



## 5.3b Lower School Behaviour Policy

### Contents

#### 1. Philosophy and aims of the policy

1.1 The School's social vision statement is for Harrow International School Hong Kong to be '**A caring, respectful community in which everyone thrives**'. This social vision should underpin everything we do in the School and this policy seeks to ensure that all members of the community are supported in making this happen. This philosophy can be broken down into three clear guidelines for all pupils:

**To care for our community**  
**Always strive to thrive**  
**To treat our community with respect**

The School expects pupils to behave in a positive and responsible manner in order to support effective teaching, learning and personal development in the School. The emphasis in the school is on praising and rewarding positive achievement and consistent modelling of the Leadership Attributes and School's Values by pupils. Where behaviour fails to promote the School's social vision statement, the School's responsibility is to educate pupils on how they can take positive action to resolve the situation and learn from the experience. That is, the pupils involved should learn from the incident by reflecting on what happened, their role in any disciplinary incident and their responsibility for acting to rectify any harm done. The behaviour system should also be restorative, in that the end result should be restoring order and equilibrium to the community or relationships affected (this could be a friendship, a classroom context, a boarding house or any other context involving multiple people).

1.2 The philosophy of this policy, therefore, is as follows:

- a. For pupils to learn from the disciplinary process in order to make better decisions in the future
- b. To restore order to a situation, community or relationship which has been disrupted by poor behaviour
- c. It is the responsibility of all members of the School to live by, and promote the social vision and values, and for staff to apply the policy as fairly and consistently as possible

## 2. Promoting Responsible Behaviour

2.1 We encourage responsible behaviour by:

- Recognising and appreciating pupils' achievements in academic and extra-curricular spheres of School life in many ways and providing widespread opportunities for pupils to take responsibility within the School and/or their boarding Houses.
- Supporting pupils through a well-defined and co-ordinated pastoral care system.
- Having a clear set of School rules with regular reminders about them.
- Having a fair and consistent system of sanctions that takes into account both the needs of individuals and the community as a whole.
- Having clear policies and codes of conduct designed to raise awareness and to promote responsible behaviour in the particularly important areas of the use of ICT, anti-bullying, illegal drugs, alcohol, smoking and plagiarism.
- Providing the Facing Challenges programme, which encourages pupils to come to greater self-knowledge and understanding, to develop emotional and spiritual wellbeing and to express their emotions in a safe, secure manner.
- Having clear expectations for digital behaviour through our pupil digital code of conduct, and our 1:1 iPad Pupil Appropriate Usage Agreement.

## 3. Recognising achievement

### 3.1 Rewards

3.1.1 In the Lower School, pupils are rewarded with Merits and Leadership Points for:

<b>Learning</b>	for academic work
<b>Leading</b>	for exhibiting the School's Leadership Attributes
<b>Values</b>	for exhibiting the School's Values (Fellowship, Humility, Courage & Honour)

3.1.2 Pupils may be awarded a **Merit** for a piece of academic work showing excellent effort. A Class Teacher or Teaching Assistant will award the Merit in verbal or written form depending on the situation in which it's given. Merits will be recorded and monitored in class by the Class Teacher and Teaching Assistant.

3.1.3 A **Leadership Point** is worth two merits and is recorded on the school's MIS. It is awarded to any pupil who displays one of the Leadership Attributes. A Leadership Point may also be awarded to a pupil who demonstrates any of the Harrow Values, in a significant way, either over a period of time or in one particular instance.

3.1.4 Award Certificates are given out to pupils at the end of each term when pupils have reached the following amount of Merits:

Gold	Silver	Bronze
300	200	100

*\*This value is cumulative*

3.1.5 Class Teachers may reward outstanding achievement with a **Send Up** to the **Head of Lower School** or in exceptional circumstances, the **Head of School** and this is shared with parents by email. Formal recognition of achievements may be acknowledged and celebrated on occasions such as Assemblies and on Speech Day.

### 3.2 Informal Rewards

3.2.1 Class Teachers may also use stickers or stamps, etc. to acknowledge and praise good work and behaviour. This should be kept informal, but some consistency across each year group is expected.

3.2.2 The **Leader of the Week** is selected for demonstrating one or more of the six key leadership attributes.

- Contributing positively to the community
- Applying knowledge with compassion
- Solving problems collaboratively
- Solving problems creatively
- Making fair and just choices
- Facing challenges with determination

3.2.3 The pupil's name, photograph and reason for being chosen will be celebrated as part of the Facing Challenges lesson each week and is displayed in the year group shared area.

## 4. Dealing with incidents

4.1 When a pupil acts in a way which is counter to the School's social vision statement, action will be taken. To ensure the action is consistent, educational and restorative, the following approach will be adopted in all cases. All members of staff should feel empowered and indeed have a responsibility to act as 'first responders' before escalating any behavioural concerns:

<b>The pupil should be asked the following questions:</b>
1. What is happening / What happened? 2. Who has been affected? 3. What needs to happen now?
<b>A fourth question may be required in order for the pupil to take the right steps to restore the situation:</b>
4. How are you going to make this happen?

This framework can be applied to any situation, although the response may differ depending on the context and severity of the situation, the intent and the potential or actual harm caused. Figure 1 (Lower School Behaviour Categories) is intended to act as a guideline to the type of response appropriate for a range of situations. However, it is impossible to be exhaustive and each situation must be approached with sensitivity to its context, with education and restoration at the heart of the decision-making process.

Fundamental to the School's disciplinary procedures is the right of any pupil to complain without prejudice if they feel they have been treated unfairly.

<b>Category 0</b>	Warning possible Spot
<b>Category 1</b>	Spot - Class Teacher
<b>Category 2</b>	Demerit - Class Teacher/Year Group Leader
<b>Category 3</b>	SLT Detention- HT
<b>Category 4</b>	Fixed Term Exclusion

**Figure 1: Lower School Behaviour Categories**

<b>Category 0 - Minor behaviour issues which might be dealt with by appropriate classroom interventions or immediate verbal intervention using a shortened restorative framework (What is happening? What needs to happen now?). Staff may wish to issue a ‘Spot’.</b>	
<b>Category 1 (Low Level)</b>	<b>Action</b>
<p><b>Failing to care for the community</b>  <b>eg:</b></p> <ul style="list-style-type: none"> <li>● Jumping, running or silly behaviour causing danger or disruption</li> <li>● Using unkind words or actions</li> <li>● Intentional contact with another child i.e. pushing, shoving, tripping</li> <li>● Threat of physical violence</li> <li>● Hurtful or nasty insults to or about another child</li> </ul> <p><b>Failing to strive to thrive</b>  <b>eg:</b></p> <ul style="list-style-type: none"> <li>● Refusing to do work/doing the extreme minimum</li> <li>● Not following instructions</li> <li>● Having a mobile phone in class/ using iPad when it is not the appropriate time</li> </ul> <p><b>Failing to treat the community with respect</b>  <b>eg:</b></p> <ul style="list-style-type: none"> <li>● Low level disruption</li> <li>● Calling out in class</li> <li>● Distracting others from their learning</li> <li>● Lying</li> <li>● Defacing school books or property with scribbles/drawings</li> <li>● Arguing/deliberate and intentional talking back to an adult-disrespectful behaviour</li> </ul>	<p style="text-align: center;"><b>Immediate verbal intervention by first responder using the restorative (What, Who, What, How?) framework</b></p> <p style="text-align: center;"><b>Scripted language used to remind pupils of the expected behaviours.</b>  <b>“ (name of pupil), we expect..... thank you”</b>  <b>E.g. Peter, we expect everyone to speak politely to one another, thank you.</b></p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>Recorded in class as a ‘Spot’</b></p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>Class Teacher further actions followed up (report card, letter of apology, missed break etc)</b></p>

## Category 2 (Medium Level)

### Repeated Category 1 behaviour and/or:

#### Failing to care for the community

eg:

- Racist, religious, homophobic, sexist language including online use
- Intentional physical violence to others i.e. hitting, punching, kicking, biting, scratching, pinching
- Disrespectful/threatening/humiliating behaviour towards others, including inappropriate hand gestures
- Inappropriate or disrespectful behaviour on the school bus, including taking off seatbelts and intentionally distracting the bus mother
- Inappropriate use of technology, not following the Pupil Digital Code of Conduct or the iPad Appropriate Usage Agreement e.g. sharing of inappropriate images, copying inappropriate memes or online games

#### Failing to strive to thrive

eg:

- Absence from lesson without permission/truancy including leaving the classroom without permission or lesson avoidance
- Continued non-compliance

#### Failing to treat the community with respect

eg:

- Lying
- Swearing, spitting, disrespectful behaviours
- Inappropriate touching of other pupils, even if seen as a game or with perceived consent
- Refusal to comply

**Immediate verbal intervention by first responder using restorative (What, Who, What, How?) framework**

↓

**Directed time for reflection (Break detention), supervised by a teacher/Year Group Leader  
“Your behaviour towards...was not kind. What could you do to make...feel better?”**

↓

**Recorded on MiS as Demerit by Class Teacher/Specialist Teacher**

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**Any agreed further actions followed up by Class Teacher (report card, letter of apology, community service etc)**

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**Parents informed by Class Teacher**

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***In more serious or repeated cases***

	<p><b>Directed time for reflection (Lunch detention), supervised by YG Leader or delegated staff member</b></p> <p style="text-align: center;">↓</p> <p><b>Parents and SLT informed by Year Leader. Consider parental meeting</b></p>
<b>Category 3 (High Level)</b>	
<p><b>Repeated Category 1 or 2 behaviour, and/or:</b></p> <p><b>Failing to care for the community</b>  <b>eg:</b></p> <ul style="list-style-type: none"> <li>● Intentional severe violence (or threats thereof)</li> <li>● Intentional and severe disrespect of adults/children including swearing or unkind words</li> <li>● Intentional racist, homophobic, sexist comments/ racial insults</li> </ul> <p><b>Failing to strive to thrive</b>  <b>eg:</b></p> <ul style="list-style-type: none"> <li>● Inappropriate use of social media such as unkind behaviour, sharing images without consent</li> <li>● Academic dishonesty (plagiarism, cheating)</li> <li>● Ongoing poor academic effort</li> <li>● Repeated truancy</li> </ul> <p><b>Failing to treat the community with respect</b>  <b>eg:</b></p> <ul style="list-style-type: none"> <li>● Intentional and severe disrespect or damage to school property</li> <li>● Stealing (at the discretion of SLT as to internal/fixed term exclusion depending on severity)</li> </ul>	<p><b>Immediate verbal intervention by first responder using restorative (What, Who, What, How?) framework</b></p> <p style="text-align: center;">↓</p> <p><b>Class Teacher informed</b></p> <p style="text-align: center;">↓</p> <p><b>SLT intervention:</b></p> <p><b>First official written warning</b></p> <p><b>Parents informed and invited in for formal meeting</b></p> <p><b>Recorded on MiS</b></p>

- Bringing the School into disrepute

### Category 4 (Severe Level)

**Repeated Category 3 behaviour, and/or:**

**Failing to care for the community**

*eg:*

- Racial/sexual/homophobic harassment
- Bullying
- Extreme acts of violence

**Failing to strive to thrive**

*eg:*

- Sexual behaviour, including sharing of inappropriate images online.
- Drug abuse or possession of any illicit substances or materials
- Smoking or Vaping
- Possession or use of alcohol

**Failing to treat the community with respect**

*eg:*

- Online Safety compromised
- Carrying an offensive weapon
- There may be occasions when physical violence to a member of staff leads to permanent exclusion
- Arson
- Extortion

*Whilst these examples are based on the behaviour occurring in school, the School reserves the right to employ disciplinary procedures if behaviour outside School is illegal, harmful to others or detrimental to the community in any way.*

**Fixed Term Exclusion and  
Second / Final written warning**

**Expulsion by Head of School  
following full investigation (see  
Exclusion Policy)**



<p><i>The examples are for illustrative purposes only and the Head reserves the right to interpret each case on its own merits depending on context. They should not be seen as definitive.</i></p>	
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4.2 In all cases the spirit of the behaviour management policy is that a pupil should not receive a sanction without being first engaged in a dialogue about the behaviour and its consequences. It is also important to remember the cultural context of each pupil. For many pupils 'loss of face' is seen as a very bad thing, so it is better to speak to individuals calmly and on their own, possibly outside of the class, rather than berate them in front of the whole class.

Students may also 'smile' when they feel ashamed; they have done something wrong so they now wish to please you by smiling. This may wrongly be interpreted as a pupil disrespectfully 'smirking'. Remember too that many of our pupils are second language learners and may not understand what you have said but will probably not tell you this and instead simply nod as though they do understand.

## **5. Definitions**

### **5.1 First Responder**

It is expected that all members of staff take responsibility for ensuring pupils act in accordance with the School's social vision and address any behaviour which contravenes it by immediately applying the What, Who, What, How? framework. It may be that the member of staff then refers the situation to a more senior member of staff. Incidents should not be passed on without being first addressed by the 'first responder'. The member of staff should keep their own written note of the incident with the pupil's name.

### **5.2 Directed time for reflection (Break and Lunch Detention)**

5.2.1 Depending on the seriousness of the situation, a pupil might be required to stay in a classroom for a breaktime in order to reflect on, or restore the situation. This should include a piece of Reflective Written Work ([example frame here](#)), following the What, Who, What, How? framework as well as any other agreed work, such as completing or redoing a prep, or writing a letter of apology. This work should be agreed in advance and be supervised by a member of staff. Staff should record the incident on the school system.

5.2.2 A lunchtime detention follows the same principles as a breaktime detention and should be supervised by a Class Teacher or Year Leader, after discussion with the staff member and pupil involved. The Class Teacher should log the incident on the School system as a Demerit and inform SLT and the pupil's parents. It may be that a meeting between the Class Teacher and Year Leader and the pupil's parents is appropriate at this stage.

### **5.3 Exclusions**

5.3.1 A fixed term exclusion means being sent home for a specified period of time (usually 48 hours). Pupils are not often given fixed period exclusions at Harrow International School,, but the principles of education and restoration remain the same. This indicates that the pupil's place in the School may be in jeopardy if they do not modify their behaviour to meet the School's social vision statement. If a pupil is excluded for a fixed period of time, they will be required to undertake Reflective Written Work during the exclusion and to catch up any schoolwork missed.

5.3.2 A pupil may be excluded for an unspecified period of time if his or her presence in the school hinders or is inappropriate during the investigation of a serious disciplinary matter.

#### **5.4 Expulsion**

Please refer to the Expulsion and Required Removal Policy (5.3h)

#### **5.5 Physical Restraint**

Please refer to the Restraint and Reasonable Force Policy (HS21)

# Harrow Hong Kong Lower School Reflective Record

Name: \_\_\_\_\_ Class: \_\_\_\_\_  
Time: \_\_\_\_\_ Date: \_\_\_\_\_

To care for our community	To respect our community	To always strive to thrive
		

What happened?
Who has been affected?
What needs to happen now?
How are you going to make this happen?

APPENDIX 2  
Merit Certificate



 **Bronze Award**  
**100 Merits**

  
HARROW  
INTERNATIONAL  
SCHOOL  
HONG KONG

\_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_ Signed \_\_\_\_\_



 **Silver Award**  
**200 Merits**

  
HARROW  
INTERNATIONAL  
SCHOOL  
HONG KONG

\_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_ Signed \_\_\_\_\_



 **Gold Award**  
**300 Merits**

  
HARROW  
INTERNATIONAL  
SCHOOL  
HONG KONG

\_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_ Signed \_\_\_\_\_



## APPENDIX 3

### Anti-Bullying & Harassment Policy

**The School's Social Vision: "A caring, respectful community in which everyone thrives"**

#### ***Why we have a policy to stop bullying***

The School community recognises that bullying could stand in the way of the School's social vision. Bullying is also potentially serious for individuals: it can cause fear and distress for targets, whose academic work often suffers; it can damage the self-confidence and sense of self-worth of targets; and it can create unhappiness within classes or Houses.

Everyone has the right to live and learn at Harrow Hong Kong free from any kind of bullying. Additionally everyone has a responsibility to respect and value the contribution of others in the School community, and not to ignore a situation in which another person is being bullied.

Therefore, our School has adopted this policy for preventing and responding to harassment and bullying at the School and on School trips, School sponsored events, and when pupils are travelling to and from the School. This policy also covers bullying or harassment, including cyber-bullying, that is initiated outside the School and in the holidays if the bullying or harassment adversely affects anyone in our School community.

Bullying of any person within our School community will not be tolerated. This policy applies to all pupils, teachers, members of staff and any other adult present on the School grounds, whether working as contractors or parent volunteers.

#### ***What is bullying and harassment?***

**Bullying** occurs when an individual or group of people repeatedly/intentionally try to hurt, humiliate or get power over another individual in any of the following ways.

- **Physical bullying** is when an individual uses physical force to hurt another person e.g. by hitting, pushing, shoving, kicking, taking a person's belongings or stealing their money. This includes 'play fighting' and using physical force to get others to do something against their will.
- **Verbal bullying** is when an individual uses words, images or gestures to intimidate or humiliate another person e.g. by taunting, name-calling, teasing, put-downs, insults, threats or blackmail.
- **Relational bullying** is when an individual excludes or isolates another person e.g. through leaving them out, manipulating others against them, or spreading gossip or rumours.
- **Cyber-bullying** is when an individual uses their mobile, texts, e-mails, instant messaging, chats, social media or any other electronic device to bully another person.

**Bullying is different from conflict.** Conflict is an inevitable part of life and occurs when an individual perceives another person as getting in the way of what they want or value. Conflict becomes bullying when an individual engages in systematic harassment or bullying to gain power over another. If individuals are in conflict with each other, but are not bullying, our School is committed to helping them to talk the matter causing the conflict through.

**Bullying may, at times, amount to harassment.** It is harassment to target people online or face-to-face because of their nationality, race, religion, gender, sexual orientation, or disability. It is **sexual harassment** when someone is the target of unwelcome sexual advances, unwanted requests for sexual favours, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting. See the Sexual Harassment Policy (below) for more information.

Our School does not tolerate bullying or harassment for any reason. It is a serious breach of the School rules if someone takes revenge or asks someone to threaten or hurt anyone that has reported bullying or harassment.

#### ***How pupils show their leadership in stopping bullying***

Bullying and harassment cause pain and distress to pupils and are never justified or excusable as “just teasing” or “just playing.” When a pupil stands by doing nothing, or laughs or posts comments online when others bully, they are participating in bullying.

The pupils at Harrow Hong Kong agree to keep our School bully-free and sign the promise, agreeing to:

- Value pupil differences and treat others with respect both online and face-to-face.
- Ask bullying pupils to stop when they or others around them are the targets of bullying.
- Walk away and seek help from any trusted pupil or adult, if they cannot safely stop the bullying.
- Never take revenge or ask someone to hurt anyone else that has reported bullying.

#### ***Members of staff, Teacher and Parent Response to Student Harassment and Bullying***

Our School follows the No Bully System for preventing and responding to bullying and harassment.

##### **Level 1 – Prevent & Interrupt**

- All teachers, members of staff, pupils, external providers and parent volunteers support a school-wide system for preventing and stopping harassment and bullying.
- If any teacher or member of staff witnesses an act of disrespect or bullying type behaviour, he or she should take immediate steps to intervene using the agreed age-appropriate intervention language. This member of staff should then ask the target if such behaviour has happened more than once and, if so, follow it up by e-mailing or calling their House Master/Mistress (Upper School) or Class Teacher (Lower School).

- Parent volunteers and external providers who perceive pupil bullying should notify their immediate supervisor of their concerns.
- If a parent or guardian knows or suspects that their child is being harassed or bullied, he or she should encourage the pupil to ask the bullying to stop or to seek help from any trusted pupil or adult at School. It is important for the parent to ask the child if bullying type behaviour has happened more than once and if so e-mailing or calling their House Master or House Mistress (Upper School) or Class Teacher (Lower School). The School can only help if parents trust it with the problem and provide the relevant information.

### **Level 2 – Check in with target and notify House Master or House Mistress or Class Teacher**

- All teachers and members of staff watch out for pupils who appear to be isolated from other pupils, who are put down by others behind their back, or who show signs of being bullied.
- If any member of staff knows or suspects that a pupil is the target of on-going bullying or harassment (i.e. it has happened more than once and is likely to continue), he or she should check in separately with the target as soon as reasonably possible.
- If it appears to be on-going bullying or harassment, the members of staff should inform the relevant House Master or House Mistress (Upper School) or Class Teacher (Lower School) that same day via e-mail or provide a written account.

### **Level 3 – Solution Team and progressive discipline**

- The House Master or House Mistress (Upper School) or Class Teacher (Lower School) will investigate the situation and consult with relevant members of staff in order to resolve the situation. If it appears to be bullying, he or she will notify the Pastoral Support Team and telephone the parents of the target and the bullying pupil.
- If progressive disciplinary sanctions are required, the Deputy Head will meet with the bullying pupil, and involve their parents and teachers when determining consequences.
- In all reports of bullying, the Pastoral Support Team will document details of the incident and how it was resolved in Register of Bullying Type Behaviour.

### **Level 4 – Implement an Empathy-Building Action Plan**

- If a pattern of harassment or prejudice is apparent across a significant proportion of a class or year group in a House, school members of staff implement a plan to teach respect for differences and create a supportive peer culture.

**Appeal process.** If the School's intervention does not resolve the bullying, the pupil or their parent/guardian should inform the Pastoral Support Committee. If the pupil or parent/guardian disagrees with how the Pastoral Support Committee responded, he or she may appeal to the Head Master.

### ***Timeline for Complaints***

<b>Week One</b>
<ul style="list-style-type: none"><li>• The House Master or House Mistress (Upper School) or Class Teacher (Lower School) is notified of on-going bullying or harassment. If it is bullying, he or she notifies the Pastoral Support Committee.</li><li>• When appropriate, the target is referred to the Deputy Head who engages the progressive discipline process with the bullying pupil.</li><li>• Parents of the target and the bullying pupils are informed.</li></ul>
<b>Week Two</b>
<ul style="list-style-type: none"><li>• Further progressive discipline or consequences issued when necessary.</li></ul>
<b>Week Three</b>
<ul style="list-style-type: none"><li>• The Pastoral Support Committee and parents are notified of the outcome.</li></ul>

NB: If the incident is a conflict, rather than bullying, the same recording, language and process should still be followed.



## **Appendix 4**

### **SEXUAL HARASSMENT POLICY**

**The School's social vision: "A caring, respectful community in which everyone thrives"**

Sexual harassment is unwanted and unwelcomed behaviour from pupils or members of staff that is sexual and causes problems for any individual at the School. The unwelcomed behaviour may be verbal, visual, or physical. Sexual harassment is against the law and should not be ignored. Some examples are:

- Comments, notes or invitations of a sexual nature
- Derogatory comments or jokes that are sexual
- Touching or gestures that are sexual
- Invading someone's space or cornering them in a sexual way
- Pulling clothing or grabbing that is sexual
- The use of social media in a sexual way

Other behaviours include:

- Showing sexual interest in someone when the interest is not wanted
- Any expression of sexual interest between adults and pupils

#### ***What should you do if you think you have been sexually harassed?***

Don't ignore the behaviour. You should report what has happened to your House Master or House Mistress, Class Teacher or any adult members of staff with whom you feel comfortable talking. Members of staff should report to the Deputy Head or another member of the Senior Leadership Team. If it is helpful, you can bring someone to help you make your report.

A parent or friend who is concerned that a pupil is being sexually harassed should take this information directly to their House Master or House Mistress, Class Teacher or other responsible adult.

It is the responsibility of the person to whom the information is reported to pass this information to the Deputy Head or Principal Deputy Head (Pastoral and Wellbeing) within 24 hours. There will be an investigation and a decision will be made based upon the facts of the case. The investigation is confidential, and you will not be asked during the investigation to face the person who you believe is harassing you.

Students or members of staff will not be penalised for reporting sexual harassment or discrimination. The School adheres to a strict policy against any form of retaliation and will do its best to protect you.

#### ***What will happen to a person who is guilty of sexual harassment?***

- Students who have been found guilty of sexual harassment will be subject to disciplinary action up to and including expulsion.
- Members of staff who have been found guilty of sexual harassment will be subject to disciplinary action, up to and including dismissal.

- Corrective action for pupils and members of staff may include oral and written apologies, training, reflective writing and counselling.
- In some cases the matter may be referred to the Social Welfare Department or to the Police.

## Appendix 5

### INTERVENTION LANGUAGE

#### Dealing with incidents

When a pupil acts in a way which is counter to the School's social vision statement, action should be taken. In order that action is consistent, educational and restorative, the following approach should be adopted in all cases. All members of staff should feel empowered, and indeed have a responsibility to act as 'first responders' before escalating any behavioural concerns:

<b>The pupil should be asked the following questions:</b>
<ol style="list-style-type: none"><li>1. What is happening / What happened?</li><li>2. Who has been affected?</li><li>3. What needs to happen now?</li></ol>
<b>A fourth question may be required in order for the pupil to take the right steps to restore the situation:</b>
<ol style="list-style-type: none"><li>4. How are you going to make this happen?</li></ol>

This framework can be applied to any situation, although the response may differ depending on the context and severity of the situation, the intent and the potential or actual harm caused.

**Updated: March 2025**

**Next Update: March 2026**

**Owner: Deputy Head of Lower School (Pastoral, Co-Curricular and Organisation)**