



ST. JULIAN'S
SCHOOL FOUNDED IN 1932

Behaviour Policy

Approved December 2025. Revised for the academic year 2025/26.

1. The purpose of this policy

At St. Julian's School, students and staff have the right to learn and work in an environment that is safe and respectful, and that enables all members of our community to thrive.

The School is committed to creating a positive environment for learning. Positive behaviour is a fundamental condition for effective teaching and learning to take place. Our Reason to Believe: 'Learning Together To Shape A Brighter Future' and the 6Cs of compassion, curiosity, collaboration, communication, courage and citizenship guide our expectations for positive behaviour at St. Julian's School.

St. Julian's School is committed to upholding the United Nations Convention on the Rights of the Child (UNCRC). As such, this policy will be applied in the understanding that all students have a right 'to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others'. The school has a responsibility to take into account both the rights and needs of the individual child and the rights and needs of the community as a whole.

Parents/guardians are expected to support the school in reinforcing positive behaviour. This includes teaching their child(ren) to respect adults and peers; recognising the authority of teachers and other staff members in school; taking an active involvement in their child(ren)'s education and behaviour; participating in disciplinary meetings when requested; and supporting the school in the effective application of this policy.

This policy applies to the behaviour of students when they are:

- At school.
- Taking part in any activity organised by the school or related to the school.
- Travelling to or from school.
- Wearing a school uniform.
- In some other way identifiable as a student of St. Julian's.

This policy may also apply to a student's behaviour at other times if it affects the orderly running of the School or the welfare of a member of the school community, or where the reputation of the School may be negatively impacted as a result of the student's behaviour.

This policy should be read alongside the St. Julian's Anti-Bullying Policy; Safeguarding & Child Protection Policy; Diversity, Equity and Inclusion (DEI) Policy; Academic Integrity Policy; Online Safety Policy; Mobile Phone Policy; and Acceptable Use Policies.

2. Positive Behaviour Expectations

All students are expected to:

- Be punctual to school and to lessons.
- Maintain the school's uniform/dress code.
- Respect the school environment and equipment.
- Follow the instructions of teachers and other adults in school.
- Behave with courtesy, consideration, and common sense.
- Respect the rights of others in the school community.
- Show commitment to their studies.
- Behave as upstanders and raise concerns with staff members
- Contribute positively to the life of the school.

The Shaper Profile, outlined in the table below, sets out the School's specific expectations for positive contribution to the school community:

3. Reinforcing Positive Behaviour

As per the UNCRC, the school recognises that children and young people have the right to grow up in an environment of mutual respect, equality, and solidarity, with the recognition of both their own human dignity and the human dignity of others. The School seeks to support students to develop as global citizens, preparing them for assuming responsible and constructive roles within their communities.

At St. Julian's School, positive behaviour is reinforced through a combination of rewards, restorative practices, and sanctions. Students are also taught explicitly about positive behaviour in various ways, including via the Health & Citizenship curriculum, tutor time, assemblies, and awareness events such as Anti-Bullying Week.

As role models, adults in the St. Julian's School community have an essential part to play in the lives of the students by:

- Prioritising the safeguarding of all students.
- Demonstrating and modelling positive behaviour and relationships.
- Showing respect to all members of the school community and making them feel valued.
- Providing specific, positive feedback.
- Always addressing instances of negative behaviour in a calm and consistent manner.

4. Rewards

Rewards are used to highlight and reinforce positive behaviours in line with the Shaper Profile.

The school recognises and celebrates positive student behaviour through a variety of rewards tailored to each section. These rewards may include providing specific verbal praise for observed positive actions; awarding merits or house points for exemplary behaviour; sharing awards and certificates to recognise performance, progress and commitment to the 6Cs; and showcasing student achievements and contributions in classrooms, assemblies, ceremonies, and on digital platforms. Each section will implement these reward strategies in a manner consistent with its specific needs and goals.

5. Restorative Conversation Framework

The school adopts a model of restorative practice when addressing and resolving concerns around student behaviour. This is a powerful and effective approach supported by ample research that focuses on resolving conflict and repairing harm through an inclusive learning process based around the concepts of respect, responsibility, repair, and reintegration. Restorative practices support students to develop emotional literacy, communication skills, a sense of accountability, and the skills and characteristics to develop as responsible citizens.

Restorative conversations are facilitated by class teachers, form tutors, Heads of Year, Phase Leaders, Professores Titular de Turma/Directores de Turma, counsellors, senior leaders and other staff on a daily basis. Students are guided through the following framework:

- **Reflect**
Share what happened from their perspective and consider other perspectives
- **Repair**
Consider any steps that need to be taken to repair the situation
- **Prepare**
Plan for success going forward in the next lesson

6. Restorative action and sanctions

Any disciplinary situation will be dealt with objectively, fairly, and in a way which is appropriate to the student's age and personal circumstances.

This may include the application of restorative measures and/or a sanction. Restorative measures are intended to support a student to reflect on their behaviour, take responsibility for their actions, and repair any harm caused to themselves or others. Sanctions are applied to highlight and interrupt high-level or extreme-level behaviour that does not meet the school's expectations. For any one incident of the school's expectations not being met, a range of restorative measures may be put in place, but only one sanction will be applied.

In determining what action will be taken, the school will exercise professional judgement, depending on the nature and severity of the incident. This will include consideration of:

- The degree of the student's involvement/responsibility in the incident.
- The age, developmental stage, and maturity of the student.
- Any relevant special educational needs or personal circumstances.
- Any mitigating and/or aggravating factors.

Mitigating factors may include:

- A track record of previously exemplary behaviour.
- School engagement and achievement.
- The student's sincere acknowledgement of the errors in their conduct, along with a firm and genuine commitment to repair harm and contribute positively to the school community.

Aggravating factors may include:

- The severity of harm caused.
- The degree of forethought involved in the incident.
- Any collusion with others in the carrying out of the incident.
- Previous behaviour incidents, including the accumulation of prior disciplinary sanctions.

In all cases, a discourteous response, a failure to take responsibility for actions that are found to be in breach of the rules or persistent breaches of the school's expectations may result in a more serious sanction being applied.

The table below is not intended to be exhaustive but to broadly categorise possible behaviours and possible corresponding restorative actions and/or sanctions.

Examples of behaviours (not a definitive list)	Examples of restorative measures	Examples of disciplinary sanctions
Low Level		
Lateness. Homework issues. Missing equipment. Incorrect uniform or kit. Unkindness towards others in lessons or the playground. Disruption in the lesson, such as talking over others or interrupting the teacher.	Restorative conversation between the student and the staff member. Restorative action appropriate to the event, including time allocated to repair any specific harm (e.g. writing a letter of apology, finishing incomplete work, etc). Reflection detention, for repeated lateness or behaviour concerns = 30 minutes at lunchtime. The timing of a detention ensures that a student will still have the opportunity to eat/drink and have periods of rest during the school day.	Punctuality detention: 10 minutes at break time.

	Behaviour report card with specific targets, overseen by class teacher/Phase Leader or Form Tutor/Head of Year, depending on the age of the student. A notification is sent home so that students may reflect on their behaviour with the support of parents/guardians. All notifications are also recorded in the student's file.	
High Level		
Repeated Low-Level behaviour. Persistent defiance of school rules, procedures, and/or instructions given by adults working in school. Truancy from lessons or from school. Inappropriate or offensive language. Discriminatory language or behaviour that may affect others with protected characteristics. Threatening comments or behaviour. Academic integrity concerns including plagiarism. Accessing or sharing inappropriate material, including online, via social media, etc. Use of cigarettes, vapes, alcohol or illegal drugs, their paraphernalia, or substances intended to resemble them. Vandalism Theft (Please note that in cases of theft or vandalism, parents/guardians will be expected to compensate the school for any damage to equipment/property or items requiring replacement).	After-school detention: 1 hour of guided reflection with a member of the school's leadership team. Restorative action appropriate to the event, including time allocated to repair any specific harm. This may be after school (e.g. where an academic integrity issue is identified, this may involve time spent re-writing an assignment; where vandalism has taken place, this may involve time spent repairing property/equipment). High-level behaviour report card - overseen by Phase Leader or Deputy Principal, depending on the age of the student Disciplinary meeting with parent(s)/guardian(s) Behaviour support plan. This may include the introduction of modified or personalised rules of conduct; restriction of access to certain spaces or activities; change of class; mandatory community service within the school; or provisions specific to the individual/behaviour. For all high-level behaviours, a notification will be sent home so that students may reflect on their behaviour with the support of parents/guardians. All notifications are also recorded in the student's file.	Internal suspension, ranging in duration from half a school day to two school days. External suspension of up to three days.^[1] External suspension of up to twelve days.^[1] Possible permanent expulsion.^[1]

Extreme Level		
Repeated High-Level behaviour. Violent or aggressive behaviour. Bullying (including cyberbullying). Supply of cigarettes, vapes, alcohol or illegal drugs, their paraphernalia, or substances intended to resemble them. Supply or use of illegal or prescription drugs and/or alcohol, their paraphernalia, or substances intended to resemble them. Carrying a weapon or other object, with the intent to threaten or harm someone. Malicious accusations against a member of the community or the school. Recording and/or disseminating imagery taken in school without prior authorisation.^[2] Displaying and/or sharing sexually explicit content without consent. Accessing the computers or devices of others without consent Creation of fake profiles on social media to humiliate, insult, threaten or violate the privacy of others. Inciting violence or hatred on the basis of another person's or group's protected characteristics. Sexual harassment, assault or abuse, including coercing others into acts of a sexual nature. Any behaviour that could be considered a crime. Other serious conduct which affects the welfare of a member or members of the school community, or which brings the school into disrepute.	n/a	Likely to lead to permanent exclusion. Referral to appropriate external authorities.^[3]

[1] In situations where a student may be issued a suspension of more than three days or permanent expulsion, a Disciplinary Committee must be convened. See Section 9 below for details.

[2] Students may record images of **teaching** activities with prior authorisation from their teacher and the consent of those whose image may be captured. Students may record images of **non-teaching activities** with prior authorisation from their Phase Leader/Head of Year/Professor(a) Titular de Turma)/Director(a) de Turma. Any recording and/or dissemination of imagery without having secured prior authorisation will be considered an extreme-level offence and may be considered a crime.

[3] If a criminal offence is suspected, the school has a responsibility to report details to the relevant authorities. For students over the age of 12, the school has a legal obligation to report all potential offences to the Ministério Público. For students under the age of 12, the school has a legal obligation to make a report to Child Protective Services (CPCJ) or to the Ministério Público as appropriate.

7. Safeguarding

The School will consider whether a student's behaviour gives cause to suspect that they or another child is suffering, or is likely to suffer, harm. In line with the school's obligations under *A Lei de Promoção e Proteção de Crianças e Jovens em Perigo*/The Law for the Promotion and Protection of Children and Youth in Danger (LPCJP), the school must consider a referral to child protective services (CPCJ) in situations where a child has been involved in serious anti-social behaviour, bullying, or gambling, as this may indicate a potential risk of harm to the child. The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and therefore whether a multi-agency approach is appropriate. In all such cases, the school will make reference to the procedures set out in the School's Safeguarding & Child Protection Policy.

8. Liaison with Parents/Guardians

The School aims to work closely with parents/guardians in supporting students to develop positive behaviour and to manage incidents of behaviour that do not meet the school's expectations.

Where a student's behaviour does not meet the school's expectations, this is always recorded in the school's information management system. Parents/guardians are notified via email, phone call, and/or Learning/Incident Notifications (visible on the Parent Portal) when there is a behaviour incident or a pattern of concerns.

Parents/guardians will always be contacted where a pattern begins to emerge or in the case of more serious incidents. In the event of a high-level or extreme-level incident, parents/guardians will also be invited to attend specific phases of the disciplinary proceedings, with or without the presence of a legal representative, at the discretion of the parents/guardians.

9. Procedure for investigating High-Level and Extreme-Level behaviour incidents

The School recognises that all students and parents/guardians have the right to be treated with fairness, respect and dignity. This includes recognition that students should have the opportunity to be heard in processes that affect them and to have their privacy respected throughout such processes.

When a staff member observes or has reported to them a high-level or extreme-level behaviour incident, they should take the following steps:

1. Ensure all students are safe, seeking support from the surgery, counsellors and/or senior leaders if in doubt.
2. Seek support from a nearby colleague to witness any immediate fact-finding conversations. Note the details of the incident, including the time, location, and details of those involved.
3. Liaise with a member of the Extended Leadership Team, who will inform the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) as soon as is practicably possible on the same day. The Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) will determine the next steps to be taken.

Next steps should include the following:

1. Immediately inform the parent(s)/guardians(s) of the victim(s) and suspected perpetrator(s) of the incident, and that an investigation is underway. Invite parent(s)/guardian(s) to come to school immediately to be present at the questioning of their child. If they are unable to come to school, the child should choose a teacher advocate to be present during the questioning. A record of this meeting must be taken.
2. Ask the victim(s), suspected perpetrator(s) and any witnesses to write a detailed account of what happened, and then sign and date the document.
3. Inform the parent(s)/guardian(s) of witnesses so that support can be provided.
4. The Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) will determine whether a Disciplinary Committee should be convened. This is a requirement in cases where the incident may lead to a suspension of more than three days or permanent expulsion. A decision to issue a suspension of up to three days may be made by the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal), typically in consultation with the Head, without convening a Disciplinary Committee.

9A. In the event that a suspension of up to three days is issued

1. Parent(s)/guardian(s) will be notified on the same school day by telephone and email. This will include confirmation of the date and time for the student's reintegration meeting and details of how the student will access schoolwork during the suspension period.
2. Responsibility for ensuring that appropriate work is set for the student to complete during their suspension lies with the relevant Phase Leader (Primary

Section); Deputy Principal (Secondary Section), or Professor(a) Titular de Turma)/Director(a) de Turma (Bilingual Section).

3. The student's parent(s)/guardian(s) are responsible for ensuring that any work set during a period of suspension is completed to a reasonable standard.
4. During the period of their suspension, the student will not be permitted to attend any activities on the school campus or any off-campus activities where they would be representing the school.
5. A reintegration meeting will be held with the student, their parent(s)/guardian(s), the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal), the Head of School, and any other staff members deemed appropriate (e.g. the student's form tutor or a relevant member of the Extended Leadership Team). This meeting will take place prior to the student's readmission to school activities.
6. The student will be placed on report to the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) for a period of five school days following their return to school. This report will include specific targets to be achieved and will be signed by the student's teacher(s) on a daily basis. At the end of each school day during the report period, the student will present their report to the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) and will take the report home to be signed by their parent(s)/guardian(s).
7. At the end of the report phase, the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) will review the student's progress. If there are no concerns at that time, the student will be taken off report. If there are any concerns at this time, the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) will determine what further action needs to be taken.

9B. In the event that a Disciplinary Committee is convened, the following steps must be taken:

1. On the same day that the incident took place/was reported, or as quickly as is reasonably practicable:
2. The Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) will appoint a Disciplinary Committee Chair. This will be a member of the school's Extended Leadership Team.
3. The composition of the Disciplinary Committee will be agreed upon. This should be composed of senior leaders and teachers with knowledge of the situation and of the student(s) involved and is likely to include the student's form tutor or another student advocate; the Head of Year/Phase Leader/Director(a) de Turma; and a member of the Extended Leadership Team. If the student has additional needs, the committee should include a representative from the relevant English as an Additional Language and/or Learning Support team, as appropriate.
4. The parent(s)/guardian(s) of students involved should be notified that a Disciplinary Committee is being formed and given details of the process and timeline. They should be made aware that details of the disciplinary process and its outcome will be shared with parents/guardians and/or their legal

representatives, but will remain confidential to third parties unless determined otherwise by a public competent body. The student and their parent(s)/guardian(s) have the right to an audience with the Disciplinary Committee within two school days of its formation. The time and date for this should be agreed upon when they are notified that a Committee is being convened.

5. The Disciplinary Committee chair may recommend a preventative suspension for a period of up to ten school days if the student's presence jeopardises the school's environment and/or the conduct of disciplinary proceedings. The decision about whether to issue a preventative suspension lies with the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) in consultation with the Head of School and must be communicated immediately to the student's parent(s)/guardian(s) and relevant external agencies (e.g. CPCJ/Ministério Público as appropriate). The student should be provided with online learning materials (see 9A.2 and 9A.3)
6. Investigations should start immediately and take a maximum of two school days.

Within two school days

1. The student and their parent(s)/guardian(s) should have appeared before the committee to share any relevant information. Failure to appear at this meeting without sufficient justification does not constitute a reason for postponement of disciplinary proceedings. If the parent(s)/guardian(s) do not attend, the student may be heard in the presence of a teacher advocate of their choosing or, if they are unable to do so, another class teacher designated by the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal). A record must be drawn up from this meeting, including details of the allegation(s) made against the student. This can be shared with parents/guardians.
2. The investigation and collation of evidence should be completed.

Within three school days

1. The Disciplinary Committee should hold a formal meeting to analyse the evidence. A record of this meeting should be written, but no audio or video recording of any form should be made. This can be shared with parents/guardians.
2. The Disciplinary Committee Chair must present a report to include:
 - Details of the specific violation/allegation made against the student.
 - The facts of the incident and details of the student's involvement.
 - Any mitigating and/or aggravating circumstances.
 - A proposal as to whether disciplinary measures should be applied.
 - In the event that a recommendation is made to permanently exclude the student, the report should include consideration of measures taken by the school to exhaust all other possibilities.

Within four school days

1. The Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) should have made a decision about the sanction to be applied.
2. Notification of the decision of the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) should be shared with the student's

parent(s)/guardian(s). If possible, this should take place in person or, in the event that this is not possible, by email and if required, by registered letter. Parents/guardians may request a copy of the Disciplinary Committee report. Aspects of this report (e.g. names of other students who acted as witnesses) may be redacted to protect the identity of others involved.

3. In the event that a suspension of four to 12 days is issued, the provisions of section 9A above shall apply. In addition to this, where the decision involves a suspension of more than five school days, the school must notify Child Protective Services (CPCJ). In the usual procedures.

9C. Immediate Appeal

1. If the student's parent(s)/guardian(s) do not agree with the disciplinary decision, they may make an immediate appeal to the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) to request that the decision be reconsidered.
2. Notification of an immediate appeal must be received by the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) within 2 school days of the disciplinary decision being communicated to parent(s)/guardian(s) and should set out the reasons why the parent(s)/guardian(s) consider the decision to be incorrect.
3. The Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) will convene an appeal hearing on the following school day, or as soon as practicably possible.
4. The appeal hearing will include an opportunity for the student and their parent(s)/guardian(s) to make a representation as to why the decision should be overturned.
5. Any information shared during the appeal hearing will be made available to parents/guardians and/or their legal representatives, but will remain confidential to third parties unless determined otherwise by a public competent body.
6. Where the sanction has involved a suspension of four to twelve school days or a permanent expulsion, the application of this sanction will be suspended while the appeal process is ongoing. A preventative suspension (see above) may remain in effect during this time.
7. Following the appeals hearing, the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) will review all of the information available and communicate an updated decision to the student's parent(s)/guardian(s) on the following school day.

9D. Final Appeal

1. If an immediate appeal was unsuccessful, the parent(s)/guardian(s) may make a final appeal directly to the Head of School.
2. The notice of final appeal must be received by the Personal Assistant (sent to head@stjulians.com) to the Head of School within four school days from the date upon which the outcome of the immediate appeal was communicated to

the parent(s)/guardian(s). Any notice of final appeal received subsequently will not be considered.

3. The Head of School may allow a final appeal and overturn the decision only if, having considered the process followed in reaching the decision, and all the information and evidence made available during the course of the investigation and immediate appeal, they conclude that the decision made was not, in all the circumstances, a reasonable decision. Parent(s)/guardian(s) should therefore ensure that in their notice of final appeal, they set out the reason(s) why they consider this to be the case. The notice of appeal must also include the decision appealed and its date, along with any relevant documentation.
4. Upon receipt of the notice of final appeal, the Personal Assistant to the Head of School will send copies to the Head of School and the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal), along with all the documentation from the disciplinary process and the immediate appeal.
5. The final appeal hearing will be convened within 2 school days - or as soon as it is practicably possible for the Head of School, Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal), and the student's parent(s)/guardian(s) to attend, within a maximum of 5 school days.
6. The Head may ask the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) and others to also attend the meeting. The student may also be invited to attend at some point.
7. The parent(s)/guardian(s) may be accompanied in the appeal hearing by one other person, such as a relative or friend. Parents may, during the appeal proceedings and at all times, bring legal representation to any hearings that take place.
8. The final appeal hearing will include two submissions:
9. A submission by the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) detailing the disciplinary process, including the details of the immediate appeal, and the rationale for the decision(s) made
10. A submission by the student's parent(s)/guardian(s) on behalf of their child, detailing the reasons why they believe the decision should be overturned
11. The Head's PA will also attend to take a record of the meeting.
12. Any information shared during the appeal hearing will be shared with parents/guardians and/or their legal representative, but will remain confidential to third parties unless determined otherwise by a public competent body.
13. Where the sanction has involved a suspension of 4 to 12 school days or a permanent expulsion, the application of this sanction will be suspended while the appeal process is ongoing. A preventative suspension (see above) may remain in effect during this time.
14. Following the final appeal hearing, the Head of School will consider all of the information available and make a final decision. The final decision will be communicated to the parent(s)/guardian(s) on the following school day.
15. If the Head of School allows the appeal and overturns the disciplinary decision, the student will be facilitated to return to school at a time determined by the Head of School. A reintegration meeting will be held with the student, their parent(s)/guardian(s), the Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal), the Head of School, and any other staff members deemed appropriate (e.g. the student's form tutor or a relevant member of the

Extended Leadership Team). Depending on the specific circumstances, the Head of School and Deputy Head (Pastoral)/Diretora Pedagógica (Bilingual Section Principal) will determine whether it is appropriate for the student to be placed on report during the period of their reintegration.

16. The decision made by the Head of School is final and not subject to any further appeal.

Note: This procedure complies with the general principles of law established in the Estatuto do Aluno e Ética Escolar (EAEE) approved by Law n.º 51/2012, of 5 September.

POLICY APPROVAL	
Reviewed	September 2024
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Next review	September 2026