Upper School Behaviour Policy

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

1.2 The School expects students 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 by pupils, as well as promotion of the Harrow values of *courage, honour, humility and fellowship*. 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).

1.3 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.

1.4 This policy is supplemented by other key school policies, including (but not limited to):

- Child Protection and Safeguarding Policy
- Prevention of Bullying Policy

- Child-on-Child Abuse Policy
- Digital Safeguarding Policy
- PSHE Policy
- RSE Policy
- Exclusion Policy
- Searches, Screening and Confiscation Procedures

2. Promoting Responsible Behaviour

2.1 We encourage responsible behaviour by:

- Recognising and appreciating pupils' achievements in academic and co-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, Child-on-Child abuse, illegal drugs, alcohol, smoking and academic dishonesty.
- Providing a PSHE programme which encourages students to come to greater self-knowledge and understanding, to develop emotional and spiritual wellbeing and to express their emotions in a safe, secure manner.

3. Recognising achievement

3.1 Fundamental to promoting such positive behaviour is the way in which the School recognises and appreciates the efforts and achievements of students. Teachers offer verbal and written praise for good academic work, positive behaviour and leadership and are encouraged to make good use of the rewards system. Each term, students in each year group who gain large numbers of Send Ups and Merits are celebrated. At the end of the academic year, prizes are presented on Speech Day for high levels of academic attainment and/or endeavour over the course of the year. Achievement in extra-curricular activities can be rewarded through Colours for activities in which students represent the School. House Masters/House Mistresses regularly praise student achievements in all areas of School and House life in Call-over and in their regular newsletters to parents. Student achievements are also announced in assembly each Monday and in publications such as the Head's letters and on social media.

3.2. As students progress through the School, there are many opportunities for them to show their ability to take on positions of responsibility in their Houses and in school activities when they are older. Key to this is the degree to which older students are perceived as good role models for younger students and take a pastoral

interest in the wellbeing of other students. The most outstanding students in terms of leadership potential become School Prefects or Ambassadors in Year 13 and follow a dedicated training programme. There is a competitive formal selection process for Heads of School, School Prefect and Ambassador positions; HMs and SLT decide on the appointment of their Head of House and House Reps. Prefects and Ambassadors are able to give out low-level rewards and sanctions (Merits and Spots) following training from SLT.

4. Dealing with incidents

4.1 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, including where these occur online. All members of staff should feel empowered, and indeed have a responsibility to act as 'first responders' before escalating any behavioural concerns:

The pupil should be asked the following questions:

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

4.2 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 (Upper 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.

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

4.4 In the first three weeks of term, as new Year 6 students in the Prep School settle down (and when new pupils join at non-standard times) teachers should be mindful of the fact they are new. Using the What, Who, What, How? framework consistently will help them understand the expectations, and HMs should be kept informed of anyone consistently needing attention.

4.5 Support for pupils who have been harmed as a result of poor behaviour, and often those who have been the perpetrators, is a critical part of the School's pastoral care, and should always be considered alongside an appropriate disciplinary response. The School Psychologist and Counselling Team as well as HMs and tutors can assume this role, as determined on a case-by-case basis.

4.6 During the investigation of an incident, it is important that staff retain a neutral stance and all decisions about sanctions will be made after taking into account as much evidence as possible (this may take the form,

for example, of interviews with pupils, written statements, CCTV, screenshots from devices.)

4.7 During an investigation, it is important that pupils have an advocate. This is normally their tutor or HM. Depending on the severity of the incident, this advocacy role might be fulfilled by a senior pupil, parent/guardian or counsellor. It is not appropriate at any stage for this to be a legal representative.

5. Upper School Behaviour Categories

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?). This may be considered a **'Warning'**

Category 1 (Low Level)	Action
Failing to care for the community *eg:* - Jumping, running or silly behaviour causing danger or disruption - Chewing gum - Inappropriate physical contact with another child (i.e. jumping on backs; pushing past)	**Immediate verbal intervention by first responder using restorative (What, Who, What, How?) framework** ↓ **Recorded on MiS as Spot** ↓
Failing to strive to thrive *eg:* - Refusing to do work/doing the extreme minimum - Not following instructions - Having a mobile phone in class	**MiS Alert informs Tutor and HM; any relevant further action is agreed (eg. no action, report card, letter of apology, restorative meeting, community service etc)**
Failing to treat the community with respect *eg:* - Low level disruption - Calling out in class - Distracting others from their learning - Consistently Incorrect uniform (i.e. no tie, no PE kit, no swimming kit) - Defacing school books or property with scribbles/drawings	**After 5 spots in a week, 10 in a term and multiples of 10 thereafter, an HM/tutor should inform the pupil and parents**

Category 2 (Medium Level)	Action
Repeated Category 1 behaviour and/or: **Failing to care for the community** *eg:* • Racist, religious, homophobic, sexist language • Intentional physical violence to others i.e. hitting, punching, kicking, biting • Disrespectful/threatening/ humiliating behaviour towards or about others **Failing to strive to thrive** *eg:* • Absence from lesson or school commitment without permission/truancy • Continued non-compliance i.e. reading at home, Prep, uniform expectations including PE/swimming kit **Failing to treat the community with respect** *eg:* • Swearing, Spitting, Displays of affection • Arguing/deliberate and intentional talking back to an adult or refusal to comply	**Immediate verbal intervention by first responder using restorative (What, Who, What, How?) framework** ↓ **Designated Reflection Time (Break), supervised by teacher** ↓ **Recorded on MiS as Demerit by teacher** ↓ **HM and Tutor informed and any agreed further actions followed up (report card, letter of apology, restorative meeting, community service etc)** ↓
	Parents informed by tutor/HM ----------------- *In more serious or repeated cases* **Designated Reflection Time (Lunch), supervised by middle leaders or delegated staff member** ↓ **Parents and SLT informed by HM Consider parental meeting**

Category 3 (High Level)	Action
Repeated Category 1 or 2 behaviour, and/or: **Failing to care for the community** *eg:* • Intentionally setting off alarms e.g. fire alarm • Intentional severe violence (or threats thereof) • Intentional and severe disrespect of adults/children including swearing • Intentional racist, homophobic, sexist comments/ racial insults (online or in person) **Failing to strive to thrive** *eg:* • Inappropriate use of social media • Academic dishonesty (plagiarism, cheating) • Ongoing poor academic effort • Repeated truancy **Failing to treat the community with respect** *eg:* • Intentional and severe disrespect or damage to school property • Stealing (at the discretion of SLT as to internal/fixed term exclusion depending on severity) • Bringing the School into disrepute	**Immediate verbal intervention by first responder using restorative (What, Who, What, How?) framework** ↓ **HM/HOD and tutor informed** ↓ **SLT intervention:** **After-school or Saturday Designated Reflection or Community Time** **Internal Exclusion / Fixed Term Exclusion** **First official written warning** **Parents informed and invited in for formal meeting** **Recorded on MiS**
Category 4 (Severe Level)	Action
Repeated Category 3 behaviour, and/or: **Failing to care for the community** *eg:* • Racial/sexual/homophobic harassment • Bullying (including online bullying) • Extreme acts of violence **Failing to strive to thrive** *eg:* • Sexual behaviour • Drug abuse or possession of any illicit substances or materials • Smoking or Vaping	**Fixed Term Exclusion and Second / Final written warning** **Expulsion by Head of School following full investigation (see Exclusion Policy)**

• 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.* *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.*	

5.1 In all cases the spirit of the behaviour management policy is that a student should not receive a sanction without being first engaged in a dialogue about the behaviour and its consequences.

5.2 It is also important to remember the cultural and learning context of each student. For many students '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 student disrespectfully 'smirking'.

5.3 Remember too that many of our students 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.

5.4 Equally, some pupils may have specific learning needs (SEND) which should be taken into account when addressing a behavioural concern. "Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND". **(Behaviour in Schools: Advice for Headteachers and School Staff, UK Government 2024)**

5.5 At all stages, communication between teachers and the pupil's tutor and HM is important to ensure the process is supportive and restorative. Tutors, HMs or a member of SLT as appropriate should contact parents if an investigation is to take place which could lead to any form of suspension , withdrawal or explusion. The school needs to be proactive in this respect and communicate at all stages with parents and invite them to discuss should they wish to do so.

6. Definitions

6.1 First Responder / 'Own your space'

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 principle of 'owning your own space' should be applied. The member of staff should add a sanction to the MiS if appropriate.

6.2 Designated Reflection or Community Time

6.2.1 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, 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 or a designated prefect. The pupil's HM should keep a copy of the work done on file and the member of staff should record the incident on the School system.

6.2.2 A lunchtime DRT follows the same principles as a breaktime DRT. These should be given after discussion with the relevant HOD or HM. The HOD or HM should log the incident on the School MiS system and inform SLT and the pupil's parents. It may be that a meeting between the HM and the pupil's parents is appropriate at this stage. The lunchtime DRT is supervised by a HOD or HM on rotation and reflective written work is returned to the HOD/HM who set the detention for logging on the School MIS. Central Records are kept by the Principal Deputy Head (Pastoral and Wellbeing).

6.3 After-School DRT/DCT

After-School DRT follows the same principles as a break, or lunchtime DRT, and is supervised by a member of SLT, after discussion with the relevant HOD or HM, between 4.30 and 5.30pm. The HM should log the incident on the School System as a Detention/DRT. The HM should inform the parents of the detention/DRT so they can make arrangements for travel if required. The SLT member supervising should write to parents following the detention. This is a first official warning. A meeting between the SLT member and the parents and pupil may be appropriate at this stage.

It may be that a similar period of active service to the community is applied in place of reflection, especially where the act restores the situation (ie: cleaning up after vandalism). Staff must make sure any community activity is proportionate, reasonable, of genuine use to the community and with an educational benefit to the pupil. This should only be applied by a member of SLT.

6.4 Friday or Saturday DRT/DCT

In more serious, or repeated cases, the School may require a pupil to stay after school on a Friday between 4.30 - 5.30pm, or in extreme cases to come to school and be supervised by the Head on a Saturday morning between 8.00 -10.30am. A written first or second warning will be sent by the relevant member of SLT to the pupil's parents/guardian and logged on the school system. It is likely that a meeting with parents will take place.

6.5 Exclusions (External and Internal)

6.5.1 A fixed term exclusion means being sent home for a specified period of time (usually 48 hours). Students are not often given fixed period exclusions at Harrow International, but the principles of education and restoration remain the same. This indicates that the student'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 student 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.

6.5.2 On occasion, an internal exclusion may be given. This means that the students will be withdrawn from lessons and will work in a room specified by the Principal Deputy Head (Pastoral and Wellbeing). A student who has been given an internal exclusion may not socialize with his or her friends or take part in extracurricular activities. An internal exclusion will be given when the School deems the context to be more appropriate than an external exclusion.

6.5.3 Where appropriate, a boarding pupil might undergo a period of exclusion from boarding as part of the disciplinary process (this will not affect the boarding fees).

6.5.4 A student 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.

7. Expulsion
Please refer to the Expulsion and Required Removal Policy

8. Roles and Responsibilities

8.1 Whilst discipline and behaviour in the School is ultimately the responsibility of the Head, in the Upper School, the Principal Deputy Head (Pastoral and Wellbeing) assumes overall day-to-day responsibility, supported by the Deputy Head (Pastoral and Wellbeing). Nonetheless, the fundamental principle is that promoting and maintaining a culture of good behaviour is the responsibility of all members of the community.

8.2 The Board of Governors ensure that the School's procedures are robust and behaviour is reported on at each Board meeting.

9. Boarding

9.1 For boarders, the School is home and so it is important that the environment is safe and comfortable. As such, the school rules and behaviour system still apply. In fact, boarding offers the opportunity for the School's values and social vision to be promoted in an even more profound way.

9.2 During boarding time and in the pursuit of developing a positive boarding culture, it may be suitable for there to be 'in-house' rewards and sanctions. These should be proportionate and in line with the philosophy outlined above.

9.3 Pupils who behave in a way which threatens the safety and security of the boarding environment may find themselves excluded from boarding temporarily or permanently.

10. References

a. United Nations Convention on the Rights of the Child (Articles 12 and 29)
b. Centre for Peaceful Solutions https://www.centreforpeacefulsolutions.org/
c. When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour: Paul Dix (2017), Independent Thinking Press
d. Guidance for Behaviour in Schools (Feb 2024), UK Government (DfE)

Owner: Principal Deputy Head, Pastoral and Wellbeing
Reviewed: February 2025
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Appendix A - A structure for restorative conversations

WHAT?	**What is happening / What happened?**
WHO?	**Who has been affected?**
WHAT?	**What needs to happen now?**
HOW?	**How are you going to make this happen? What help might you need?**

Appendix B

Template for Reflective Written work

This work should be carefully considered, reflecting on the incident which occurred, the choices you made and the actions you took.

Remember, you are responsible for your own actions and you always have a choice. Learning from the consequences of our choices is fundamental to developing character.

Write neatly, by hand, put your name and the date at the top and sign it at the bottom. You may use more than one piece of paper and you should use the full time allotted. A guideline length for this would be 500 words.

Questions

Reflecting on the incident and what has happened since, answer the following questions:

A.   What were the reasons for your choices?

B.   Who might have been affected or harmed by your choices and actions, and in what ways?

C.   In what way(s) did your choices and actions go against the School's social vision of being
  'A caring respectful community in which everyone thrives'**?**

D.   How do you intend to use this episode as a spur to make better choices in future, in line with your own and the School's values (include specific examples of how your actions can show the values of Courage, Humility, Honour and Fellowship within and outside lessons)

E.   Is there anything else you feel should be added? This might include a letter of apology to one or more of the people affected, a proposed contract of behaviour, or further reflection.

Received by: Set by:

House: Title:

Date: Date: