BEHAVIOUR POLICY (HS2.202)

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AISL RESPONSIBILITY:	Chief Education Officer
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1 OUR BEHAVIOUR VISION

1.1 We are an inclusive community committed to enabling our students to be successful citizens with a passion for learning. Our school environment is safe, exciting and welcoming to all of our students and their families. The curriculum is broad, rich, immersive and purposeful. We encourage our students to be independent, innovative and curious learners. As well as academic success we strive to develop the students' understanding of and embodiment of the Harrow Values: courage, fellowship, honour and humility.

1.2 In line with our Safeguarding Policy, we strive to ensure that all students at the school are protected from maltreatment which could lead to the impairment of mental and physical health or development. Ensuring that students are growing up in circumstances consistent with the provision of safe and effective care we will always take action to enable all students to have the best possible personal and academic outcomes.

1.3 This policy applies to staff, students, guests and visitors or anyone working on behalf of Harrow LiDe Nanning. We see our Chinese legal obligations and English safeguarding guidance as a minimum: we strive to be a model of behavioural best practice.

1.4 This policy is informed by Behaviour in Schools: Advice for Headteachers and School Staff, DfE, February 2024, and Keeping Children Safe in Education (KCSIE) 2026.

2 WHOLE SCHOOL PROCESSES

2.1 Promotion of Positive Behaviour

2.1.1 The whole school behaviour management process focuses on recognising and celebrating positive behaviours linked to the Harrow Values in Upper School and the Nanning Way and Thinking Skills in Lower School. Praise is key to nurturing motivated, engaged students who make good choices and consequently build positive relationships. It is important that students who make good choices are recognised and praised. (See Appendices 1 and 2 for positive behaviour rewards).

2.1.2 Students are encouraged to be polite and respectful towards others. This is encouraged and modelled by adults and by older children across the school, for example by Play Leaders, House Captains and Student Leaders.

2.1.3 Poor choices are dealt with compassionately and robustly, always with a view to supporting both the victim and the transgressor. The pastoral teams know students as individuals and will always seek a constructive, positive outcome when dealing with any situation. The school recognises that challenging behaviour can be related to a student's SEND profile or pastoral concerns and therefore ensures that all rewards and sanctions take into account the individual needs of the student. Harrow LiDe Nanning is committed to using positive behaviour reinforcement complemented by targeted, proportionate sanctions as appropriate.

2.2 Parental Involvement

2.2.1 According to Section G of the School Terms and Conditions, parents have authorised the school to act in good faith for the welfare of the students in relation to positive behaviour and discipline, and Harrow LiDe Nanning recognises that the collaboration of parents and school to establish and maintain high standards of behaviour is fundamental to producing the most effective student outcomes. The school seeks to work in partnership with parents celebrating successes and when issues regarding a students' behaviour arise, most importantly when this indicates concern about the students' wellbeing.

2.2.2 Parents will be informed when their child makes a significant achievement and also regarding behavioural sanctions according to the Communication to Parents Frameworks (Appendix 6). Communication to parents will normally occur as soon as reasonably practicable after the conclusion of any discussion or investigation.

2.2.3 If it becomes clear that a Level 4 incident has occurred and that a more substantial investigation needs to take place, and/or the student may face the highest levels of sanction, parents will be informed as soon as practicable, unless the school is prevented from doing so, for example, due to police involvement.

2.3 Anti-Bullying

2.3.1 Bullying is the wilful, conscious desire to hurt, threaten or frighten and can be on the grounds of, for example, prejudice-based bullying because of a protected characteristic (race, religion or belief, sex, gender reassignment, sexual orientation, disability, age, pregnancy & maternity, marriage & civil partnership), special educational needs, character, appearance, or because a child is adopted or is a carer.

2.3.2 The borderline between it and mere teasing is sometimes considered debatable. Bullying is the abuse of power and, whilst it can be physical or sexual, it is more usually verbal, mental and/or emotional and also includes cyberbullying. Hurtful remarks, isolation or spreading rumours are all tools of the bully, but damaging of property, extortion, even borrowing, can also be used. One single incident or the repeated exposure over time to negative actions, however trivial on their own, can cause distress and pain both physical and emotional (which may cause psychological damage). Bullying behaviour is always unacceptable and will not be tolerated at the school. The school will be alert to spot inappropriate behaviour patterns to ensure the single incident does not become the first of a series.

2.3.3 Harassment, threatening behaviour and damage to another's property may also be a criminal offence (and a civil wrong) which has repercussions outside the school. Malicious electronic communications (such as text or email) which intend to cause distress or convey an indecent message is also an offence. The school will inform external agencies such as the police as appropriate.

2.3.4 Responses to bullying incidents will be guided by the Behaviour Matrix outlined in Appendices 1, 2 and 3. For further information please refer to the School's Anti-Bullying policy.

2.4 Breaches of Discipline Beyond School Grounds

2.4.1 Harrow LiDe Nanning takes the conduct of its students out of the school grounds seriously as such behaviour can enhance or damage the reputation of both the student and the school. Where an incident is reported to the school of a student's behaviour outside of the school grounds and the incident has not been witnessed by a member of Harrow LiDe Nanning staff, the school will investigate it in accordance with the undertaking investigations procedures outlined in Appendix 4.

2.5 Serious Sanctions

2.5.1 Serious sanctions may be imposed where unsatisfactory behaviour has continued despite previous sanctions and/or warnings. These sanctions are authorised by the Head of HLL, Head of Primary School or Head of Upper School, as appropriate. Permanent withdrawal must be authorised by the Head, or by the Chinese Principal in the Head's absence. If a student is withdrawn, it takes immediate effect.

2.5.2 Internal Suspension is where a student will be on site but be isolated from the rest of the school community for a limited period and will usually be served immediately. This will mean the student does not attend timetabled lessons and will be supervised by a staff member during break and lunch. During the internal suspension period, the student will complete work relevant to their studies. (Appropriate for students G3 and above).

2.5.3 External Suspension is where a student is sent home for a limited period of time and will usually be served immediately. However, in exceptional circumstances and at its sole discretion, the school may postpone the start date of suspension and/or decide that the suspension is to be served over two split periods. If a suspension is imposed at the end of term, it will not be served until the beginning of the next term. (Appropriate for students G3 and above).

2.5.4 A student may be internally or externally suspended whilst an incident which may result in the suspension or expulsion of one or more students is being investigated. This is a neutral act. At the end of the period of the suspension, depending upon the outcome of the investigation, the student may return to school and/or a sanction may be imposed.

2.5.5 During any periods of suspension, the school will continue to provide the student with work, and the student is expected to maintain their academic work.

2.5.6 Following their expulsion or whilst serving a suspension, a student may not:

- Enter the school site without the permission of the Head of HLL, Head of Primary School or Head of Upper School, as appropriate
- Join any school trips and will not receive a refund for any monies paid for such trips.

2.5.7 In the most serious instances, parents may be required to withdraw their child from the school if the Head, or the Chinese Principal in the Head's absence, is reasonably satisfied that:

- The student has committed a breach of discipline for which removal is the appropriate sanction

- The student's conduct has been prejudicial to good order of school discipline or to the reputation of the school
- One or more of the parents have acted unreasonably towards the school, a member or staff or any member of the school community.

2.6 Disciplinary Meetings

2.6.1 For the most serious breaches of the school rules, a disciplinary meeting with the Head of HLL, Head of Primary School, Head of Upper School, as appropriate, will take place.

2.6.2 The student and their parents, if available, or a choice of adult representative, will be invited to attend the disciplinary meeting, alongside an additional member of staff, and the member of staff leading the investigation if appropriate. The school will make reasonable arrangements to ensure that parents are able to attend, remotely if necessary.

2.6.3 Prior to the meeting, the meeting chair will consider:

- Whether the incident has been sufficiently proved.
- Whether the incident constitutes a serious breach of discipline.
- The appropriate sanction to be given.

2.6.4 During the meeting, the following documentations will be drawn upon:

- Statements and reports from the investigation
- The student's reflection since the incident and their previous conduct
- The relevant policies and procedures
- The likely sanction to be imposed.

2.6.5 The student and their parents may ask questions regarding:

- The findings of the investigation
- The process of the investigation
- The proportionality of the intended sanction

Unless the meeting chair believes that any further investigation is necessary, the student and parents will be informed of the final decision regarding sanction verbally, and this will be followed up in writing.

2.6.6 The student or their parents may request a review of the decision under the following conditions:

- The sanction is withdrawal from the school
- The student has been suspended for over 10 school days

The request for review must be received in writing within 5 working days of the written communication regarding the sanction. The student will remain suspended until the review has taken place.

2.7 Corporal Punishment and the Use of Reasonable Force

2.7.1 The law forbids and we resolutely reject corporal punishment (any teacher using any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain or injury or humiliation).

2.7.2 Department For Education Guidance Use of Reasonable Force 2013 allows teachers to use reasonable force to prevent students from doing, or continuing to do, any of the following:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property, including their own;
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school, in a classroom, on school site, or elsewhere whilst in the care of the school, for example on a school trip.

2.7.3 The degree of force employed must be reasonable and proportionate to the possible consequences of a situation. In these circumstances, 'reasonable' means no more force than is needed and should always be the minimum needed to achieve the desired result.

2.7.4 Before intervening physically, a teacher should, wherever practical, inform the student that force will need to be used if their behaviour continues. If force is necessary, staff should send for support straight away. They should keep talking all the time in a calm voice, explaining what they are doing and why.

2.7.5 The school acknowledges its legal duties in respect of safeguarding and its obligations under the Equality Act 2010 and will make reasonable adjustments for managing behaviour which is related to a pupil's disability.

2.7.6 Physical intervention might involve staff physically interposing between pupils, blocking a pupil's path, holding, pushing, pulling, or leading a pupil by the hand or arm. Staff should not act in a way to cause injury.

2.7.7 A detailed, contemporaneous, written report must be made immediately after any occasion where a serious incident involving the use of force has occurred. Staff may find it helpful to seek advice from the Designated Safeguarding Leads when compiling a report. A copy of the report should be uploaded to the student's CPOMs page and also shared with the Head's office. Parents should be informed both orally and in writing of the incident.

2.7.8 Further detail is available in the Reasonable Force and Restraint Policy.

3 UPPER SCHOOL BEHAVIOURAL PROCESSES

3.1 Students' rights and responsibilities

Every student has the right to:

- Learn in a positive environment where people treat one another with respect.
- Follow a meaningful curriculum that supports their needs and ambitions.
- Feel safe and secure.
- Be treated fairly, courteously and with care.
- Every student is expected to:
- Contribute to a positive and inclusive school community.
- Take part in curricular and co-curricular activities to the best of their ability.
- Behave in ways that protect their own safety and wellbeing and that of others.
- Treat people with kindness, courtesy and respect, including respecting cultural differences and others' property.
- Care for the school environment, facilities and resources.
- Welcome visitors and represent the school positively.
- Meet the school's expectations for uniform and conduct.

3.2 Our aims

We aim to:

- Provide a stable, caring and well-ordered environment in which students feel secure and valued.
- Help students develop self-discipline and take responsibility for their choices.
- Recognise and celebrate positive behaviour and achievement.
- Respond to inappropriate behaviour consistently, fairly and proportionately.
- Work in partnership with students, families and staff.
- Encourage academic success, curiosity, independence and a love of learning.
- Promote moral, ethical and spiritual development, cultural awareness and responsibility to the wider community.

3.3 Promotion of Positive Behaviour

3.3.1 Students are more likely to feel confident and secure when learning is engaging, appropriately challenging and suited to their needs. Clear expectations, consistent encouragement and supportive relationships help students make positive choices. School and home share an important role in reinforcing these expectations.

3.3.2 Staff are expected to model the conduct they wish to see. They should build respectful relationships, set realistic expectations, treat students fairly, recognise effort and give constructive guidance. All staff share responsibility for applying this policy consistently.

Positive behaviour may be recognised through verbal or written praise, communication with families, acknowledgement in class or assemblies, awards, certificates, house points, leadership opportunities or other forms of recognition used by the school. Recognition should be fair and consistent and may include:

- Verbal praise from a member of staff
- House Points
- Send Ups
- Written praise or comment, for example an email or message to parents
- Display of work on notice boards
- Certificates, prizes and awards at assemblies, presentations and significant events (Speech Day).
- Giving of additional responsibility, for example, representative on Student Council, position within the House leadership team.
- Written comments in reports

3.3.3 Regular and positive communication with the families of children helps to build a relationship between Harrow LiDe Nanning, the students and their families.

3.4 Expectations throughout the school day

3.4.1 Students are expected to arrive punctually, prepared for learning and with the equipment they need. In lessons, they should follow staff instructions, listen attentively, participate constructively, allow others to learn and care for the classroom and its resources.

3.4.2 During break and lunch, students should use the designated areas, queue considerately, clear away their litter, follow staff guidance and show respect for others. At the end of the day, students should leave classrooms with permission, take their belongings and move calmly to their designated departure area. Students remaining at school should be taking part in a supervised activity.

3.4.3 Around the school, students should walk calmly, avoid disturbing lessons, follow corridor and stairway expectations, use good manners and hold doors for others. In the library, they should care for books, return them on time, speak quietly and follow staff guidance.

3.4.4 At assemblies, students should arrive on time, enter and leave silently, listen attentively and show appreciation appropriately. On buses, trips and visits, students must follow the instructions of supervising adults, use seat belts where provided, behave calmly and help keep everyone safe.

3.4.5 When representing the school, students are expected to act as positive ambassadors. They should show good sportsmanship, respect teammates, opponents and officials, and behave courteously towards visitors.

3.5 Behaviour Management

3.5.1 Harrow LiDe Nanning has the highest standards of behaviour inside and outside of the classroom. The school has a range of sanctions available for those whose behaviour contradicts the school rules and expectations of discipline.

3.5.2 When a student's behaviour disrupts the class's academic progress, the teacher should follow the classroom consequences in order: verbal warning, C1, and C2. The teacher should note that a verbal warning has been given. If the behaviour continues, the teacher should record a C1 and apply the appropriate sanction. If the student still does not correct their behaviour and repeatedly refuses to follow instructions, the teacher should record a C2 and place the student "on call." A senior staff member will then remove the student from the classroom.

3.5.3 Low level breaches of discipline (Level 1 and 2 on the Behaviour Matrix) are dealt with by staff as and when they occur through informal investigations and interviews with students involved. Sanctions can be applied by the relevant members of staff and recorded on iSAMS.

3.5.4 More serious breaches of discipline (Level 3 and 4 on the Behaviour Matrix) are referred to the relevant Senior Leaders. An allegation or rumour of a serious breach of discipline will be investigated fairly with the purpose of establishing the facts as to what happened, in accordance with the Serious Investigations procedures. (Appendix 5).

3.5.5 When consideration is given to an appropriate sanction, the wellbeing of the student is placed at the centre of any decision. Staff should consider how any action, inaction, or sanction applied may affect the individual student's wellbeing, other students' wellbeing, and, if appropriate, the school community. Staff should seek advice from the Head of HLL, Head of Primary School, Head of Upper School or a Pastoral Leader, as appropriate, if they are unsure about how to manage a student's behaviour where this is related to a student's SEN profile or pastoral concerns.

3.5.6 Formal definitions of the highest levels of sanctions are available in Section G of the School Terms and Conditions.

4 PRIMARY SCHOOL BEHAVIOURAL PROCESSES

4.1 Promotion of Positive Behaviour

4.1.1 The Primary School behaviour management process focuses on recognising and celebrating positive behaviours linked to the Harrow Values and the Nanning Way. Positive behaviours and achievements are acknowledged and celebrated in a variety of ways, within class, through the House, in assembly and within the wider school community.

These can include:

- Verbal praise from a member of staff
- Dojos
- Habit points
- House Points
- Send Ups/ Weekly Stars/ Subject Stars
- Written praise or comment (Wow moments message in WeCom)
- Display of work in classroom and common areas
- Certificates, prizes and awards in assemblies, presentations and significant events (Speech Day)
- Giving of additional responsibility, for example Leadership role (line leader, classroom manager), representative or volunteer on Primary Student Council or a position within the House leadership team.
- Written comments in reports

Regular and positive communication with the families of children helps to build a relationship between Harrow LiDe Nanning, the students and their families.

4.1.2 In HLL, our positive behaviour begins with quality first teaching and continual positive reinforcement, recognition and modelling of positive behaviours. Positive behaviour is rewarded in a range of ways from positive praise, part conversations and displaying of students work. Students who are deemed to have demonstrated notable examples of the Harrow values or the Nanning Way will be awarded with a Nanning Way sticker for their proud moment. For exceptional moments of positive behaviour and/or thinking, students are recognised with Head's Awards (stickers) and weekly 'Harrow Send Up' assembly awards where students are presented with a certificate in front of their peers.

4.1.3 Primary school behaviour management is linked to our Harrow Habits and our whole school House system. It centres on recognition and celebration of positive behaviour by all staff in all areas of the school. This positive behaviour is rewarded with positive praise, parent communication and the displaying of work. Students who are deemed to have demonstrated notable examples of Harrow values will be awarded with either Dojo points, Habit points or house points for their proud moment. These points are monitored by FCTs and BCTs and certificates are sent home to parents when students reach significant milestones.

4.1.4 Students demonstrating great Harrow Habits will earn a Dojo point. (10x Dojo points = 1x Harrow Habit point). Dojo points will be given out consistently according to the guideline of the Dojo rubric.

4.1.5 Students demonstrating a behaviour linked to the Harrow Values will earn a House point.

4.1.6 Over the course of each academic year, the cumulative total of House Points and Habit Points earned by a student will determine the level of Head Teacher's Award they receive. The award is structured across four tiers, with the following point thresholds: Bronze (50 points), Silver (80 points), Gold (120 points), and Platinum (160 points or above).

4.1.7 Students can also receive weekly 'Send Up' awards. To recognise their academic dedication and achievement. Each week a child receives a 'Send up' for their effort in English / Chinese – this is referred to as the Weekly Star. Students can also be nominated by specialist teachers / FCTs and BCTs to receive special Harrow Send Up awards when they go above and beyond. These certificates are all presented in the weekly Primary School assembly.

4.2 Behaviour Management

4.2.1 Harrow LiDe Nanning has the highest standards of behaviour inside and outside of the classroom. The school has a range of sanctions available for those whose behaviour contradicts the school rules and expectations of behaviour. These are set out in the Primary School Positive Behaviour Matrix (Appendix 2). A simpler, child friendly version of the positive Behaviour Matrix (Also known as the Primary School Daily Expectation posters) are displayed in all classrooms.

4.2.2 On occasions where the behaviour of a student becomes disruptive to the academic progress of the class or places themselves or others in danger then the form teacher should follow the positive behaviour matrix to respond in the appropriate manner. Where staff involvement in any behavioural concern is considered necessary, staff should consider how any action, inaction, or sanction applied may affect the individual student's wellbeing. Awareness of individual SEN and pastoral needs should also be considered when applying sanctions.

4.2.3 All records of the behaviour standards that are not met by our students are recorded centrally through CPOMS and tagged Level 1-4 based on severity. Middle and Senior Leaders will review these tags for consistency and accuracy. An allegation or rumour of a serious breach of discipline will be investigated fairly with the purpose of establishing the facts as to what happened, in accordance with the Serious Investigations procedures (Appendix 5).

4.2.4 **Warning/low level (Level 1)** breaches of behaviour are dealt with by the staff present and should be responded to through positive praise (with articulation) of students nearby, positive role

modelling, reminders of form/school expectations and discussion of observed behaviour. Behaviour in this level will be dealt with by staff present – they will then inform the class FCT/BCT if necessary.

4.2.5 **Repetitive Low Level (Level 2)** breaches of behaviour are dealt with by the staff present, they will also record the incident on our centralised live behaviour document. The behaviour will also be brought to the attention of class FCT/BCT or a Middle Leader. Class teacher and present teacher will speak with the child, provide time out and a reminder of the behaviour expectations, and contact the student's parents to inform them of the incident & the follow up support.

4.2.6 According to the Primary School Behaviour Matrix and the behaviour expectations displayed in all PS classrooms, behaviour that is deemed to be intentionally negative and consequently escalated to **Medium Level (Level 3)** will initially be addressed by the teacher present, who must then refer the matter to a Middle Leader.

The student will be spoken to individually, given a supervised time-out, and issued a proportionate minor sanction (e.g., loss of break time, temporary removal from certain lessons, or participation in school-based community service). Prior to returning to class, the student will be expected to take part in a restorative conversation with their class FCT/BCT and, where necessary, the other students involved.

Following this, the Middle Leader will contact parents/guardians to inform them of the incident and request a formal parent meeting. All Level 3 incidents must be recorded on the centralized live behaviour tracker. Should such behaviour persist, the Head of Primary School will provide additional pastoral follow-up, including further conversations with the student and, where appropriate, a meeting with parents.

4.2.7 **High Level (Level 4)** behaviour would involve the Head of Primary School. This behaviour would result in internal suspension or removing a student from their normal school routine, following a formal meeting with parents. A second follow up meeting would follow any level 4 consequence and would be attended by the parents, the student, and the Head of Primary School. In some cases, this meeting would also involve the Head of School or the Chinese Principal.

4.2.8 **Critical level (Level 5)** behaviour would be referred to SLT for full investigation in accordance with the undertaking investigations procedures outlined in Appendix 4, if appropriate. Immediate meetings with parents will take place.

5 BOARDING BEHAVIOURAL PROCESSES

5.1 Promotion Of Positive Behaviour

5.1.1 The boarding reward system aligns exactly to the system followed in the Upper School. Boarding staff continually look for opportunities to praise and recognise a student's hard work. There is daily communication between the boarding staff, academic staff and parents to ensure that everyone has a shared understanding of a child's progress.

5.2 Behaviour Management

5.2.1 Harrow LiDe Nanning expects the highest standards of behaviour of boarders, both while in the boarding board and out with permission yet still under the care of boarding staff. There are a range of sanctions available for those whose behaviour contradicts the expectations of behaviour. These are set out in the Boarding Behaviour Matrix (Appendix 3).

5.2.2 Low level breaches of discipline (Level 1 and 2 on the Behaviour Matrix) are dealt with by staff as and when they occur through informal investigations and interviews with students involved. Sanctions can be applied by the relevant members of staff and recorded according to the Boarding Behaviour Matrix. **In most cases, the boarding team will communicate with the academic team following an incident to ensure that everyone is aware of what happened. All level 2 and some level 1 incidents are also communicated to parents on the same day with details on how the incident was dealt with and what support has been put in place for the student.**

5.2.3 More serious breaches of discipline (Level 3 and 4 on the Behaviour Matrix) are referred to the Boarding Coordinator who will liase with a member of SLT. An allegation or rumour of a serious breach of discipline will be investigated fairly with the purpose of establishing the facts as to what happened, in accordance with the Serious Investigations procedures. (Appendix 5).

5.2.4 When consideration is given to an appropriate sanction, the wellbeing of the student is placed at the centre of any decision. Staff should consider how any action, inaction, or sanction applied may affect the individual student's wellbeing, other students' wellbeing, and, if appropriate, the boarding community as a whole. Staff should seek advice from the Head of Primary School or the Head of Upper School, as appropriate, if they are unsure about how to manage a student's behaviour where this is related to a student's SEN profile or pastoral concerns.

Formal definitions of the highest levels of sanctions are available in Section G of the School Terms and Conditions.

APPENDIX 1 - Upper School Behaviour Matrices

Positive Behaviour Matrix

Harrovian behaviours that are rewarded			
Courage	**Fellowship**	**Honour**	**Humility**
• We try our hardest in all situations, even if we face a challenge • We use SHAPE to communicate with confidence to others • We take measured risks to push our learning forward, trying new experiences and developing new skills **We can be rewarded for anything our teachers deem as courageous.*	• We show respect to all in our community (regardless of differences) • We use inclusive language and always speak kindly to others • We welcome the chance to learn with different people and include others in group work or social time **We can be rewarded for anything our teachers deem as fellowship.*	• We are excited and ready to learn - equipped, punctual, and engaged • We tell the truth and do what is right, even when it is hard • We represent our school proudly in public, at events, or with visitors - including being proud of our uniform and not using our devices outside of the classroom **We can be rewarded for anything our teachers deem as honourable.*	• We acknowledge when we make mistakes, apologise, and take action • We respond positively to feedback and take action (our work, our attitudes, our actions) • We take responsibility for our belongings and our school environment **We can be rewarded for anything our teachers deem as humble.*

How Harrovians are rewarded for demonstrating the Harrow Values	
Core Rewards	**Recognition of significant achievement and effort**
• Verbal praise • House Points (Quick Points on ISAMS) • House Point Certificates	• Communication with parents/guardians • Send Ups • Harrow Prize awards • Graduation awards (Year 13) • Speech Day awards

To recognise students who continually meet expectations, showing consistency in their approach to school, House Points will lead to House Certificates at the following levels:

Bronze	25 House Points	**Gold**	75 House Points
Silver	50 House Points	**Platinum**	100 House Points

Upper School: Negative Behaviour Matrix

Level 1	Level 2	Level 3	Level 4
L1 Behaviour ● Lack of effort/engagement ● Classroom disruption/failure to follow instructions ● Negative interactions with others ● Failure to use inclusive language ● Incorrect uniform standards ● Not having the correct equipment in class; ● Off task in lessons; talking whilst the teacher is speaking to the class ● Electronic devices visible or audible except when in acceptable use ● Failure to complete work to an appropriate standard; ● Not paying attention; talking persistently; not completing sufficient work in class; ● Eating/drinking in the classroom.	**L2 Behaviour** ● Littering; ● more serious name calling; teasing of others; ● copying homework ● Being rude or disrespectful ● Not following instructions ● talking back to a teacher; ● Dishonesty; graffiti (e.g. on desks/lockers); damage to textbooks or other students' work. ● Repeated uniform violations. ● Gesturing as an insult. ● Failure to respond to verbal warning. ● 3x Level C1 concerns in one week.	**L3 Behaviour** ● Rude or defiant behaviour towards a member of staff ● Persistent low-level disruptive behaviour ● Using offensive language, including racist, religious, homophobic or sexist slurs in an isolated incident ● Truanting from school or lessons ● Graffiti or damage to school property/ furnishings ● Striking another student in an isolated incident ● Poor behaviour around school that is intimidating to others ● Serious academic dishonesty, such as cheating during an assessment or tampering with another student's coursework ● Aggressive or threatening behaviour towards other students ● Abusive verbal or online behaviour ● Attempting to contact/follow a member of staff on social media	**L4 Behaviour** ● Any form of bullying ● Repeated racial, religious, homophobic or sexual harassment ● Theft or the taking of property that is not their own ● Vandalism or property damage (another student's or the school's property) ● Aggressive or threatening behaviour towards a member of staff ● Inappropriate sexualised behaviour towards another student/member of staff ● Possession of any form of weapons or imitation weapons ● Possession or misuse of commonly available substances such as glue, nitrous oxide and medication to get a 'high' ● Possession or use of any form of alcohol, tobacco, vaping materials or illegal or harmful substances or paraphernalia

L1 Action • Verbal corrective action • Remind the student of expectations • Move the student • Removal of free time e.g. part of lunchtime, breaktime (depending on severity). • Confiscation of electronic devices for the policy duration. • If the behaviour is repeated go to L2.	**L2 Action** • Recorded on iSAMS as C1 • Conversation with students to reinforce expectations. • Verbal corrective action • Remind the student of expectations • Move the student • Removal of free time e.g. part of lunchtime, breaktime (depending on severity). • Confiscation of electronic devices for the policy duration. • If the behaviour is repeated go to L3.	**L3 Action** • Referral to Pastoral Leader • Recorded on iSAMS as C2. • Verbal corrective action and escalation through the classroom behaviour sanctions • Temporary removal from an activity or lesson, or withdrawal to a designated time-out space. • Removal of free time • Break/Lunchtime detention • Parents may be contacted • For repeated device misuse, parents may be contacted to retrieve the device from school. In such instances, the device will remain at school until it is collected. • Student may be placed on Report Card. • Internal Suspension • Loss of privileges or responsibilities (temporarily or permanently)	**L4 Action** • Referral to Head of Upper School/ Head of School • Recording on iSAMS as C2 • Parents must be contacted to arrange an appointment to come into school. (Students may be internally or externally suspended until this appointment is agreed or an investigation process is concluded). • Internal suspension – number of days depends on severity and number of breaches. • External suspension – depending on severity and number of breaches. • Staff witnessing the incident will contact the Head of Upper School or Head of School • Investigation supported by a Pastoral Leaders • Written statement collected, where required.

		• An investigation led by a Pastoral Leader • Written statement collected, and parents contacted to inform them of the incident and sanctions.	
Support: ● Verbal warning	**Support:** ● C1 Behaviour added ● Follow-up by tutor and/ or Head of Pastoral.	**Support:** ● C2 Behaviour added. ● Follow-up by Head of Pastoral and / or Head of Upper School.	**Support:** ● C2 Behaviour added. ● Follow up by Head of School/ Head of Upper School
L1 Responsibility ● All staff	**L2 Responsibility** ● All staff for recording behaviours on ISAMs ● Heads of Department/ Pastoral Leaders responsible for follow-up conversations based on recorded ISAMs incidents	**L3 Responsibility** ● Investigation led by Pastoral Leaders ● Head of Upper School to support, where required.	**L4 Responsibility** ● Investigation led by Head of Upper School. ● Head of School to support, where required ● Sanction to be determined by the Head of Upper School after consultation with Head of School.

APPENDIX 2 - Lower School Behaviour Matrices

Lower School Positive Behaviour Matrix 26/27

HLL				
Step	**Action**	**Consequence**	**Communication**	**Staff**
EXCEPTIONAL MOMENTS	**Demonstrating either behaviour, values or work that is exceptional for that individual student**	**Head's Award Send Ups**		**Head of HLL and Middle Leaders**
PROUD MOMENTS	**Demonstrating the Nanning Way, completing work to a high standard for that student or showing positive Harrow Values of Fellowship, Courage, Humility and Honour to fellow students.**	**Nanning Way Sticker**		**All staff**
POSITIVE BEHAVIOUR	**Positive behaviour in class or around school**	**Positive praise**		**All staff**
LOW LEVEL (Level 1)	**Low-level Behaviour** ● Inappropriate, silly noises/actions ● Pushing in line ● Disturbing others ● Interrupting other students/ teacher ● Low-level physical contact	**Positive Behaviour Management Strategies** ● Praising others close by, articulating why you are praising them ● Reiterate high expectations ● Catch students demonstrating 'good' behaviour ● Role model	Parents are contacted at the discretion of the Form Teacher.	**All HLL Staff**
REPETITIVE LOW LEVEL (Level 2)	**Deliberate or repetitive low-level Behaviour** ● Failure to correct L1 behaviour ● Deliberate, repetitive disruption to carpet sessions/other students on a regular basis ● Disrespectful behaviour	**Clear expectations and actions** ● Have a 1:1 conversation with the student and reiterate expectations ● Thinking time - supervised ● Form Teacher or a Middle Leader to communicate with parents	Form Teacher or a Middle Leader to share concerns with parents.	**Form Teacher and Middle Leaders**

	• Repeatedly ignoring instructions that they can understand • Repeated low levels of physical contact	• If the behaviour continues, Middle Leader to intervene		
INTENTIONAL NEGATIVE (Level 3)	**Disrespectful, intentional negative behaviour** • Inappropriate language - Including using offensive language, racist, religious, homophobic, misogynistic or sexist slurs • Deliberate inappropriate touch of another student • Damaging school property/other students' property intentionally • Repetitive, intentional, unkind behaviour towards others • Constant disruption following action at Level 2 • Intentional aggressive physical behaviour • Placing themselves or another child in a dangerous or unsafe situation	**Head of HLL and Middle Leaders to be involved** • Send to the Head of HLL or a Middle Leader	Head of HLL or a Middle Leader to arrange a letter/email requesting a face-to-face meeting with parents.	**Head of HLL and Middle Leaders**
SEVERE (Level 4	**Severe behaviour that places students or staff at risk of harm** Repeated L3 behaviours or • Threatening behaviour • Violence/aggression • Abusive behaviour • Deliberate and ongoing unsafe behaviour	**Head of HLL and Middle Leaders to be involved** • Send to the Head of HLL or a Middle Leader • Formal meeting with parents • Student collected early from school (at the discretion of Head of HLL)	Head of HLL to arrange a letter/formal face to face meeting with parents;	**Head of HLL**

Primary School Positive Behaviour Matrix 26/27

G1-5				
Step	**Action**	**Consequence**	**Communication**	**Staff**
EXCEPTIONAL MOMENTS	**Demonstrating either behaviour, values or work that is exceptional for that individual student** **Outstanding effort in English / Chinese**	**Head's Award** **Send Ups** **Weekly Star Award**	**FCT/BCT will send home a photo of the child receiving their certificate as a WOW moment**	**Head of Primary School and Middle Leaders**
PROUD MOMENTS	**Showing positive Harrow Values of Fellowship, Courage, Humility and Honour.** **Showing excellent learning / academic habits. (Hardworking, Ambitious, Reflective, Respective, Organised, Willing)**	**House Points** **Dojo points**		**All staff**
POSITIVE BEHAVIOUR	**Positive behaviour in class or around school**	**Verbal positive praise**		**All staff**
WARNING/ LOW LEVEL Level 1	**Low-level Behaviour** ● fiddling with resources ● silly noises/actions ● out of their seat unnecessarily ● pushing in line ● disturbing others ● Interrupting other students ● Low-level physical contact	**Positive Behaviour Management Strategies** ● Praising others close by, articulating why you are praising them ● Reiterate high expectations ● Catch the student being 'good' ● Role model	Observing teacher notifies homeroom teachers.	**All Primary School Staff**

REPETITIVE LOW LEVEL Level 2	**Deliberate or repetitive low-level Behaviour** ● Failure to correct L1 behaviour ● deliberate disruption to lessons/other students on a regular basis ● disrespectful behaviour or language ● ignoring instructions ● Repeated Low-level physical contact	**Middle Leaders** ● Clear expectations and actions ● Have a 1:1 conversation with the student and reiterate expectations ● time out (thinking time - supervised) ● If the behaviour continues, Middle Leader to intervene ● school-based community service, such as tidying a classroom;	Observing teacher logs behaviour/incidents on the live tracker document and forwards the record to homeroom teachers or middle leader if behaviour continues. Homeroom teacher to message or phone parents.	**FCT/BCT and Middle Leaders**
MEDIUM/ INTENTIONAL NEGATIVE Level 3	**Deliberate or intentional negative Behaviour** ● Plagiarism of homework ● Misuse of technology ● Misuse of Facilities ● Deliberate disruption of lessons, events, learning activities / other students ● Repeated disrespectful or rude behaviour.	**Head of Primary School and Middle Leaders to be involved** ● Refer to the Head of Primary School or a Middle Leader ● Missing playtimes ● Spend time in other classes ● School-based community service, such as tidying a classroom; ● Loss of privileges or responsibilities – for instance, the loss of a student leadership position, temporarily or permanently	Middle Leader to arrange a phone call or request a face-to-face meeting with parents.	**Head of Primary School and Middle Leaders**
HIGH/ SEVERE Level 4	● **Disrespectful, intentional negative behaviour** ● Using offensive language, including racist, religious, homophobic, misogynistic or sexist slurs ● Theft ● Aggressive or threatening behaviour towards other students. ● Verbal or online bullying ● Intentional damage to school property/other student's property	**Head of Primary School and Middle Leaders to be involved** • Send to the Head of Primary School or a Middle Leader • Community service • School isolation	Head of Primary School to arrange a formal face to face meeting with parents.	**Head of Primary School**

	• Constant disruption following action at Level 2 • Intentional aggressive physical behaviour • Placing themselves or another child in a dangerous or unsafe situation • Inappropriate touch of another student or adult. • Conduct outside the school premises, including - but not exclusive to - online conduct, behaviour which may threaten another student or behaviour that may cause reputational damage to the school.	• Suspension or exclusion (no more than 1 week for a single event for student G3 and above) • Loss of privileges or responsibilities – for instance, the loss of a student leadership position, scholarship, temporarily or permanently.		
CRITICAL Level 5	• **Severe behaviour that places students or staff at risk of harm** • Repeated racial, religious, homophobic, misogynistic or sexual harassment. • Actual or attempted theft. • Vandalism or damage to property (another student's or the school's). • threatening behaviour (violence/aggression) • Sexualised behaviours (including inappropriate touch) • Deliberate and ongoing unsafe behaviour. • Bringing a banned item or substance to school • Repeated conduct outside the school premises, including - but not exclusive to - online conduct, behaviour which may threaten another student or behaviour that may cause reputational damage to the school.	Head of School and other SLT to be involved. • Send to the head of school or head of primary school. • School isolation • Suspension or exclusion (no more than 1 week for a single event for student G3 and above) • Loss of privileges or responsibilities – for instance, the loss of a student leadership position, scholarship, temporarily or permanently	**Head of School and other SLT to arrange formal face to face meeting with parents.**	**Head of School**

APPENDIX 3 - Boarding Behaviour Matrices

	Boarding Pastoral & Academic Issues	Lead	Supported by	Communication	Actions
1 **L O W**	• Late handing in devices. • Lateness to meals or house meetings. • Poor choice of language or use of English. • Disappointing behaviour in the boarding house, around the school (outside of school hours) or towards other students (minor). • Disruptive prep. • Late to bed/talking after lights out.	**Duty Staff**	***Assistant Housemistress***	Record keeping through House Duty Notes. **Duty Staff** to address issues at the time. **Assistant Housemistress** to follow up if necessary.	Verbal Warning Loss of free time Loss of devices Early sign ins Extra time added to prep
2 **M E D I U M**	• Handing in fake devices. • Repeated lateness to meals or house meetings. • Failure to sign in/out correctly. • Graffiti to smaller items of furniture. • Repeated poor choice of language. • Deliberately exclusive use of languages. • Poor behaviour after lights out. • Being uncontactable while off-site. • Out after curfew. • Deliberately missing activities.	**Assistant housemistress / Boarding Coordinator**	***Boarding Coordinator***	**Boarding Coordinator will review the concern and determine any intervention.** **Duty Staff** continue to report and use the PS and US behaviour tracking systems **Boarding Coordinator to** capture trends on the live behaviour trackers.	Parental Contact Early bedtime Loss of devices
3 **H I G H**	• Rude or defiant behaviour towards a member of staff. • Persistent low-level disruptive behaviour. • Using offensive language including racist, religious, homophobic or sexist slurs. • Deliberately leaving the school site without permission. • Being out of bounds (on and off campus) without permission. • Poor behaviour in prep that disrupts the learning of others. • Poor behaviour around the boarding house that is intimidating to others. • Aggressive or threatening behaviour towards other students. • Verbal or online bullying.	***Boarding Coordinator***	***SLT HoP or HoU***	**Boarding Coordinator** becomes the single point of contact for liaison with parents, staff and students. **The Coordinator may seek advice from the Head of Primary or Upper School, as appropriate.** Recorded on the behaviour tracker.	Boarding Detention Internal Community Service Phone call home

	• Attempting to contact/follow a member of staff on social media. • Taking prescribed drugs without the oversight of the medical staff.				
4 **C R I T I C A L**	• Inappropriate sexualised behaviour towards another student or staff. • Entering the sleeping quarters of the other houses. • Fighting with another student. • Attacking or physically bullying another student. • Repeated racial, religious, homophobic or sexual harassment. • Theft or the taking of property that is not their own. • Vandalism or damage to property (another student's or the School's). • Aggressive or threatening behaviour towards a member of staff. • Possession of any form of weapons or imitation weapons. • Possession or use of commonly available substances such as glue, nitrous oxide and DXM cough medication in order to get a "high" • Possession or use of any form of alcohol, tobacco, vaping materials or illegal or harmful substances and/or paraphernalia	**Boarding Coordinator & HoP or HoU**	***Head***	All relevant parties are invited to feed in to establish the facts. **The Head, or the Chinese Principal in the Head's absence, will coordinate any investigation with the Head of Primary School, Head of Upper School.** Recorded on School Behaviour systems internally	School Detention Letter Home Exclusion Behavioural Contract Requested Withdrawal from School/Boarding

APPENDIX 4 - Serious Investigations

The purpose of a serious investigation is to:

- Identify the most appropriate line(s) of enquiry to pursue.
- Determine the objective of pursuing lines of enquiry.
- Identify the investigative action(s) necessary to efficiently achieve the objectives, considering resources, priorities, necessity and proportionality.
- Direct and conduct investigative actions to gather the maximum amount of material which may generate the required information for a decision about the alleged incident to be made.

At all times, the well-being and privacy of all students should be the central priority.

Process

In HLL and Primary School, the Head of HLL, Head of Primary School or a Middle Leader, and in Upper School, the Head of Upper School or a Middle Leader, will be identified as responsible for conducting the investigation. Oversight of Level 4 incidents will be provided by the Head of HLL, Head of Primary School or Head of Upper School, as appropriate. If a safeguarding concern is raised at any point, that disclosure must take priority and be brought to the attention of the DSL.

Interviews

All students and staff involved in an incident must be interviewed. Interviews should be conducted in a private, appropriate venue, and wherever possible, two members of staff should be present.

- Obtaining a Written Statement

A written statement should be obtained from every student involved, whenever age appropriate.
For younger students (e.g., primary school), the following approach is recommended:
Staff may first speak with the student individually to help them recall the incident.
The student should then attempt to write their own account.
If the student is unable to write a clear statement, an adult may record the student's verbal response on paper. In such cases, the written record must be read back to the student to confirm that it accurately reflects what they intended to say. Staff must not alter the student's meaning or introduce any leading or suggestive language.

- Questioning Style

All questions should be open-ended, non-judgmental, and supportive in tone.

- Review and sign-off

Once a statement has been written, it should be reviewed with the student to ensure that all relevant details have been captured. After the interview, the statement must be signed and dated by the student and both staff members present.

- Recording and Handling

In the Lower School, interviews should be collated and recorded on CPOMS. For Level 4 incidents in the Upper School, they should be handed to the DSL or a Middle Leader.

- Additional Safeguards

If multiple interviews are conducted, students should be informed that they may be recalled for further clarification. To protect the integrity of testimony, students should be kept separated until all statements have been collected. Scans of all written statements must be uploaded to CPOMS.

Tangible Evidence

All tangible evidence should be collected, placed in a sealed bag and handed to the Head of HLL, Head of Primary School, Head of Upper School as appropriate. If the items pose a risk to the safety of others, they will be held in the Safeguarding Safe (or Boarding House safe if necessary, over the weekend) until the end of the investigation.

Digital Evidence

iPads used by Primary School students may be searched in accordance with the digital agreement signed by Primary School parents. In Upper School, approval stating the reason for the search must be obtained via WeCom from the Head of Upper School before any search. The approval must be recorded in WeCom before the search begins. This does not prevent an item from being confiscated to preserve evidence while approval is sought. When taking an item from a student for this reason, staff should request the PIN and explain the next steps. Unless otherwise approved by the Head of Upper School via WeCom, any device search must follow the interview safeguards outlined above. If inappropriate or illegal images or videos are found, the search must stop and the DSL must be informed immediately via WeCom.

Concluding an investigation

Once the above steps are completed, all evidence should be presented to the Head of HLL, Head of Primary School, Head of Upper School or a Middle Leader, as appropriate. It must be recorded on the student's CPOMS page and linked to any other relevant parties. The relevant Head, supported by a Middle Leaders, will determine the appropriate next steps. Where necessary, the outcome of the investigation will be reported to the Head, or to the Chinese Principal in the Head's absence. Sanctions will be fair and proportionate to the offence in accordance with the Behaviour Matrix, and parents will be contacted in accordance with the Communication to Parents Framework.

If a student is withdrawn from the school before the conclusion of the complex investigation, the school reserves the right to complete the investigation if in the best interests of the individual student, other students, or the community. The school may report the outcome of the investigation to any necessary authority or in any future reference.