decide that it is in the interests of the individual concerned and of the school community as a whole for that student to be educated at home for a fixed period, subject to review at regular intervals. This is not an exclusion.

c. A student's presence in school represents a serious risk to the health or safety of other students or school staff, or themselves. In these circumstances the Principal may send the student home for a period of time after consultation with the parents (where possible). This is not an exclusion and may only be done for medical reasons.

A decision to exclude a student should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Only the Principal, (or, in the absence of the Principal, the Acting Principal) can exclude a student.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies as outlined in this policy, which have been tried without success. It should be acknowledged by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Principal’s judgement, it is appropriate to recommend the permanent exclusion of a student for a first or 'one off' offence.

These might include but not be limited to:

- Serious actual or threatened violence against another student, staff member or member of the school community.
- Sexual abuse or assault
- Supplying, using or being in possession of an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school's community.

Before Making a Decision to Exclude

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others or the pupil concerned. Before deciding whether to exclude a student, either permanently or for a fixed period, the Principal should ensure that a thorough investigation has been carried out and consider all the evidence available to support the case for or against exclusion.

When Exclusion is not Appropriate

Exclusion should not be used for any other reasons than those outlined above and as per Appendix C.

Removal of Students on Health & Safety Grounds

The Principal may send a student home, after consultation with that students parents (where possible) and a health professional (for example, the School's nurse), where because of a diagnosed or potential illness such as a communicable disease he or she poses an immediate and serious risk to the health and safety of themselves, other students or staff. This is not an Exclusion and should be for the shortest possible time. If difficulties persist, the Principal should seek medical advice.

The Principal has the right to exclude students from the school if they have travelled to areas that are subject to a WHO advice of "essential travel only". The exclusion should be for the shortest length of time, e.g. the incubation period.

Fixed Period Exclusions

The Principal may exclude a student for one or more fixed periods. However, individual fixed period exclusions should be for the shortest time necessary.

Considerations Following a Fixed Period Exclusion

The school's obligation to provide education continues while the student is on the roll, and must be met during a fixed term exclusion. In all cases of more than a day's exclusion, work should be set and feedback provided.

The Principal (or Head of School) should arrange a reintegration meeting with parents following the expiry of a fixed period exclusion. This should represent an opportunity to discuss how best the student can return to school and can be a useful forum to consider with parents the possibility of a parenting contract. However, a fixed period exclusion should not be extended if such a meeting cannot be arranged in time or the parents do not attend. A readmission contract will be signed by students, parents and staff upon return to BSM

All fixed term exclusions should be reported formally to the Board of Governors in the Principal's report and informally to the Chairman of the Board of Governors on or before the first day of the exclusion.

Parental Co-operation

If a parent does not comply with an exclusion, for example by sending the excluded child to school, or by refusing to collect, or arrange collection of him or her, the Principal must have due regard for the pupil's safety in deciding what action to take. An exclusion will not be enforced if doing so may put the safety of the student at risk. If efforts to resolve the issue with the parents are unsuccessful the Principal should consider whether to contact the ROP or the Ministry of Education about available legal remedies.

Permanent Exclusion

Whenever the Principal decides that a student may be permanently excluded, s/he should exclude the student indefinitely pending the outcome of an Exclusion Hearing. The Principal will make his final decision at the Exclusion Hearing. The parents and student have an opportunity to appeal the Principal's decision by writing to the Pupil Disciplinary Sub Committee. The Pupil Disciplinary Sub Committee will then either uphold the Principal's decision or support the appeal from the parent.

This above process should be completed, wherever possible, within 10 school days of the first day that the student is excluded.

Procedures Following Permanent Exclusion

In the case of a permanent exclusion the student remains on the roll of the school until the Principal has made his decision, or the Pupil Disciplinary Sub Committee have decided on the outcome of the parents appeal.

Behaviour Outside School

Student's' behaviour outside school on school business — for example, on school trips, away school sports fixtures, or work experience placements — is subject to the school's behaviour policy. Bad behaviour in such circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Principal may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This will be a matter of judgement for the Principal. Students' behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for exclusion.

Equality

The school has a duty to ensure the absence of racial discrimination and promote equality of opportunity and good relations between people of different racial groups and religious beliefs.

The Principal should take steps to ensure that s/he will not discriminate against students on racial grounds and/or religious persuasion when making a decision about whether to exclude a student. For example, the Principal should monitor and analyse, and report to the Board concerning, exclusions by ethnicity and religious belief to ensure that s/he does not treat some groups of pupils more harshly than others.

Informing Parents about the Exclusion

The Principal should follow carefully the following procedures, which are designed to ensure fairness and openness in the handling of exclusions.

Whenever the Principal excludes a student, the parents must be notified immediately, ideally by face to face, followed up by a letter within one school day. Letters of notification of exclusion must state:

- For a fixed period exclusion, the precise period of the exclusion
- The reasons for the exclusion
- The person whom the parent should contact if they wish to make representations (this will usually be the Clerk to the Board of Governors) – for permanent exclusion only
- The latest date by which the Exclusion Hearing must be held to make a decision – for permanent exclusion only

- The parent's right to see and have a copy of his or her child's school record upon written request to the school
- In the case of a fixed period exclusion, the date and time when the student should return to school
- If the investigation is going to be heard at an Exclusion Hearing for potential permanent exclusion, include the date that indefinite exclusion takes effect
- The arrangements made for enabling the student to continue his or her education, including the setting and feedback of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school

All exclusion cases should only be communicated on a need-to-know basis.

In exceptional cases - usually where further evidence has come to light - a fixed period exclusion may be extended, or converted to a permanent exclusion. In such cases the Principal must write again to the parents explaining the reasons for the change. The Principal may withdraw an exclusion that has not yet been heard at an Exclusion Hearing.

Informing the Board of Governors

Within one school day the Principal must inform the Board of Governors of:

- The date for an Exclusion Hearing for potential permanent exclusion
- Exclusions which would result in the student being excluded for more than five school days in any one term
- Exclusions which would result in the student missing a public examination

The Board of Governors

The Pupil Disciplinary Sub Committee will be in place to hear a parental appeal against the outcome of the Exclusion Hearing.

If any exclusion would result in the student missing a public examination, the Exclusion Hearing should try to meet before the date of the examination. If, exceptionally, it is not practical for the Exclusion Hearing to meet before the time when the student is due to take the public examination, the Chair of Governors - using his or her powers to act in an emergency - may consider the exclusion and decide whether or not to reinstate the student (these are the only circumstances in which the Chair of Governors can alone review an exclusion). In such cases the parent has the right to make oral representations to the Board of Governors or, as the case may be, the Chair.

In some cases, depending on the nature and seriousness of the exclusion, the Board of Governors may exercise its discretion to allow an excluded student on the premises for the sole purpose of taking a public examination. There is no automatic right for any excluded student to

take a public examination on the excluding school's premises - this is entirely at the Board's discretion.

Procedure at the Exclusion Hearing - taken from ISBA guidance

Before the hearing…
Notify the pupil and parents of the hearing by letter
Circulate the evidence to be relied upon by the school
Circulate any further evidence produced by the pupil/parents
At the hearing
Present - Principal, Deputy Head of School - Pastoral, Parents of student and student (optional), governing body members
Explain the purpose of the hearing
The school presents its case
Allow the pupil/parents to ask questions or present their case
The head asks questions of the pupil/parents and Deputy Head of School - Pastoral
Minute the hearing
Adjourn
Following the hearing
Inform all parties of the decision in writing
Parents have an opportunity to appeal
Pupil Disciplinary Sub Committee Appeal Hearing

Pupil Disciplinary Sub Committee Decision

There are only two decisions open to the Pupil Disciplinary Sub Committee - to uphold the Principal's decision or to uphold the parental appeal.

The Pupil Disciplinary Sub Committee must inform the parent (or the student if aged 18 or over) and the Principal of their decision in writing within one school day of the decision, stating their reasons. The Pupil Disciplinary Sub Committee may not attach conditions to any direction they may give to the Principal to reinstate the student; however, this does not prevent the school from following good practice in reintegrating the student.

Where the Principal or Pupil Disciplinary Sub Committee (following an appeal) decides to permanently exclude a student, their letter to the parent (or student if aged 18 or over) should also include the reason for the decision.

School Fees School fees shall not be refunded in the case of any form of exclusion, except at the discretion of the Principal when considering long term or permanent exclusion for medical reasons

10. Appendix A: Home School Agreement

The Home-School Agreement is a cornerstone of the BSM community. We believe that a successful education is built on a strong partnership between parents, staff and students and is available on our website.

11. Appendix B: Sixth Form Contract.

Expectations & Responsibilities

Sixth Formers at British School Muscat are our most influential and high profile students. They are expected to lead all students by example and to be a positive role model in every aspect of school life. Sixth form students will be role models to all year groups and set the highest standards in behaviour and academic example at all times.

When joining our Sixth Form, Sixth Form students are expected to:

1. Be punctual to school, registration time and to all lessons.
2. Have a minimum of 95% attendance and 97% punctuality.
3. Abide by all school policies, including the BSM Positive Behaviour Policy and Acceptable Use of ICT Policy. (School policies can be found on the BSM website)
4. Abide by the Sixth Form dress code.
5. Use Mobile phones/iPods/MP3/4 only in the Sixth Form Centre and never in full view of younger students. Discretion is expected. Misuse will lead to confiscation for an indeterminate period.
6. Treat peers and all members of the school community with courtesy and respect at all times.
7. Behave with consideration, respect and maturity at all times in all areas of the school.
8. Have a moral responsibility to stop, advise and report poor behaviour to ensure high standards within our school community.
9. Proactively and positively challenge peers' behaviour to maintain standards of the peer group/Sixth Form centre.
10. Support and maintain the learning environment in all areas of the school, from classrooms to Study Zones.
11. Take personal responsibility for one's own academic and personal development and progression, to support the same growth in peers of all ages.
12. Arrange holidays, medical and other private appointments (e.g. driving lessons), after school hours or during school holidays.
13. Inform absence@britishschoolmuscat.com when absent because of illness.
14. Find out what work has been missed and catch up as necessary.

15. Hand in assignments, homework and coursework on time.
16. Do at least 3 hours of extra study every day (on top of any homework set by staff). On top of this students are expected to consistently engage with super-curricular reading, post A Level options work plus community support.
17. Use the private study periods productively for school work, reading around their subjects and university applications.
18. Contribute fully and generously to their form group.
19. Get involved in Sixth Form Committees, sporting and other activities/ECAs.
20. Play a full role in all school events such as enrichment days, curricular and non-curriculum events.
21. Ensure at all times that they behave in a way becoming of their position, privilege and academic potential with BSM.

In return, Sixth Form students can expect the School to:

1. Provide a Form Tutor who will be their main contact for the discussion of any academic or social issues which may arise.
2. Provide Academic support.
3. Monitor their progress through regular discussion and meetings with tutors, teachers and the Head of Sixth Form.
4. Provide termly updates on progress through the Academic Monitoring process.
5. Receive advice and guidance from the Head of Sixth Form, Year 12/13 Leader, Teachers and Tutors on the routes they wish to follow beyond school, including applications to institutions of Higher or Further Education.
6. Support them with their UCAS and other university applications/career aspirations.

Sixth Form Dress Code

Boys	**Girls**
• Polo shirt or smart T-shirt (ironed and without any inappropriate logos or writing/slogans)	• Polo shirt/blouse/smart T-shirt (ironed and without any inappropriate logos or writing/slogans) • Shoulders and midriff must be covered and tops should not be low-cut
• Trousers or smart jeans (no trousers with rips, or tracksuit bottoms)	• Trousers, smart jeans or knee-length skirt (no trousers with rips, or tracksuit bottoms. Leggings should not be worn without a skirt over the top)
• Shoes (no flip-flops)	• Shoes (no flip-flops or heels over 5cm)
• Ear studs, watch, bracelet, neck chain	• Earrings, watch, bracelet neck chain

	• Earrings should be no bigger than 3cm in diameter
• Not extreme in style	• Not extreme in style • If make-up is worn, it should be subtle and natural-looking

Common Room

- Students must not smoke or drink alcohol anywhere on or near the school.
- Ball games are not permitted at any time in the Common Room or courtyard.
- Any damage caused to furniture and/or Sixth Form property will be paid for by the student causing the damage.
- Students must clean up after themselves every time and keep the Common Room clean and litter free and use the bins provided appropriately.
- The Common Room should not be used for private study during lesson time.
- The Head of Sixth Form reserves the right to prohibit students from the Common Room as necessary, in line with the school behaviour policy.

Sanctions

Failure to meet the expectations of the Sixth Form will lead to sanctions. These might include:

- Non-contact work check and organisation target card
- Direct non-contact supervision
- Punctuality/equipment target card
- Detention
- Parental meeting
- Common room ban
- Sixth Form centre ban
- Head teacher/Head of Sixth Form meeting
- Possibly exclusion

Please complete the online form to indicate that you agree to abide by the terms of the Sixth Form Contract above.

7. Appendix C: Behaviour Policy Overview

Behaviour concern level 1

Severity Level	**1**	**Action**
Behaviour concern	Minor infringement - low level disruption	Examples of concerns might be: ● Late for class without acceptable reason. ● Chewing gum anywhere on the school site. ● Drinking or eating in class without permission. The exception is water which should be encouraged as part of a healthy lifestyle. ● Littering. ● Inappropriate talking in class, such as interrupting or inappropriate language towards others. ● Mobile electronic device visible. ● Homework not completed or submitted late (infrequent or first time). ● Low level or minor disruption in class or around school. ● Inappropriate wearing of uniform. ● Occasionally bringing incorrect equipment to class. ● Minor misuse of ICT and/or internet (e.g.: gaming in class). ● Use of mobile phone or electronic equipment in a an undesignated space (This will also result in the confiscation of the device for one day)
Consequence option	Up to 30 min lunch detention	Sanctions must be appropriate to the age of the child and to the severity of the poor behaviour.
Recording and Communication to parents	Enter into CPOMS under Senior Behaviour level 1	The recording of the incident should be entered into CPOMS under Senior Behaviour level 1 Home must be contacted, to ensure that they are aware of the detention
Responsibility	Teacher	Teachers should refer concerns to HoD or tutor as appropriate.

Behaviour concern level 2

Severity Level	**2**	**Action**
Behaviour concern	Repeated Level 1 concerns.	Examples of concerns might be: ● Repetition or more serious incidents of Level 1. ● Petty theft. ● Truancy. ● Failure to attend Level 1 Teacher set detention.

	Disruptive behaviour	• Failure to attend school sport fixture or music event without informing the Lead Teacher/Organiser. • Cheating during internal examinations. • Copying of other students' homework. • Use of mobile electronic devices without permission from the teacher. • Inappropriate boisterous behaviour anywhere on school site. • Deception and/or lying. • Misuse of ICT and/or internet (e.g.: accessing inappropriate sites). • Low level bullying, including cyber-bullying. • Repeated lateness to class and school • Repeated use of electronic device resulting in confiscation • Being in an out of bounds area • Being in an area without appropriate after school supervision on purpose
Consequence option	Up to 1 hour detention	Detention may be set by Teacher, Tutor or HoD ot YL In the cases of repeated or more serious ongoing disruption and/or academic underperformance, the student can be placed on Report set by HoD or YL.
Recording and Communication to parents	Enter into CPOMS under Senior Behaviour level 2	The incident must be recorded CPOMS Senior Behaviour level 2. Teacher, HoD or Tutor should communicate the concerns by phone call, email or letter to parents. Any verbal communication (e.g.: phone call) must be logged on CPOMS. All written communication must be copied to CPOMS.
Responsibility	Teacher with support from HOD or YL	Teachers should refer concern to HoD or tutor as appropriate.

Behaviour concern level 3

Severity Level	**3**	**Action**
Behaviour concern	Repeated Level 2 concerns. Serious Disruptive behaviour or incident	Examples of concerns might be: • Repetition or more serious incidents of Level 2 concerns. • Plagiarism of any coursework, controlled assessment or other aspect of any formal external examination. • Confrontation with any member of staff. • Racist language or behaviour. • Homophobic or sexist language or behaviour, including misogynistic or misandrist language. • Inappropriate physical contact without consent • Assault of student: defensive action. • Recording and /or publishing of lessons or any school activity without permission. • Serious theft.

		• Bullying that results directly or indirectly to the harm or distress of others. This includes COVID Bullying • Harmful or serious misuse of ICT and/or internet (e.g.: hacking). • Vandalism of school site or property. • Deliberate tampering of others' property so as to cause harm or distress. • Inappropriate flirtatious or sexual contact/comments/harassment on school site. • Possession of cigarette/cigars/tobacco and/or smoking on site. • Smoking off site whilst wearing school uniform or on school trip/external activity. • Spreading of malicious gossip • Bringing the school into disrepute • Production of AI generated material including deepfakes.
Consequence option	Up to 3 days internal exclusion	The member of staff who reports the incident is expected to input the details on CPOMS and then inform the appropriate line manager to decide on any further action. The consequence may be set HoD, YL with support from KS Leader. Internal exclusion can only be recommended by KS Leader or Deputy Head, but must be endorsed by Head of Senior School
Recording and Communication to parents	Enter into CPOMS under Senior Behaviour level 3	The incident MUST be recorded in CPOMS behaviour severity level 3. HoD, YL with support from KS Leaders must communicate the concerns by phone call, email or letter to parents. All communication and details of the incident must be copied to CPOMS
Responsibility	HOD / YL with support from KS Leader	In the case of plagiarism, please also inform the Exams Officer

Behaviour concern level 4

Severity Level	**4**	**Action**
Behaviour concern	Repeated Level 3 concerns. Very serious disruptive behaviour or incident	Examples of concerns might be: • Repetition or more serious incidents of Level 3. • Possession or drinking of alcohol on school site. • Deliberate disruption to school by setting off fire alarm. • Assault of student: aggressive action. • Persistent bullying, including cyber-bullying and COVID bullying. • Intimate sexual activity on school site.

		• Deliberate failure to observe the rules of public examinations. • Posting of distressing or derogatory information and/images of members of staff on the internet. • Verbal abuse towards any member of staff/student • Actively sought to slander another individual of the school community
Consequence option	Recommendation to the Principal for Fixed Term Exclusion	The member of staff who reports the incident is expected to input the details on CPOMS and then inform the appropriate line manager to decide on any further action. Key Stage Leaders and the Deputy Head can recommend an appropriate sanction to the Head of Senior School. Only the Principal can endorse an external exclusion. SSLT may impose follow up behaviour action plan to include a community service or monitoring report
Recording and Communication to parents	Enter into CPOMS under Senior Behaviour level 4	The incident MUST be recorded in CPOMS Severity Level 4. The Deputy Head of Senior School must communicate the concerns by phone call, email or letter to parents. A formal letter of the action and sanction will be issued from the Head of School All communication and details of the incident must be copied to CPOMS
Responsibility	DHT supported by the HoS	

Behaviour concern level 5

Severity Level	**5**	**Action**
Behaviour concern	Repeated Level 4 concerns. Criminal, dangerous or other incident that brings disrepute to the school	Examples of concerns might be: • Repetition or more serious incidents of Level 4. • Possession of knife, firearm, fireworks or similar potentially dangerous weapon on school site or on any school activity/trip. • Unprovoked assault on any student or member of staff. • Gambling on site for financial gain. • Possession or use of illegal drugs or substances on school site or during any school trip/external activity. • Explicit or illegal sexual activity or indecent exposure on school site or during any school trip/external activity.

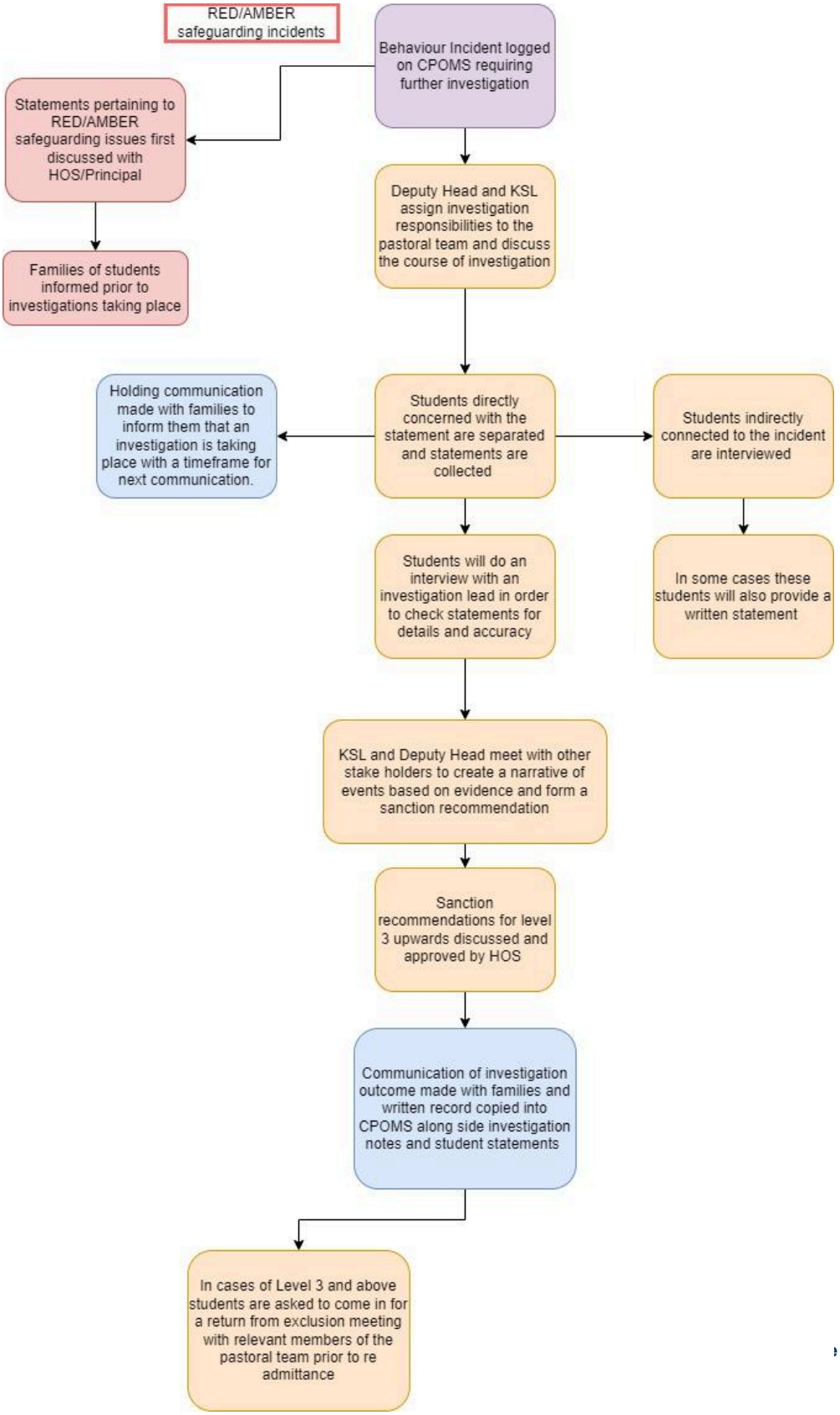
		● Arson. ● Serious incitement of religious, cultural and/or sexual hatred. ● Making of hoax calls that potentially threaten the safety of the school. ● Production of, or posting/sharing of, indecent and semi-indecent images of staff or students including those digitally altered or wholly generated using artificial intelligence.
Consequence option	Permanent Exclusion or Recommendation for parents to withdraw student from school	The member of staff who reports the incident is expected to input the details on CPOMS and then inform the appropriate line manager to decide on any further action. SSLT can recommend a course of action to the Principal. Only the Principal can endorse a permanent external exclusion. The Principal may alternatively recommend that parents permanently withdraw their child from the British School as an alternative to permanent.
Recording and Communication to parents	Enter into CPOMS under Senior Behaviour level 5	A formal letter from the Principal will be sent to parents in the event of permanent exclusion. It is important that details of any connected events and/or communications are recorded on the CPOMS behaviour module.
Responsibility	DHT or HOS, supported by the Principal	

The difference between slander and gossip is as follows:

- Gossip is generally informal and may not be intentionally harmful, often involving casual conversation or rumours about someone's personal life.

- Slander, however, is more serious, involving the intentional spread of false information with the intent to damage a person's reputation.

8. Appendix D - Process for Behaviour Investigations



9. Appendix E: Statement Template used for behaviour investigations

Statement Template - Behaviour Investigation

Note - Whilst we are committed to keeping parents informed about incidents involving their children, we do not share statements, investigation notes or reports. This practice protects the privacy and confidentiality of all students involved, avoids potential misinterpretation of sensitive details and ensures that investigations remain impartial and fair. Instead, we will provide an overview of issues and actions taken to support transparency without compromising these important principles

10. Appendix F: ICT Acceptable Use Agreements

The ICT Acceptable use agreement can be found on our website for both Primary and Senior School Students.

11. Appendix I: Uniform Guidelines

BSM Uniform guidelines can be found on our Parents page of the BSM Website.