

HBJ BEHAVIOUR, REWARDS AND SANCTIONS POLICY

APPLIES TO:	All Students
LAST UPDATED:	August 2024
REVISIONS:	ZSA April 2025

1. Aims

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

- Safeguarding Policy
- Prevention of Bullying Policy
- Child on Child Abuse Protocols 2024/25
- Safe Touch Protocols 2024/25
- Restraint & Reasonable Force Policy
- PSHE Policy
- Regulations on Rewards and Disciplinary Actions for Primary and Secondary School Students in Beijing
- Drugs, Alcohol & Smoking (Students) Policy
- Student Access to technology (BYOD) Policy
- Digital Literacy E Safety IT Access Policy
- Special Educational Needs and Disability Policy

1.2 This policy is designed to support how all members of the school community can work together to create an environment where everyone feels happy, safe and secure to reach their academic potential. This policy covers all of Harrow Beijing (HBJ) school life and the school day including trips, activities, visits and sports. There is an expectation that all students' behaviour is focused on meeting the Harrow Values.

2. HBJ Values

2.1 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 promotion of the Harrow values of courage, honour, humility and fellowship.

3. Ethos

3.1 Harrow Beijing seeks to create a caring learning environment in the school by:

- Encouraging a positive relationship with parents to develop a shared approach to involve them in the implementation of the school's policies and associated procedures
- Encouraging consistency of response to both positive and negative behaviour
- Ensuring the fairness of treatment for all including those with protected characteristics
- Promoting early intervention
- Promoting good behaviour and respectful discipline
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Providing a safe environment free from disruption, violence, bullying and any form of intimidation, discrimination or harassment.
- Ensuring children with Special Educational Needs (SEND) have the support they need to thrive.

3.2 The ethos behind this policy has three key features. First, to establish a routine for the rewarding and sanctioning of pupils at Harrow Beijing, including ongoing monitoring. Second, to provide students and staff with clear criteria of expectations so that rewards and sanctions may be awarded consistently. Thirdly, to implement a restorative approach when dealing with inappropriate or unacceptable behaviours. Clarity and consistency of expectations, both inside and outside of the classroom, are vital to the integrity and success of this policy and its impact upon our shared learning environment. Any out-of-class behaviour that falls below expectations should be corrected by staff and include a restorative conversation with the student(s) using the restorative prompts. Staff should be particularly mindful that it is very important to pay close attention to any exceptional circumstances such as: special educational needs, race relations, disability and any other

equality considerations. Staff should be mindful to check whether poor behaviour is a symptom of an unmet need and address this first.

3.3 Harrow Beijing actively seeks to engage with students, parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. Harrow Beijing works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on Harrow Beijing's core values, code of conduct and principles of restorative practice. A member of Harrow Beijing is always expected to be a credit to and an excellent ambassador for the school, including when travelling to and from school, on school buses and on trips or expeditions. Harrow School Beijing expects all students to abide by the school rules and always show exemplary behaviour.

3.4 There are six areas of school life that are monitored closely by members of the school. These are:

- Classrooms & Learning Spaces (Including specialists and LSAs)
- Playgrounds and School Field/Astro
- Movement Around School
- Assembly
- Dining Hall/ EY Lunch Hall
- School Bus

The next sections detail how the aims and ethos are implemented within the Lower School and Upper School environments, providing more specific detail where required.

Lower School

4.1 The Lower School's behaviour expectations in these six areas of school life are set out in Appendix 1.

4.2 Guidelines for all Lower School Teachers on Behaviour

At Harrow School Beijing, Lower School Teachers and Support Teachers spend large amounts of contact time in helping with the personal development of students and have an important role in the continual promotion of good behaviour in the classroom, in extracurricular activities and when exercising a duty of care to students on and off the school site.

- The first instinct should be to highlight and praise achievements, rather than look for deficiencies in performance.
- Class/Specialist and Support Teachers can offer verbal praise during or at the end of a period or written praise as part of the marking process: they are also encouraged to make effective use of rewards.
- While differentiation in the classroom is important as a means of ensuring that all students feel a sense of achievement in their work, the emphasis should be on the regular measurement of success.
- Class/Specialist and Support Teachers taking extra-curricular activities of all types and at all levels should try to achieve high standards of performance as much as possible through positive encouragement while taking care to balance this desire for achievement with the need to promote good behaviour. In sport, students must be aware that high standards of conduct are expected on and off the field.
- Class, Specialist and Support Teachers should use positive behaviour management strategies fairly and consistently. Year group Leaders, alongside the LS senior leadership team are responsible for monitoring standards of behaviour management across year groups.
- Class/Specialist and Support Teachers should have high expectations of students' behaviour and work in all areas of School life.
- Class/Specialist and Support Teachers should rigorously enforce and remind students about the school's high expectations whenever appropriate.
- We will give regular reminders about important school rules and aspects of behaviour in Assembly time.

All Lower School staff members are expected to challenge and support any student who falls below these expectations.

5. KINDERGARTEN

5.1 Promoting Responsible Behaviour for KINDERGARTEN

All children learn and grow in their understanding of socially and academically appropriate and desirable behaviour. In the kindergarten, the teachers continually work with social behaviour by endeavouring to be role models worthy of imitation. The variety, sequencing and environments of their daily activities build a rhythm into the school day that provides a consistent approach of what to expect, which further contributes to our intention to support the development positive academic and social behaviour. As children work and play, the teachers:

- Encourage respect and care of self, others, and the environment
- Encourage the learning of self-control
- Encourage children to communicate their feelings using words
- Encourage the development of positive group and individual learning behaviours

5.2 Challenging Behaviour

Most children experience social difficulties at some time in their development. There are many ways that the teachers help children to better integrate into the kindergarten group.

They might:

- Notice and praise positive behaviour and actively ignore low-level inappropriate behaviour.
- Recognise positive behaviour by awarding House Points or referring to the HLL Disciplines or Harrow Values.
- Gain the child's attention with a look, gesture or word to make them aware of our observations.
- Redirect the child to a new focus or activity.
- Remove the child from the situation and engage them with an adult-led task. This stops inappropriate behaviour, refocuses the child's attention, and enables them to calm down. When appropriate, the child returns to the group.
- Initiate the withdrawal of privileges meaningful to the student, only when other positive behaviour supports are receding in effectiveness.

The above strategies need to be consistent and practised over days or weeks and are more effective with parental consent and co-operation. If the behaviour of a child requires more attention than what can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive kindergarten and Year 1 experience for the child, their classmates, and the group as a whole.

Approaches for consideration when the behaviour of a child is consistently disruptive and/or there is a cause for general concern:

- Parent notification and consultation on a regular basis.
- Teacher/Support teacher/Nanny review of situation and strategies on a regular basis (daily and/or weekly).
- Discussion with parents, teachers and child where appropriate.
- Gain advice from other colleagues in EY and Learning Support teams
- Implementation of an action plan/behaviour support plan to target a particular problem or concern (Supported by EY SLT and Learning Support).

5.3 Behaviour Guidelines for Lower School

In classrooms there can be incidents of negative behaviour. Teachers recognise that negative behaviour often represents a way of communicating an unmet need. Unmet needs fall into one of two categories, as either something the student wants, or something the student wishes to avoid. Teachers will choose an appropriate time to draw on their relationships with students to identify the unmet need and thereby reduce the negative behaviour. Teachers should adapt their classroom environment and teaching strategies to meet the needs of their learners.

However, during teaching time it is important that the flow of teaching is not interrupted, and a variety of classroom strategies can be used to address low-level instances of negative behaviour until the unmet need is identified and resolved.

Examples of those strategies, and indicators of low- level, medium- level and high-level behaviours can be found here: LS Pastoral Guidelines.doc (Appendix 1)

5.4 Promoting Responsible Behaviour for Lower School

We encourage responsible and respectful behaviour by:

- Recognising and appreciating students’ achievements in academic and extra-curricular spheres of school life in many ways and providing widespread opportunities for students to take responsibility within the school and/or their class.
- Supporting students’ pastoral development by allowing opportunities for discussion and learning in a safe and secure environment.
- Ensuring any Special Educational Needs are met through Quality First Teaching and the support of the SEND Department where needed.
- Giving the Class Teacher responsibility for pastoral care and for communicating this to other members of staff who come into contact with students.
- Having a clear set of Class/School expectations with regular reminders about them.
- Having a fair and consistent system of rewards and positive behaviour management techniques that considers both the needs of the individual and the school community as a whole.
- Having clear policies and codes of conduct designed to raise awareness and to promote responsible behaviour, especially in the important areas of e-safety and antibullying.

Lower School Formal Rewards

House Points

Any class/ specialist/ support teacher can reward students in LS for good effort and behaviour with House Points. When rewarding a House Point, the Class/Specialist/Support Teacher should verbally indicate which of the Harrow Values the student has displayed.

Please note the following:

- A ‘Full House Point Card’ (10 House Points) is recorded on iSAMs.
- Totals for each House are counted every week with recognition given to the winning House during assembly.
- At the end of the Year, the House with the most House Points will be rewarded with the House Trophy.

Leader of the Week

Students who display exemplary behaviour throughout the week at school should be rewarded with the ‘Leader of the Week’ during the Year Group Assembly. Every student should have the opportunity to be Leader of the Week during the Academic Year.

House points and Commendations

Students may be rewarded with House points and Commendations for academic success which are recorded on iSAMs. Any Class/specialist Teacher can reward a student with House points. House Point certificates are given to students achieving the following amounts:

- **50 House points – Bronze certificate**
- **150 House points – Silver certificate**
- **300 House points – Gold certificate**

Commendations are referred to the Head of Department for approval for a piece of work that is generally above the level expected of that student.

Send -Up

Heads of Department may decide that work is worthy of a ‘Send-up.’ They will share the work with the Head of LS who will then decide if a ‘Send up’ is appropriate.’ If it is appropriate, then the work will be shared with the head of School and Marketing who will arrange a time to look at the work. Parents will be invited to an assembly in which the work will be presented to the school.

All formal recognition of achievements should be acknowledged and celebrated on occasions such as assemblies and on Speech Day.

Informal Rewards

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. This is particularly important for the kindergarten and Year 1 students. However, food and drink are not acceptable rewards.

5.5 Restorative Approach in Lower School

We believe that by using a restorative approach we are giving students the skills to independently make better and more informed choices in the future. Restorative approaches encourage students to think about how their behaviour affects others. It helps students to develop respect, responsibility and truth-telling, so they understand their obligations to the community. If a student in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a student has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again. This allows ALL parties to have their say AND be listened to. At Harrow Beijing, we will encourage all our community members to take the time to build positive relationships and invest the time in the students to make better choices in life and learn from mistakes. That each problem, issue or incident can be seen as an opportunity to learn from and grow. In applying a restorative approach by all members of the school community, we are aiming to build better relationships with young people, have a greater engagement in learning and a greater development of important social and emotional competence in learners.

5.6 Restorative Language in Lower School

When our students find themselves in conflict or are upset, we will ask them:

- What happened?
- What were you thinking/ feeling at the time?
- Who has been affected?
- What needs to happen to put it right?
- What would you do differently next time?

5.7 Consequences of poor behaviour

The school has a constant desire to maintain a fair disciplinary structure and, therefore, an environment in which every student can enjoy all aspects of School life. Fundamental to the School's disciplinary procedures is the right of any student to complain without prejudice if he/she feels they have been treated unfairly.

Whilst the emphasis should be placed on recognising and praising achievement and positive behaviour, there may be times when there are consequences to negative behaviour.

The school will not tolerate behaviour that disrupts Learning and Teaching, affecting other students and/or the reputation or fabric of the school. Students should expect that negative behaviour has negative consequences for breaking School rules in a significant way or if poor behaviour becomes repetitive in the classroom or around the school. The consequences should be decided in answer to the question 'What needs to happen to put it right' during a restorative conference. Consequences should be proportional, fair and timely. Examples of those strategies, and indicators of low- level, medium- level and high-level behaviours can be found here: LS Pastoral Guidelines.doc (Appendix 1)

Student Referrals – Pastoral Support Committee

If a student displays a pattern of behaviour including low-level daily disruption a Class/Specialist Teacher complete a Pastoral and Academic Concern (PAC) Form. This referral will be reviewed by the Pastoral Support Committee at the next available meeting time which the referrer may be asked to attend.

More Serious Incidents

If a student's behaviour is of a more serious nature, it should be referred directly to the Head of Pre-Prep, Deputy Head or Head of Lower School immediately. Examples of when this should happen can be seen in the LS Pastoral Guidelines (Appendix 1). Students who misbehave on School buses when travelling to and from School may be banned from using the service for a period of time. Please refer to the Student Bus Code of Conduct.

Major Incidents

If a situation arises with student behaviour that is a major incident, then this should be directly referred to the LS Senior Leadership Team as soon as possible. Serious offences are investigated in conjunction with the Head of Lower School and discussed with the Head.

6. UPPER SCHOOL

6.1 Recognising Achievement in the Upper School

All staff should be promoting and rewarding positive behaviour in lessons and around the school. Positive behaviours should be modelled at every opportunity. Some of the ways we do this are:

Academic Achievement & Progress

- Achievement assemblies
- Send Ups for outstanding academic work
- House Points for academic achievement (work, homework and effort)
- Pastoral Commendations (if including academic effort)

Behaviour & Personal Growth

- Carpe Diem Award
- Verbal praise

Leadership & Character Development

- House Points for Harrow Core Values
- House Activities
- Library Subway
- Sport

Positive Reinforcement & Communication Home

- Letters of praise and postcards home
- Verbal praise

Peer Recognition & Community Building

- Providing opportunities for peers to praise each other through peer assessment

House System & Collective Rewards

- House Point certificate

Ensuring Special Educational Needs are met

- Quality First Teaching and the support of the SEND Department where needed.

7. Recording and Recognition of Rewards in the Upper School

7.1 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. All rewards and sanctions will be recorded by the appropriate member of staff onto the school iSAMs system. Rewards and sanctions are noted and shared with the student as well as the Tutor and HOY. Parents are informed of rewards. In this way, all the necessary staff will be able to view and monitor a student's progress throughout their time at Harrow Beijing.

7.2 House Points can be given during lessons, LSAs or activities, at break or lunchtime. House Points can be awarded by any member of staff for:

- Library Subway
- Academic Work
- Sport
- House Activities
- Good Behaviour during breaktime and lunchtime
- Harrow Values
- LSAs

All house points are recorded on iSAMs. In this way, all the necessary staff will be able to view and monitor a student's progress throughout their time at Harrow Beijing at the end of every term.

PREP PHASE (years 6-8)

- 80 HP – Bronze certificate
- 100 HP – Silver certificate
- 150 HP – Gold certificate

SENIOR PHASE (years 9-11) and **SIXTH FORM** (Years 12 &13)

- 60 HP – Bronze certificate
- 80 HP – Silver certificate
- 100 HP – Gold certificate

Pastoral Commendation

A Well-Being Commendation is given for an exceptional piece of work during our well-being programme, exceptional performance or contribution within the House, or outstanding demonstration of a Leadership Attribute. It must pass for approval from the teacher / Tutor to HOY, who will consult with Head of Phase before it is approved on iSAMs.

Send Up

The Head Teacher awards a Send-Up for an outstanding piece of academic work. It must pass for approval from the teacher to the Head of Department to the Director of Studies, who will then recommend it to the Head Teacher should it be deemed to have met the criteria.

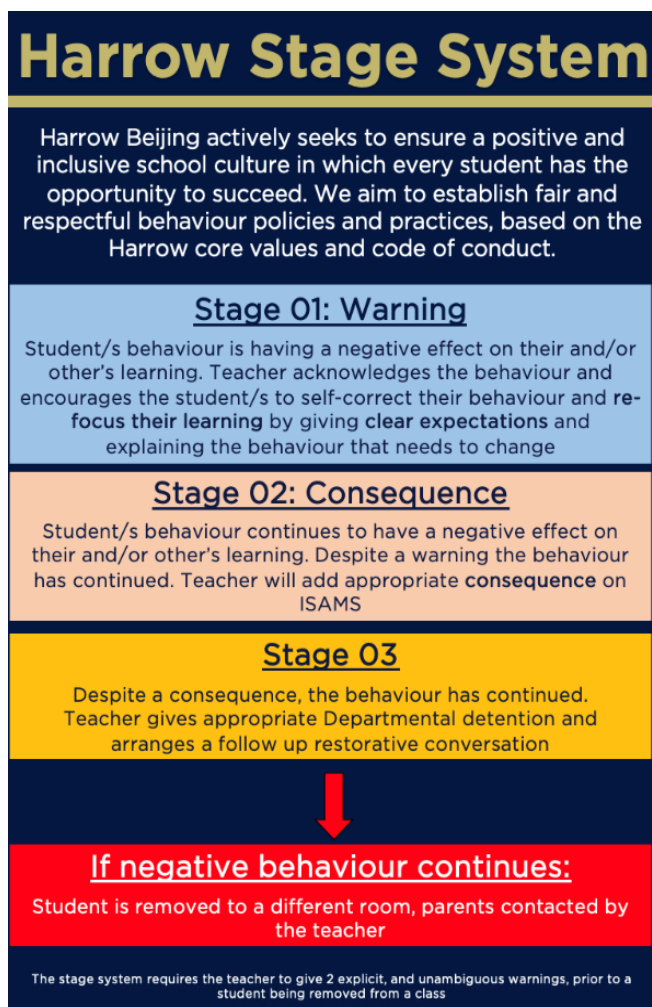
Speech Day Prize

A student may be awarded a prize for academic excellence in a subject. Prizes are also awarded for sport, LAMDA, contribution to the life of House, Head of Year, and contribution to the library.

8. Recording and Recognition of Behaviour in the Upper School

8.1 All behavioural procedures are underpinned by restorative practices: a principle that informs every communication in school.

The Harrow Stage System 2024-25



All students and staff will be aware of the stage system that is adopted in school to warn students of the impact of their behaviour. The stage system requires the teacher to give two explicit and unambiguous warnings to a student prior to them being removed from a class. Stage 2 and 3 warnings are recorded on the ISAMs behaviour platform. In the case of a behaviour concern pertaining to Child-on-Child Abuse. This is recorded on the school safeguarding management platform – Myconcern and logged under this category.

STAGE 2 – Any student who receives 5 consequences in a week will be put into a Wednesday detention.

STAGE 3 - Appropriate sanction is led by the teacher and is an opportunity for the teacher to repair the relationship with the student/s.

Sanctions could include restorative conversation (after lessons, at break or lunchtime), loss of privileges, change of seating plan, phone call home, community service, or a department detention.

When considering removing a student from class, staff should ask themselves the following questions and if the answer is yes to all of them then the next steps should be adopted:

- 1. Have I explained to the student why their behaviour is unacceptable?**

2. **Have I given the student every reasonable opportunity to address their behaviour, warning them formally of the potential consequences, and helping them to refocus their learning?**
3. **Have I used every available strategy to retain this student in the class?**

The member of staff removing a student must (by the end of the same day) complete an account of the incident on iSAMs (APIP) and contact parents/carers (via iSAMS) to fully inform and discuss any consequences

8.2 Upper School Behaviour Categories

The behaviours and examples outlined in the tables below are intended as illustrative guidelines and are not exhaustive. Harrow Beijing is committed to maintaining a respectful and safe learning environment by addressing conduct appropriately, with consideration given to the nature and severity of each incident.

- **Low/Medium-Level Behaviours:** These may include minor breaches, unintentional misconduct, or first-time infractions. Such behaviours are typically addressed through restorative approaches, mentoring, or corrective guidance to support positive development.
- **Higher-Level Behaviours:** Serious violations, including actions that significantly disrupt the learning environment or compromise the well-being of others, may lead to formal disciplinary measures in line with school policies.

Harrow Beijing retains discretion to assess each situation individually, taking into account context, intent, and impact to ensure a fair and proportionate response.

Lower to Medium level patterns of behaviour over an extended period that do not change despite support, challenge and appropriate sanctions may be treated as higher level if they interfere with the education and welfare of others and/or the efficient running of the school.

Low/Medium Level Behaviour	
<ul style="list-style-type: none"> • Lack of work in lesson • Low level persistent disruption • Rudeness to staff • Defiance • Inappropriate use of language 	<p>Teacher's Immediate Steps In Lesson: Adopt Stage System</p> <ul style="list-style-type: none"> • Phone call or email home (Subject Teacher in consultation with the HoY) • Discussion with Form Tutor/Head of department (Subject Teacher and/or Head of department) • Tutor Report in consultation with Head of Year (Form Tutor) • Discussion with Head of Year (Subject Teacher, Head of Department, Form Tutor). • Meet with student (Head of Year) • Pastoral Detention / Wednesday Detention (Head of Year /Director of Well-Being) • Discussion/Meeting with Parent (Head of Year) • Head of Year Report (Head of Year) • Discussion/Meeting with Parent (Head of Year) • Internal /Exclusion/Reflection (Head of Year) • Discussion with SLT (Head of Department/Head of Year /SLT) • SLT Detention (SLT) • SLT Report (Department/Head of Year /SLT) • SLT Internal Exclusion/reflection (SLT) <p style="text-align: center;">• ALL ACTIONS LOGGED ON iSAMS</p>
<p>Poor Uniform</p>	<p>To be checked by tutors in registration. If uniform is incorrect and there is no communication from parent/carer. Appropriate CONSEQUENCE put on iSAMS (Form Tutor)</p> <p>Form tutor to consult with Head of Year should the behaviour continue.</p>
<p>Punctuality</p>	<p>To school</p> <p>1st offence: Verbal warning from form tutor</p> <p>2nd offence: Consequence</p> <p>3rd offence: Lunchtime Detention - Wednesday (Director of Well-Being)</p> <p>To lesson</p> <p>Arrival 5 minutes after the start of the lesson = late (a consequence should be given if a valid reason is not communicated- teacher discretion)</p>

Lack of Subject Specific Equipment	<p>Teacher's Immediate Steps in Lesson:</p> <p>Without valid excuse, appropriate consequence put on iSAMS (Subject Teacher)</p> <p>If Behaviour Persists Overtime:</p> <p>Teacher to consult with tutor, then Head of Year should the behaviour continue</p>
Lack of Homework	<p>Teacher's Immediate Steps in Lesson:</p> <ol style="list-style-type: none"> 1. Support offered in completing the homework 2. Appropriate consequence put on iSAMS <p>If Behaviour Persists Overtime:</p> <p>Teacher to consult with Head of Department, then tutor / Head of Year should the behaviour continue. Parents are also to be contacted.</p>
Deliberate Undirected Use of Devices In and Out of Lesson. Misuse of Devices, including attempting to access inappropriate online content.	<p>Teacher's Immediate Steps in Lesson:</p> <ol style="list-style-type: none"> 1. Request device from student and take to Head of Year office label with student's name for safe keeping (Member of staff/Head of Year) 2. Appropriate consequence put on iSAMS <p>If the student refuses to hand over phone/device, contact Head of Year/SLT</p>
Inappropriate Use of The Internet	<ol style="list-style-type: none"> 1. Appropriate consequence put on iSAMS 2. Parental contact and appropriate sanction (Head of Year)
Plagiarism and use of AI in school work and assessments	

Higher Level Behaviour	
Bullying /Harassment	<ol style="list-style-type: none"> 1. Speak with students and check welfare (Subject Teacher) incident reported on iSAMS 2. Report to form tutor/Head of Year ASAP (Form Teacher) 3. Form tutor deals with incident with Head of Year (contact parents) <p>Next steps a depends on severity and sanctions could include...</p> <p>Restorative practice Head of Year detention SLT detention Internal Exclusion (Head of Year / Director of Well-Being)</p>

	<p>External exclusion (Suspension or Permanent Exclusion)</p> <p>If Bullying Continues :</p> <p>Discussion with Head of Year /SLT (<i>Head of Year / Director of Well-Being</i>)</p> <p>If safeguarding concern, please report on My Concern.</p>
<p>Inappropriate language toward staff, as well as severe verbal abuse directed at students and staff, will be considered high-level misconduct.</p> <p>Dangerous Behaviour</p>	<p>If unable to remain in lesson and follow through procedures for low/medium level behaviour, contact Head of Year /SLT (Subject Teacher/Head of Year /SLT)</p> <p>Examples of verbal abuse might include sexualized comments constituting harassment, have led to external exclusion. Such behavior will not be tolerated and will result in serious disciplinary action.</p>
<p>Viewing or attempting to access inappropriate content online, including through personal phones using independent data connections while on the school premises.</p>	<p>Request device from student and take to Head of Year office label with student's name for safe keeping (Member of staff/Head of Year)</p> <p>If the student refuses to hand over phone/device, contact Head of Year/SLT. Appropriate consequence put on iSAMS.</p>
<p>Violence/Smoking/Vaping/ Non-Controlled Substances</p>	<ol style="list-style-type: none"> 1. Verbal instruction to stop (Member of staff) 2. Contact SLT immediately

9.1 Sanctions for Behaviour in the Upper School

A student may be given a 'Consequence' for :

- Lateness (to school / to lesson)
- Behaviour
- Homework
- Equipment
- Device Usage
- Consequence- High (i.e. a fight)

Any student who receives 5 or more 'Consequences' in a week will be placed in a lunchtime Pastoral detention (Wednesday).

Pastoral Detention – Lunchtime (Director of Well-being/Head of Year)

Pastoral Detentions run on Wednesday lunchtimes. Students must present themselves at the Exam Hall at 12:40pm. The detention will run until 13.00pm. Students must eat after the detention. If a student does not attend their lunchtime detention, they will be placed in a Friday after school detention. Only in exceptional cases will students not serve their detention at the next available Wednesday. A detention reflection sheet should be completed and returned to the awarding teacher.

Department Detention - Lunchtime (Head of Department)

Department Detentions run on various lunchtimes. Students must present themselves at the subject corridor at 12:40pm. The detention will run until 13.00pm. Students must eat after the detention. If a student does not attend their lunchtime detention, they will be placed in a Friday after school detention. A restorative conversation with the subject teacher should occur as part of the detention.

If a student has both a department detention and pastoral detention at the same time, the student should attend the pastoral detention at that time and rearrange their department detention to a different day.

Detention – Friday Afternoon 3.30pm - 4.20pm (SLT)

If a student does not attend the lunchtime detention, they are immediately placed in Friday detention (notice being given that afternoon). Students may also be placed into a Friday detention at the discretion of the Head of Year or SLT.

Removal of Privileges

For certain offences, including missing a Friday detention, a student may be gated or have other privileges removed. This is a pastoral-based sanction, awarded by the Head of Year or SLT, which precludes socialising during break times and lunch. A student will attend all lessons, but a Head of Year will supervise during break and lunch.

Misbehaviour on School buses

Students who misbehave on School buses when travelling to and from School may be banned from using the service for a period of time. Please refer to the Student Bus Code of Conduct. (*Upper School Guidelines Pg18*)

9.2 Restorative Approach

We believe that by using a restorative approach we are giving students the skills to independently make better and more informed choices in the future. Restorative approaches encourage students to think about how their behaviour affects others. It helps students to develop respect, responsibility and truth-telling, so they understand their obligations to the community. If a student in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a student has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again. This allows ALL parties to have their say AND be listened to. At Harrow Beijing, we will encourage all our community members to take the time to build positive relationships and invest the time in the students to make better choices in life and learn from mistakes. That each problem, issue or incident can be seen as an opportunity to learn from and grow. In applying a restorative approach by all members of the school community, we are aiming to build better relationships with young people, have a greater engagement in learning and a greater development of important social and emotional competence in learners.

9.3 Restorative Language

When our students find themselves in conflict or are upset, we will ask them:

- What happened?
- What were you thinking/ feeling at the time?
- Who has been affected?
- What needs to happen to put it right?
- What would you do differently next time?

Most situations can be dealt with by working through these questions. The aim is that outcomes are fair for everyone. To focus the student, we will get them to engage in constructive dialogue and building relationships between students and teachers. The member/s of staff present will conduct the meeting using restorative language. At this point, a 'consequence' will be applied, but more importantly, actions will be written to agree on the next positive steps. Details of the meeting will be recorded on iSAMs. There are coaching strategies in the restorative toolkit for teachers in Appendix 3.

9.4 Restorative Meetings

The member/s of staff present will conduct the meeting using restorative language. The outcome of the meeting is:

- The student to understand the impact of their actions

- Reflecting on who this behaviour has affected and how it made the other person feel
- How they can put it right
- What they can do to prevent this behaviour from re-occurring in the future.

When a student regularly becomes non-compliant and continues to receive consequences, the Tutor or Head of Year will have a reflection meeting to find out why this behaviour is reoccurring. Using the restorative questions, the student will need to accept responsibility, understand why they were poor decisions/actions and know what to do to ‘make it right’ or ‘make amends’. The Tutor or Head of Year may ask for a written agreement, promise or set targets and ask where the student needs support to uphold their commitment. The Tutor or Head of Year will then put a check system in place with the student so that the agreement, targets or promise are being upheld.

This allows the school to:

- Hold students accountable for their poor behaviour.
- Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs ‘put right’.
- Support those displaying poor behaviour to make better choices in the future
- During a conference an agreement is made, this will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again.
- The pastoral team will make sure that everyone is keeping to the agreement.
- Parents/carers may also be invited to attend a conference if it is felt that it would be helpful for your student if you were there.

For persistent behaviour or academic concerns:

- Tutor Report and/or coaching, for sustained poor behaviour or poor application to academic work across multiple subject areas. Targets are set on a weekly report and checked daily by the parent and the Tutor.
- HOY Report and/or coaching, or counselling with the school counsellor. When a student has not met behaviour or academic targets set by the Tutor, or the reflection time has not made a positive impact on changing challenging behaviours. Referral to the US Pastoral Welfare Committee (PSC). If the student meets their targets within a set time, the report is de-escalated.
- SLT Report. If the student has not met the targets set by the HOY they will be referred to a member of SLT. A home/school agreement will be drawn up. Regular parent meetings will take place for a joint collaborative approach to supporting the student. Other support may be needed. If the student meets their targets within a set time, the report is de-escalated.

9.5 Recording

As with House Points or consequences, restorative conversations are also logged on iSAMs system. This informs the team around the child that a restorative discussion has taken place, by the member of staff, along with a brief description of that discussion.

10. Whole School Behaviour Responses: Understanding and Proportionality

10.1 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.

10.2 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’.

10.3 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.

10.4 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](#))

10.5 At all stages, communication between teachers and the pupil's tutor and Head of Year is important to ensure the process is supportive and restorative. Tutors, Head of Years or a member of SLT as appropriate should contact parents if an investigation is to take place which could lead to any form of exclusion or withdrawal. 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.

11. Searching and Confiscation

11.1 The school may search a student or their locker if they suspect the student has any banned items. Staff will always seek the student's cooperation first. If cooperation is refused, a search may still proceed if there is a risk of serious harm.

Banned items include:

- Weapons
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco products (e.g., cigarettes, e-cigarettes)
- Pornographic images
- Fireworks
- Any item likely to cause injury, commit an offence, or disrupt school life
- Items banned under school rules

11.2 During a search:

- Searches are conducted by a staff member of the same sex as the student.
- A witness (also ideally the same sex) must be present unless there is an urgent risk of serious harm.
- The student will not be asked to remove clothing beyond outerwear (e.g., coats, shoes).

11.3 Informing parents/carers:

Parents/carers will always be notified of searches for banned items, the outcome, and any sanctions applied.

11.4 Confiscation:

Items may be confiscated if they are:

- Banned under school rules.
- A risk to safety.
- Evidence of an offence.
- Used as part of a disciplinary sanction.

11.5 Complaints:

If a student or parent/carer is unhappy with a search they must contact the headteacher. If unresolved, they can request a copy of the school's complaints procedure.

12. Procedures for Internal and External Exclusion

12.1 Internal Exclusion

An internal exclusion may be given for a serious breach of the behaviour policy or repeated low-level breaches where prior interventions (sanctions, support, and family communication) have been ineffective and learning of the student and others is affected. All internal exclusions must be authorised by the Head of School and will be recorded and tracked by their office. The student will be removed from lessons and complete their work isolated for the day. They will have supervised breaks and lunch and not be allowed access to usual social times.

Additional Upper School Procedures:

In Upper School, the student will have supervised breaks/lunch without access to social times. The Head of Year (HOY) will:

- Inform parents via phone call and follow-up email.
- Record the exclusion on iSAMs (using the 'exclusion' option).
- Email teachers to ensure work is set via TEAMS or handed to the HOY.
- Supervise the student all day (with an SLT member).
- Arrange counselling if needed.
- Hold a reintegration meeting with parents (in person/phone) at the HOY's discretion.

12.2 Fixed Period External Exclusion

Fixed-term exclusions may be issued for serious breaches of behaviour, including but not limited to:

- Severe verbal abuse, physical aggression, dangerous behaviour or harassment of staff or students.
- Behaviour outside of school that brings the school into disrepute or is connected to the school community (e.g., violence or abuse on the way to/from school, online bullying outside school hours).

Fixed-term exclusions may also be applied for persistent breaches of the behaviour policy, particularly where a student fails to improve following internal exclusions and appropriate support to help the student improve their behaviour. External exclusions may only be issued with the approval of the Headmaster.

For students registered under the private licenses, the Head will also review 'Regulations on Rewards and Disciplinary Actions for Primary and Secondary School Students in Beijing' before making a decision.

The Head of Year will:

- Record the exclusion on iSAMs.
- Ensure work is set via TEAMS.
- Arrange counselling/reintegration meeting post-exclusion.

The Head's office will also formally notify the parent(s) of the exclusion in writing in addition to any communication given by the Head of Year.

Parents/carers have the right to appeal a fixed period external exclusion. This should be done using the school's formal complaints policy.

School leaders should be mindful that certain vulnerable students are more at risk of exclusion, for example those with SEND. Leaders should ensure escalations in behaviour are not due to an unmet need.

12.3 Permanent Exclusion

Permanent exclusion may be considered in the most serious cases of misconduct, particularly where a student's behaviour poses a risk to the safety or well-being of others or where there has been a persistent refusal to comply with the school's expectations despite substantial support and appropriate sanctions.

For students registered under the private licenses, the Head will also review 'Regulations on Rewards and Disciplinary Actions for Primary and Secondary School Students in Beijing' before making a decision and consult with EDB before making a final decision on permanent exclusion. The Head's office will formally notify parents or guardians in writing, outlining the reasons for the exclusion and the next steps. Parents/carers have the right to appeal a permanent external exclusion, with the process and timelines detailed in the school's Complaints Policy.

12.4 Physical Restraint at HBJ

No teacher may strike, mishandle or intimidate a student. Corporal punishment is prohibited. The law forbids a teacher or any member of staff from using any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain, injury or humiliation. A student should only be physically restrained to prevent injury to themselves or others or to prevent very serious damage to property. In such a rare event, the use of physical restraint must be by reasonable and non-injurious means and only for the minimum time necessary as outlined in the restraint policy. All instances must be recorded in writing and immediately reported to the Head of Lower/Upper School who must maintain a log of such incidents and review them regularly. *See safe touch guidelines.*

APPENDIX 1 – Lower School Student Expectations

LS Pastoral Guidelines

Behaviour

In classrooms there are incidents of negative behaviour. Teachers will recognise that negative behaviour represents a way of communicating an unmet need. Unmet needs fall into one of two categories, as either something the student wants, or something the student wishes to avoid. Teachers will choose an appropriate time to draw on their relationships with students to identify the unmet need and thereby reduce the negative behaviour. Teachers should adapt their classroom environment and teaching strategies to meet the needs of their learners.

However, during teaching time it is important that the flow of teaching is not interrupted, and a variety of classroom strategies can be used to address low- level instances of negative behaviour until the unmet need is identified and resolved.

This may include:

- Visual clues for teachers
- Student visual clue cards
- emotions
- Non – verbal signs
- Call and response
- Clap a rhythm
- Incentivising tasks.
- Reminding the students of the rules proactively.

For most students, for most of the time, preventative behavioural practices will be appropriate. This may include:

- Establishing rules and expectations in the classroom to prevent disruptions.
- Posting class rules on the wall and having a discussion with the children about what rules you should have.
- Rewarding positive behaviour
- Building a strong rapport with the children
- Actively engaging in well-being checks

However, mistakes are a normal part of the learning process, and children are learning socially and academically. Supportive practices centre around dealing with situations where school rules are broken. This can be classified within 3 tiers: low, medium and high-level behaviours.

Low level behaviours should be dealt with by the class teacher and may include isolated incidents of:

- Interrupting learning
- Interrupting teaching
- Unkindness towards peers
- Breaking class rules

Low- Level behaviours should be dealt with by following a Restorative Process where the emphasis is on students understanding their own, and other’s feelings, how their actions have impacted people, putting things right and understanding how things could have been done differently.

Appropriate ways of ‘putting things right’ should fit the behaviour displayed and might include:

- Writing a letter of apology in own time
- Apologising
- Cleaning up
- Completing work

- Writing a reflection

Early and proactive communication with families is very often necessary to avoid situations escalating. This may be done through email, telephone calls, end-of-the-day conversations or in-person meetings.

Medium level behaviours should be dealt with by the class teacher in conjunction with the Year group Leader. YGLs may wish to inform or discuss with SMT. This may involve for example the Year Group Leader intervening with the child, communicating with the family and supporting their colleagues. Medium Level Behaviours may include:

- Ongoing and consistent Low-level behaviours
- Isolated yet more extreme incidents such as; physical aggression to peers,
- swearing,
- refusal
- verbal outbursts,
- disrespect to adults
- unwillingness to remain in class

Reasonable ways for the YGL/ML to assist could include:

- Having a restorative chat/conversation
- Allowing the child to complete their work in their classroom
- Taking the child for a walk/calm down time/change of scenery
- Being a new ear for the child to talk to
- Create a new 'safe adult' in the school for the child to approach
- Reiterating the expectations of the CTs classroom to reinforce the behaviour standard and expectations of Harrow
- Assisting with an Individualised behaviour support plan
- Supporting CTs to adapt practice to meet ongoing behaviour needs
- Supporting with home communication
- Use of assembly time to communicate messages/ ideas

High Level Behaviours will necessitate the involvement of SMT. It is also useful to consider complexity of situations as well as severity when assessing the need for SMT involvement.

There should be immediate SMT involvement when there is:

- Imminent risk of harm to self or others
- actual harm
- In the event of a missing child

There should be referral to SMT when complex situations arise such as:

- Discovery of serious and/or sustained bullying
- Safeguarding situations
- Where there is a sustained negative impact on learning
- In the event of staff culpability
- Involvement of high – needs children
- Complications arising from parent involvement
- Repeated and/ or escalating negative behaviour following intervention from YGL
- Students with safeguarding needs
- Incidents involving both Upper and Lower School students
- Racist, sexist, homophobic, incidents
- Incidents involving pupils from other schools
- Incidents of violence or aggression towards staff
- Incidents involving violence or aggression from boys to girls or girls to boys
- Incidents involving members of the public

- Incidents that may impact the reputation of the school
- Online incidents
- Incidents involving non- academic members of staff
- Incidents needing CCTV coverage
- Incidents involving sexual or sexualised misbehaviour
- Incidents involving minor harm
- Complications due to parent involvement

SMT responses:

Firstly, SMT will always evaluate the immediate safety needs of staff and pupils and take steps accordingly. As determined by the Head of Lower School, this may include:

- Internal exclusion
- External exclusion

Reasonable ways for SMT to assist could also include:

- Lead/organise communication with home
- Lead/organise internal communication
- Observe the student in class and arrange follow up support via PSC committee
- Implement a re-integration process to class
- Implement a reintegration process to play spaces
- Lead the restorative process
- Ensure records are properly kept and communicated.
- Ensure steps are taken to avoid repetition
- Build parent – school relationships
- Determine training needs
- Adjust processes if necessary
- Time spent with SMT
- Lead restorative conferences
- Ensure cross - departmental support is in place
- Assess deployment of support staff.

APPENDIX 2: Restorative Justice Meeting Preparation Form

Ahead of a formal Restorative meeting, or when multiple children are involved in an incident, the following Restorative Justice meeting prep form should be used to record the situation and shared with the appropriate member of the LS senior Leadership Team.

Link here: [Restorative Justice meeting preparation 1.docx](#)

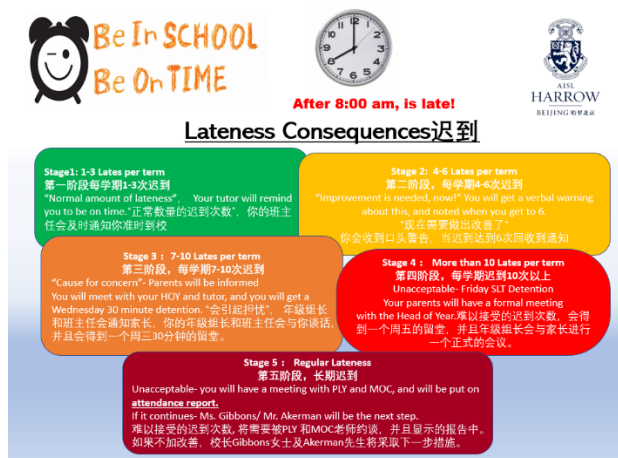
APPENDIX 3: Coaching students restorative toolkit

<p>A) Restorative language.</p> <p>When our students find themselves in conflict or are upset, we will ask them:</p> <ul style="list-style-type: none"> - What happened? - What were you thinking when it happened? - What needs to happen to put this right? - What would you do differently next time? 	<p>We might also say to our students:</p> <ul style="list-style-type: none"> - What would you think if this happened to you? - How can we put this right? - What could you do differently next time? - What other choice could you have made? - How could you make sure this doesn't happen again?
<p>A) Positive Psychology</p> <ul style="list-style-type: none"> • Being kind, what kind acts could we do for others? • Saying kind things to others, giving compliments • Strengths and virtues. Look for the good in others and oneself • What makes you happy? • Growth mindset 	<p>B) Active listening</p> <ul style="list-style-type: none"> • Pay attention, eye contact, nodding etc. • Hearing before evaluating • Listen to the whole message • Paraphrase what was heard • Probe for causes and feelings
<p>D) Coping and calming strategies</p> <ol style="list-style-type: none"> 1. Count to 10 backwards 2. Deep breathing 3. Stretching 4. Walking away 5. Read something 6. Hum or sing a tune 7. Squeeze your hands 8. Drink water 9. Do a puzzle 10. Meditation 	<p>E) How to say "I'm sorry"</p> <p>Step 1: Say I'm sorry for.....</p> <p>Step 2: State what you did wrong that you are sorry about e.g. I'm sorry for writing on your planner</p> <p>Step 3: state how your actions harmed the other person(s) e.g. I understand that this made you feel sad because you wanted to keep it looking new</p> <p>Step 4 Offer a way of giving back or making up for what you did e.g. I am willing to buy you a new planner if you would like a new one</p> <p>Step 5: ask the person you harmed for forgiveness e.g. can you forgive me?</p>
<p>F) Mediation advice</p> <p>Acknowledgement of what happened from all involved</p> <p>Acknowledgement of how they felt as a result of what happened</p> <p>Apologies for how they made each other feel</p> <p>A decision on how they are going to move forward Shake hands</p> <p>Prepare the students beforehand for mediation, this may only occur when all parties are ready to move on - Allow everyone to speak</p> <p>Don't allow others to interrupt</p> <p>Apologies are to be sincere see how to say sorry</p> <p>How can they students make amends to be able to move forward?</p>	

Appendix 4 - [Upper School Guidelines 2024-25](#)

Appendix 5 - [Safe Touch Protocols 2024/25](#)

Appendix 6 – Lates and Punctuality Protocols



Be In SCHOOL Be On TIME

After 8:00 am, is late!

Lateness Consequences 迟到

Stage 1: 1-3 Lates per term
 第一阶段每学期1-3次迟到
 "Normal amount of lateness". Your tutor will remind you to be on time. "正常数量的迟到次数" 你的班主任会及时通知你准时到校

Stage 2: 4-6 Lates per term
 第二阶段，每学期4-6次迟到
 "Improvement is needed, now!" You will get a verbal warning about this, and noted when you get to 6. "现在需要做出改善了" 你会收到口头警告，当迟到达到6次回收到通知

Stage 3: 7-10 Lates per term
 第三阶段，每学期7-10次迟到
 "Cause for concern"- Parents will be informed. You will meet with your HGV and tutor, and you will get a Wednesday 30 minute detention. "会引起担忧" 年级组长和班主任会通知家长，你的年级组长和班主任会与你谈话，并且会得到一个周三30分钟的留堂。

Stage 4: More than 10 Lates per term
 第四阶段，每学期迟到10次以上
 Unacceptable- Friday SLT Detention. Your parents will have a formal meeting with the Head of Year. 难以接受的迟到次数，会得到一个周五的留堂，并且年级组长会与家长进行一个正式的会议。

Stage 5: Regular Lateness
 第五阶段，长期迟到
 Unacceptable- you will have a meeting with PIV and MOC, and will be put on attendance report. If it continues- Ms. Gibbons/ Mr. Akerman will be the next step. 难以接受的迟到次数，将需要被PIV 和MOC老师约谈，并且显示在报告中。如果不加改善，校长Gibbons女士及Akerman先生将采取下一步措施。

Appendix 8 – [Child on Child Abuse Protocols](#)