



CHARTERHOUSE
ALMATY

PROMOTION OF GOOD BEHAVIOUR POLICY

1. Policy Statement

Charterhouse Almaty seeks to cultivate a community where students flourish academically, socially and personally. Behaviour is understood as a form of communication and is best shaped through strong relationships, clear expectations and a culture of kindness and respect. We hold students to high standards, not simply to maintain order but to create an environment in which curiosity, intellectual ambition and character can thrive.

This policy sets out how the Junior School (Reception-Year 6) and Senior School (Years 7-10) promote good behaviour, manage concerns and sustain a culture of scholarship rooted in the Charterhouse Values of kindness, moral courage, perseverance, open-mindedness and responsibility.

2. Aims

The aims of this policy are to:

- promote positive behaviour that enables learning to be maximised in every classroom;
- provide clarity and consistency of expectations for staff, students and parents;
- emphasise the proactive teaching of behaviour as well as its management;
- recognise and celebrate behaviour that reflects our values and supports scholarship;
- provide fair, proportionate and compassionate responses to behaviour that falls short;
- ensure behaviour management is holistic, embracing both pastoral care and academic challenge.

3. Practice and Procedures

3.1 Core principles

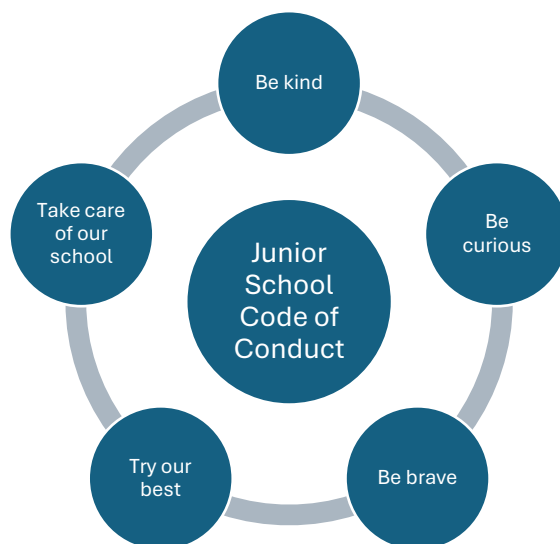
The promotion of good behaviour at Charterhouse Almaty rests on four central principles:

1. We believe in positive reinforcement before sanction: students thrive when good behaviour is noticed, commended and celebrated.
2. We value consistency and clarity: expectations in school are explicit, routines predictable and staff apply responses with fairness and uniformity.
3. We recognise that behaviour is a form of communication. When difficulties arise, they are explored in context, with support as well as sanctions applied wherever possible.
4. Our approach links behaviour directly to our commitment to scholarship and character development: students learn that perseverance, intellectual risk-taking and moral courage are as much a part of good behaviour as courtesy and respect to others.

3.2 Promoting good behaviour in the Junior School (Reception-Year 6)

3.2.1 The Junior School Code of Conduct

Behaviour is framed through a simple and memorable **Junior School Code of Conduct**:



These principles are easily understood by younger children and provide a foundation for respectful relationships and purposeful learning. Each statement is a simplified expression of the Charterhouse Values: kindness ('be kind'), open-mindedness ('be curious'), moral courage ('be brave'), perseverance ('try our best') and responsibility ('take care of our school'). This ensures that students in the Junior School begin to live out these values in ways that are age-appropriate and immediately meaningful.

At the beginning of each academic year, every class in the Junior School collaborates to draft a contract which is then signed by the pupils and displayed in the classroom. This encourages ownership and accountability.

The Junior School Code of Conduct underpins and is proactively taught in classes, assemblies and the Personal Development programme, so that expectations are embedded rather than assumed. Frequent and positive reinforcement of these positive behaviours plays a central role. Pupils are recognised through House Points, certificates such as *Star of the Week* and public acknowledgement in assemblies.

Where behaviour falls short, responses are measured and proportionate. Teachers begin with gentle reminders and progress through staged interventions, as necessary, always combining any sanction with opportunities for reflection and restitution, whether through an apology, the completion of unfinished work or the restoration of relationships.

3.2.2 Recognising good behaviour

In the Junior School, positive behaviour is recognised in ways that are immediate, tangible, age-appropriate and fully aligned with the Junior School Code of Conduct.

Rewards are designed not only to celebrate individual achievement but also to build a culture of kindness, curiosity and perseverance across the community:

- **Verbal Praise and Stickers** are given in the moment to encourage and reinforce good choices.

- **House Points** are awarded for actions that reflect the Junior School Code of Conduct and contribute to House spirit.
- **Certificates and Awards** such as *Star of the Week* and the *Head of Junior School Commendation* are presented in assemblies to highlight individual effort or kindness.
- **Celebration Assemblies** provide opportunities for pupils to share their work, perform and receive recognition from peers and staff.
- **Class Contracts** are drafted collaboratively at the start of each academic year and provide a collective sense of pride.

These rewards are intentionally designed to be visible and memorable, helping younger pupils to link their behaviour to the Charterhouse Values in ways that feel meaningful and encouraging.

Tiered levels of Junior School rewards are as follows:

Reward	Awarded by	Criteria and Purpose	When / How awarded
Level 1: Praise	All teaching staff	For behaviour that reflects the Junior School Code of Conduct. Immediate positive reinforcement to embed good habits and routines. Praise is also given for excellent contribution within class.	In lessons, tutor time or elsewhere in school. In exceptional cases, this may be recorded on iSAMS.
Level 2: Postcards	All teaching staff	For instances where pupils have gone over and above with classwork, banco (homework) or during a Floreat activity, staff will send a 'postcard' to parents. These may also be sent for pupils who consistently embody the school values.	Recognised within assemblies; logged on iSAMS and celebrated at appropriate meetings.
Level 3: Star of the Week or Work of the Week	Deputy Head (Junior School)	For the accumulation of multiple 'Postcards'. This may also be in recognition of a singular achievement.	Publicly acknowledged in weekly assemblies; logged on iSAMS.
Level 3: House Point certificates at increasing levels – 20, 40, 60, 80 etc	Head of Junior School	For the accumulation of House Points for both excellent behaviour and work (House Points count towards the House Cup).	Publicly acknowledged in weekly assemblies; logged on iSAMS.
Level 4: Head of Junior School Commendations	Head of Junior School	For singular outstanding contributions to the life of the school, Class Teachers will recommend pupils for a Head of Junior School Commendation.	These will be held weekly, where pupils are invited in small groups to meet with the Head of Junior School to discuss their achievements.

Level 4: House Colours (Pins)	The Colours Committee	For sustained, exceptional contributions to the cultural, creative or sporting life.	Publicly acknowledged at the end-of-term Junior School assembly; logged on iSAMS.
Level 5: Golden Greyhound Award	The Head	The highest honour in school life, awarded only for sustained, exceptional excellence or singular distinction at a whole-school level. This may include academic pre-eminence, outstanding service, sporting or artistic achievement or contributions that embody the Charterhouse Values in an extraordinary way.	Awarded annually on Carthusian Day.

3.2.3 Expectations of Junior School Teachers

Class Teachers and subject specialists in the Junior School are the key players in establishing a positive culture. They are expected to:

- nurture a sense of belonging by welcoming pupils warmly, showing that mistakes are part of learning, and treating children with unfailing dignity;
- set clear routines for transitions, group work and classroom procedures, ensuring that the Junior School Code of Conduct is understood and reinforced with consistency;
- model the values of kindness, responsibility and perseverance in their daily interactions, so that pupils learn from example;
- teach and re-teach routines where necessary, praising success and correcting gently but firmly when behaviour falls short.

Through this approach, Junior School teachers build classroom environments in which children feel safe, respected and confident enough to take risks in their learning.

Lesson entry:

- Be in the classroom ahead of pupils.
- Greet pupils as they line up outside of the classroom.
- Expect pupils to enter the classroom in a quiet and purposeful manner.
- Invite pupils to come in and listen to instructions.
- Register the class on iSAMS while pupils are engaged in the starter activity.

During the lesson:

- Explain the behaviours you desire with close reference to the Junior School Code of Conduct.
- Make all behavioural expectations clear with reminders (e.g. to stand up if a visitor enters the room).
- Explain why the desired behaviours are important and praise students for good behaviour (e.g. “thank you for coming into the classroom so quietly and getting on with the starter activity so purposefully”).

At the end of the lesson:

- Where banco is to be set, clearly signpost this at a time when all pupils are listening carefully, giving written instructions on the whiteboard.
- Ask pupils to tidy the classroom and put equipment away.
- Permit pupils to leave the classroom in an orderly fashion when silent, or start the next session.
- Thank pupils for their work and (where appropriate) send them off punctually to their next lesson.

3.3 Promoting good behaviour in the Senior School (Years 7-10)

3.3.1 The Senior School Code of Conduct

In the Senior School, expectations for behaviour reflect the growing maturity of students and their capacity to take responsibility for their own choices. Students are encouraged to embody the Charterhouse Values in daily life, recognising that courtesy, perseverance and intellectual courage are inseparable from academic ambition.

The **Senior School Code of Conduct** provides a clear framework:

1. **Act with integrity and courage** – do what is right, even when it is difficult, and be honest in all work and relationships.
2. **Persevere in scholarship** – embrace challenge, work diligently and take pride in aiming high.
3. **Be open-minded and curious** – listen to others, value diversity of thought, and explore new perspectives with respect.
4. **Show kindness** – treat peers and staff with courtesy, empathy and fairness, and stand against unkindness in all its forms.
5. **Take responsibility** – for your personal conduct, for the care of our environment and for contributing positively to the life of the school.

These principles, directly drawn from the Charterhouse Values, are not a list of prohibitions but a statement of aspiration. Students are expected to behave with respect towards peers and staff, remain committed to scholarship, and contribute positively and actively to the wider life of the school. High standards of conduct are reinforced through the House system and the support of House Tutors, with the aim of nurturing young people who take pride in their independence while understanding their responsibility to others.

When behaviour falls short of these expectations, the response is proportionate and restorative. Senior School teachers begin with conversations that make clear both the nature of the difficulty and the path to improvement. Where needed, sanctions are applied in a measured sequence, ensuring that students understand the link between action and consequence. Reflection and restitution, whether through apology, extra effort or service to the community, are central to this process. More serious incidents are managed within an agreed framework of stages, involving House Tutors and senior leaders as appropriate.

The Senior School approach affirms that good behaviour is not the absence of wrongdoing, but the active presence and application of respect, perseverance and kindness. By setting high expectations and providing clear guidance, we enable students to build the habits of self-discipline and grace under pressure that will serve them both in their studies and beyond.

3.3.2 Rewards and recognition

At Charterhouse Almaty, we strive to provide students with the tools to become organised and self-disciplined, acting with courtesy and embodying the school values as outlined in the Senior School Code of Conduct. All awards are logged on iSAMS, ensuring transparency and consistency, and the Deputy Head (Senior School) provides regular updates on their distribution.

Tiered levels of rewards are as follows:

Reward	Awarded by	Criteria and Purpose	When / How awarded
Level 1: Praise	All teaching staff	For behaviour that reflects the Senior School Code of Conduct. Immediate positive reinforcement to embed good habits and routines. Praise is also given for excellent contribution within class.	In lessons, tutor time or elsewhere in school. In exceptional cases, this may be recorded on iSAMS.
Level 2: Postcards	All teaching staff	For instances where students have gone over and above with classwork, banco (homework) or during a Floreat activity, staff will send a 'postcard' to parents. These may also be sent for students who consistently embody the school values.	Recognised within House assemblies; logged centrally on iSAMS and celebrated at appropriate meetings.
Level 3: School Commendation	Head of Senior School	For the accumulation of multiple 'postcards'. This may also be in recognition of a singular achievement.	Publicly acknowledged in ongoing Senior School assemblies; logged centrally on iSAMS
Level 4: Head Commendation	The Head	For singular outstanding contributions to the life of the school, the Head of Senior School will recommend students for a Head's Commendation.	These will be held monthly, where students are invited in small groups to meet with the Head to discuss their achievements; logged on iSAMS.
Level 4: Half and Full Colours	The Colours Committee	For sustained, exceptional contributions to the cultural, creative or sporting life of the School.	Publicly acknowledged at the end-of-term Senior School assembly; logged on iSAMS.
Level 5: Greyhound Award	The Head	The highest honour in school life, awarded only for sustained, exceptional excellence or singular distinction at a whole-school level. This may include academic pre-eminence, outstanding service, sporting or artistic achievement or contributions that embody the Charterhouse Values in an extraordinary way. Recipients of the Greyhound Award will typically have received full colours in at least two categories.	Awarded annually on Carthusian Day

Positive behaviour is further acknowledged through opportunities to hold positions of student leadership and responsibility, whether in Floreat activities, within the Carthusian Council, as Monitors, or through election to the roles of Head Boy and Head Girl.

3.3.3 Senior School Colours

The Senior School Colours system exists to ensure that the school's highest forms of recognition reward not only excellence, but sustained commitment, service and character. By recognising contribution over time, Colours reinforce the Charterhouse Values of kindness, perseverance, responsibility, moral courage and open-mindedness, and service to others.

Colours are a prestigious form of recognition, awarded to students who have made sustained, exceptional contributions to the life of their House and the wider school community. They acknowledge not only achievement, but commitment, leadership and values-led conduct over time. Colours are awarded termly, and are presented publicly during an assembly, underscoring their significance within the school community.

Categories

Colours are awarded in specified categories. Students may receive Colours in more than one category over the course of their Senior School career.

Sport

Awarded to students who demonstrate sustained commitment to House or school sport, high standards of sportsmanship, teamwork and perseverance, and leadership through example. Sport Colours recognise character, reliability and contribution alongside excellence in performance.

Service

Awarded to students who demonstrate ongoing, meaningful service to the school or the wider community, characterised by reliability, initiative and generosity. Service Colours recognise leadership, responsibility and moral courage, affirming the importance of contribution beyond personal recognition.

House Contribution

Awarded to students who demonstrate exceptional commitment to the life, identity and success of their House. This includes sustained leadership, consistent participation in House events and competitions, and acting as a role model for younger students. These Colours recognise students who are central to House culture, continuity and pastoral strength.

The Arts

Awarded to students who demonstrate sustained contribution to the artistic and cultural life of the school. This category includes, but is not limited to, music, drama, visual arts, design, performance and production roles. The Arts Colours recognise dedication, collaboration, leadership and cultural enrichment.

Duration and Level of Award

To ensure that Colours properly recognise sustained commitment, awards may be conferred at two levels: Half Colours and Full Colours.

Half Colours

Half colours may be awarded where a student demonstrates a clear and meaningful contribution over a minimum of two terms.

Full Colours

Full Colours represent a higher distinction and are awarded only where contribution is sustained over more than one academic year, demonstrating clear impact, maturity and responsibility.

Nomination

Colours are awarded by nomination through the completion of an online form. This may come from any staff member, although will typically be received from departments, as follows:

- Sport Colours: nominated by the PE Department.
- The Arts Colours: nominated by the Art, Drama and Music Departments.
- Service Colours: nominated by the relevant department or service coordinator.
- House Contribution Colours: nominated by Heads of House, House Tutors or the Deputy Head (Senior School).

Each nomination must be supported by clear evidence of duration, impact, leadership and alignment with the Charterhouse Values.

Award

The Colours Committee reviews nominations at the end of each term. Awards are not automatic and are not quota based. Final decisions rest solely with the Colours Committee.

The Colours Committee comprises of:

- The Head
- The Head of Senior School
- The Deputy Head (Senior School)

The Committee will sit once per term to review award nominations.

Recognition

Awards are presented during Senior School assemblies and students receive both a pin and certificate.

All awards are recorded on iSAMS by the Deputy Head of Senior School.

3.3.4 Expectations of Senior School Teachers

To complement the Senior School Code of Conduct, explicit expectations are placed on teachers to create an environment in which good behaviour can thrive. This following framework ensures that behavioural expectations are applied consistently across the curriculum.

Teachers are expected to:

- make students feel safe by welcoming them, showing that they matter, teaching that mistakes are part of learning and responding calmly but robustly to bullying, rudeness or mockery;
- set clear expectations for attitudes and behaviours in line with the Senior School Code of Conduct, explaining why they matter, modelling them consistently and acknowledging both successes and lapses;
- proactively teach routines that make classes flow: how students begin a class, answer questions, ask for help, manage their learning, understand 'quiet' and are dismissed.

Having consistent routines helps students to understand what is expected of them, promoting behaviours that help all students to learn effectively. By working together to reinforce these expectations, teachers support each other in a way that enables colleagues to deliver the curriculum within a culture of engagement, so that the activities planned for students will have the greatest impact on learning.

Lesson entry:

- Be in the classroom ahead of students.
- Expect students to enter the classroom in a quiet and purposeful manner.
- Greet students at the door, check and correct uniform.
- Instruct them to come in, remove outside clothing, sit down and get out their lesson equipment and stationery.
- Get started on the starter activity.
- Instruct students to keep their one-to-one device closed on the desk (unless you say otherwise).
- Register the class on iSAMS while students are engaged in the starter activity, marking any student who is late (this will help the House Tutor to monitor patterns and to intervene appropriately).

During the lesson:

- Explain the behaviours you desire with close reference to the Senior School Code of Conduct.
- Explain why the desired behaviours are important and praise students for good behaviour (e.g. "thank you for coming into the classroom so quietly and getting on with the starter activity so purposefully").
- Define and reinforce the following learning modes:

Learning Mode	Student Behaviour
Individual work	Silence
Listening carefully to teacher explanation	Silence; active and purposeful listening
Working collaboratively in pairs	Quiet, sensitive 'partner' voice
Working creatively in groups	'Table' voice; respect for others' views
Teacher-led question and answer	Silent, attentive listening; 'classroom' voice used for answers so that students can benefit from the insights of their peers

- Determine how students will answer questions. We are typically a 'no-hands-up school', although there may be occasions where teachers require a different approach.
- Give clear instructions and expect all students to comply promptly (e.g. "stop writing, put your pens down and look at me" / "close your device, look at me and listen carefully"). Never permit a student to be speaking when you are addressing the class.
- Provide a clear time limit for tasks.

At the end of the lesson:

- Where banco is to be set, clearly signpost this at a time when all students are listening carefully: give written instructions on the whiteboard.
- Ask students to put any rubbish in the bin and check the area for cleanliness.
- Ask students to stand behind their desks in silence.
- Check students' uniform – e.g. ties should be at full staff, tie bottoms should touch the top of belts, and shirts should be tucked in.
- Permit students to leave the classroom in an orderly fashion when silent and once the room has been tidied.
- Thank students for their work and send them off punctually to their next lesson.

3.4 Addressing behaviour of concern

At Charterhouse Almaty we recognise that, on occasion, Carthusians will get things wrong. When this happens, we respond fairly, consistently and with an emphasis on learning from mistakes.

Context and individual circumstances are always considered, and patterns of concern are monitored so that support can be offered before issues escalate. Parents are kept informed where incidents are significant or repeated. At all levels, sanctions are paired with support. Students may be offered mentoring, access to the School Counsellor or targeted academic or pastoral support. Context, including neurodiversity, mental health or other additional needs, is always considered.

In short, our aim is not only to hold students accountable but also to help them grow into responsible, resilient and kind members of the Charterhouse Almaty community.

3.4.1 Junior School procedures

For younger children, behavioural guidance is simple, clear and always brought back to the Junior School Code of Conduct, which underpins all responses to behaviour of concern: *Be kind; Be curious; Be brave; Try our best; Take care of our school.* Behaviour of concern is recorded and monitored through iSAMS.

The following framework sets out how behaviour of concern is addressed in the Junior School. The levels of response are age-appropriate, designed to teach as well as to correct and are anchored by the Junior School Code of Conduct:

Intervention	Response	Examples of Behaviour	Approach
Level 1: Gentle Reminders	Teacher uses calm prompts or short conversations to guide behaviour.	Forgetting equipment; calling out; being careless with belongings; not taking turns.	Link back to the Junior School Code of Conduct. Encourage reflection in the moment: <i>"How could we do that better next time?"</i>
Level 2: Reflection and Restitution	Teacher records behaviour on iSAMS; student completes a reflection task.	Repeated calling out; disruptive play; unkind words; ignoring instructions.	Restorative actions; redoing work; apologising; helping tidy the classroom; drawing or writing about what went wrong and how to fix it. Parents may be informed.
Level 3: SLT Referral	Teacher refers the behaviour to the Deputy Head (Junior School).	Persistent disruption to learning; persistent unkindness; defiance; damage to property.	Formal conversation with student with SLT support; withdrawal of privileges. Parents contacted to support resolution.
Level 4: Serious Incident	Head of Junior School involved.	Bullying; physical aggression; sustained defiance.	Serious sanction, which may involve suspension in rare cases. Always accompanied by support (mentoring, counselling) to address underlying issues. Parents meet the Head of Junior School.
Level 5: Very Serious Incident	Involvement of the Head.	Extreme or repeated breaches of trust (e.g. serious bullying; dangerous behaviour).	Permanent exclusion only as a last resort, after full investigation and with Advisory Board approval.

3.4.2 Senior School procedures

In the Senior School, students are expected to show increasing maturity, independence and responsibility. Behaviour of concern is recorded and monitored through iSAMS, with sanctions escalating in line with the seriousness or persistence of the behaviour.

As part of this process, teachers will issue:

- an Academic Notification; or
- a Conduct Notification.

Academic Notification

This is used when a student's behaviour directly impacts their learning or academic progress. It highlights concerns about attitude to learning, organisation or conduct in the classroom or during banco, and examples include:

- inadequate effort in lessons or banco;
- poor quality of work, well below a student's capability;
- misuse of technology during lessons;
- failure to meet an academic deadline;
- disrupting the learning of others in the classroom.

Academic Notifications are intended to prompt a supportive response from the school, often involving the relevant teacher, Head of Department or extra academic clinics to help the student to get back on track.

Conduct Notification

This is issued when the behaviour of a student negatively impacts the wider life of the school community, rather than simply the academic progress of the individual. It records concerns about manners, routines or expectations of behaviour around campus, in Houses or in Floreat activities. Examples include:

- lateness to lessons, tutor time, assembly or other school activities;
- poor presentation (uniform or equipment);
- low-level impoliteness (e.g. rudeness, lack of respect);
- chewing gum in school or eating in inappropriate places;
- minor breaches of school routines.

Conduct Notifications are a way of signalling that everyday standards matter and that lapses need correction before they become habits. They are typically overseen by teachers, House Tutors or senior leaders, depending on context.

Behaviour Response Framework

In the Senior School, behaviour of concern is managed through a clear, structured framework. The following table outlines the stages of response, showing how concerns are addressed fairly and consistently, with sanctions balanced by support:

Intervention	Response	Examples of Behaviour	Approach
<u>Level 1:</u> Verbal Warnings and Notifications	Teacher addresses behaviour directly; if repeated or more serious, logged on iSAMS as either an Academic Notification or Conduct Notification.	Lateness; missed banco; poor presentation; chewing gum; minor rudeness; low-level disruption.	Link back to the Senior School Code of Conduct. A calm conversation with the student, reminding them of expectations. Notifications used as prompts for dialogue and support, not as punishments in themselves.
<u>Level 2:</u> Reflection Time	Escalated response for repeated notifications or significant one-off breaches.	Missing multiple banco assignments; accumulation of Conduct or Academic Notifications; poor punctuality.	Student to be removed from a Floreat activity to complete additional academic work. For pastoral concerns this will include reflective activities. House Tutor explains rationale and ensures parents are informed.
<u>Level 3:</u> Pastoral or Academic Monitoring	Applied by a member of the SLT for persistent concerns or more serious misconduct.	Plagiarism; cheating; repeated defiance; acts of unkindness. skipping lessons.	Investigation by staff; sanction set by SLT member. Students may be placed on Academic Review or Behaviour Review, with clear targets and close monitoring. Deputy Head (Senior School) explains rationale and ensures parents are informed.
<u>Level 4:</u> Suspension	Temporary exclusion from school, issued by the Head of Senior School and approved by the Head.	Serious breach of the Senior School Code of Conduct; vaping; aggression; bullying; repeated academic dishonesty.	Accompanied by a Formal Warning. Parents are informed in-person and then via a formal letter from the Head of Senior School. Re-entry includes a reintegration meeting with clear conditions for future conduct. This will be conducted on two levels. Through in-school suspension (reflection time) and home suspension (for more serious incidents).
<u>Level 5:</u> Permanent Exclusion	Removal from school by the Head, after a full investigation.	Supply or possession of drugs; serious bullying or violence; criminal behaviour; repeated suspensions; conduct that brings the school into disrepute.	Only imposed in the gravest circumstances, after full investigation and with Advisory Board approval. Decision follows a formal Disciplinary Hearing. Parents are informed in-person and then via a formal letter from the Head. Support for the student and family is offered during the process.

4. Assessment and Record Keeping

Behaviour at Charterhouse Almaty is monitored with the same rigour as academic progress, recognising that positive attitudes and conduct are integral to building scholarship and a flourishing school community.

All rewards and sanctions, including Commendations, Notifications and other interventions, are logged systematically on iSAMS. This record-keeping allows staff to identify patterns across subjects and over time, ensuring that no concern is seen in isolation.

Data is regularly analysed to inform both pastoral and academic interventions. A student who struggles with behaviour in lessons may, for instance, also be encountering academic difficulty, social pressure or a safeguarding concern. Close analysis enables Class Teachers, House Tutors and senior leaders to design responses that are both supportive and corrective, including targeted mentoring, academic catch-ups, counselling and restorative conversations.

Regular behaviour review meetings involving Class Teachers, House Tutors and senior leaders provide a forum to discuss emerging trends. This collaborative approach ensures that concerns are identified early, addressed consistently and shared with parents where appropriate. In this way, behaviour data becomes not merely a record of incidents, but a tool for improvement, support and the promotion of high standards across the school.

5. Staffing and Resources

The table below outlines the responsibilities of staff in relation to the Promotion of Good Behaviour Policy:

Post-holder/Group	Responsibilities
All staff	- Model the conduct expected of students, always acting with courtesy, fairness and calm authority - Maintain consistency and high standards in every interaction
Teachers	- Establish clear routines in lessons that are underpinned by the Junior/Senior School Code of Conduct - Set high expectations for behaviour for learning - Provide immediate and fair responses to both positive and negative behaviour
Class Teachers (Junior School); House Tutors (Senior School)	- Oversee daily pastoral care - Monitor patterns of behaviour and wellbeing - Intervene when difficulties persist - Maintain high-quality dialogue with parents
Head of Inclusion, School Counsellor and Designated Safeguarding Lead	- Provide expertise for students with additional needs - Ensure inclusion without the lowering of expectations - Advise colleagues on appropriate support strategies
Deputy Heads (Junior / Senior Schools)	- Coordinate academic and behavioural interventions - Analyse data trends - Ensure strategies are targeted, consistent and aligned with academic progress
Heads of Junior and Senior Schools	- Set the school culture and expectations - Monitor behaviour trends within their respective schools - Lead professional development within their respective schools
The Head	- Ensures alignment with the Charterhouse Values, the expectations of our parent school and UK standards - Ensures that all colleagues are equipped with appropriate training, ensuring the continuous refinement of practice

6. Monitoring and Review

The effectiveness of the school's approach to behaviour is subject to continuous scrutiny:

- Behavioural trends are monitored on a weekly basis by the Senior Leadership Team, with findings reported to the Advisory Board each term.
- Annual reviews of this policy ensure that it remains aligned with the academic aims of Charterhouse Almaty, evolving best practice and the high standards of our parent school, Charterhouse, UK.
- Student voice is gathered through surveys, Class Teacher and House Tutor discussions, providing insight into how expectations for good behaviour are experienced by students in daily school life.
- Parental feedback is sought through surveys and focus groups, ensuring that our systems for promoting good behaviour are transparent, fair and clearly communicated.

By triangulating evidence from staff, students and families, the school can evaluate whether its behaviour systems genuinely foster a culture of kindness, perseverance and ambition.