



杭州国际学校

Hangzhou International School

Positive Behavior Guidelines



Positive Behavior Guidelines: Document History

Title	Positive Behavior Guidelines
Version	2.0
Developed by	Principals, Student Support Team, US Faculty
Date updated	21 June 2022
Applicable to	All members of the HIS Upper School community
Aim	The aim of these guidelines are to set out clear behavioral expectations for all students and faculty at HIS.
Contributors	HIS Upper School faculty and students
This document needs to be considered alongside the HIS School Policy, SSS Inclusion Guidelines, and Upper School Parent and Student Handbook	
The HIS Mission is to provide international learners with opportunities to pursue academic and personal excellence within a caring community.	



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Aim of HIS Positive Behavior Guidelines

The aim of these guideline is to develop a caring, safe, and positive school environment that encourages a strong sense of belonging and where the rights and responsibilities of individuals are recognized and respected. These aims are aligned with the HIS's General Learning Targets (GLTs):

Effective Communication
Higher Level Thinking
A Solid Foundation of Knowledge
Positive Behaviors, and Approaches to Learnings
International Mindedness
Community Appreciation.

We expect students to behave in a way that is conducive to a productive educational environment. This means that students will not only strive to take full advantage of their own learning, but also ensure that they do not interfere with others trying to do the same.

Good behavior at HIS means that there are opportunities for students to pursue academic and personal excellence within a caring community. Interactions amongst all members of the HIS community will be positive and encouraging. The learning environment at HIS will be conducive academic success and foster the wellbeing and resilience of capable young people.

At HIS, we recognize that it is important to consider how cultural differences impact how we relate to aspects of behavior and behavior management. This includes, but is not exhaustive of, the conceptualization of issues such as apologies, punishment, praise, and eye-contact. As an organization we are reflexively learning and adapting our approaches to ensure we create a positive learning environment whilst carefully considering the cultural differences that exist within the HIS community.



Objectives of Good Behavior

At HIS, we strive for positive behavior in a positive environment through:

- A consistent application of the behavior guidelines throughout the school
- Acknowledging, following, and reviewing agreed behavioral guidelines
- Collaborating with all members of the HIS school community (faculty, students, and parents)
- Encouraging and rewarding positive behavior and respect
- Creating a stimulating classroom environment
- Acknowledging students' individual needs and unique cultural differences

HIS faculty and staff can achieve this through:

- Creating and monitoring positive relationships with students
- Applying behavioral guidelines in a fair, firm, and consistent way
- Setting a good example and being a positive role model
- Rewarding positive behavior
- Providing learning opportunities when mistakes are made
- Actively listening to students
- Assuming good will during interactions with all students



HIS & IB Learner Profile:

At HIS, we aim to develop internationally minded people who help to create a better and more peaceful world. This begins with our school community. HIS learners strive to be:

- **Inquirers:** we nurture curiosity, developing skills for inquiry and research. We know how to learn independently and with others.
- **Knowledgeable:** we develop and use conceptual understanding, exploring knowledge across a range of disciplines.
- **Thinkers:** we use critical and creative thinking skills to analyze and take responsible action in complex problems.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. This means we don't exclude others with the language we use in school, and we take direction from teachers about which language to use in the class. We use language to show respect and empathy towards others.
- **Principled:** we act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We understand the importance of academic honesty and only submit work that we have completed.
- **Open-minded:** we critically appreciate our own cultures and personal histories, as well as the value and tradition of others. We are careful to not exclude others who are different to ourselves.
- **Caring:** we show empathy, compassion, and respect. We act to make a positive difference in the lives of others in the world around us. This means we act in a respectful way towards all members of the HIS community. We keep hands, objects, and unhelpful comments to ourselves.
- **Risk-takers:** we approach uncertainty with forethought and determination. We are resourceful and resilient in the face of challenges and change.
- **Balanced:** we understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being of ourselves and others.
- **Reflective:** we thoughtfully consider the world and our own ideas and experiences.





What does positive behavior look like for HIS students?

Rules of Behavior for the classroom:

- 1) Arrive on time for class, be fully equipped, and ready to work.
- 2) Follow instructions first time.
- 3) No shouting, interrupting, name-calling, or teasing.
- 4) Keep hands, feet, and objects to yourself.
- 5) Stay on task and allow others to do the same.
- 6) Use technology the way the teacher has instructed.
- 7) Respecting and preserving the school environment.

Speak respectfully to staff, this means:

- 1) Speaking at the right volume and with a polite tone.
- 2) Speaking when it is appropriate to do so.
- 3) Using polite and respectful language.
- 4) Trying to speak in the language you have been instructed to.

Behave respectfully to staff, this means:

- 1) Following reasonable requests without arguments.
- 2) Entering and leaving the classrooms safely.
- 3) Sitting where you are asked.
- 4) Showing that you are ready to learn.

Speak respectfully to other students, this means:

- 1) Speaking at the right volume and with a polite tone.
- 2) Speaking in a language that does not exclude others.
- 3) Using language that is not intended to offend others. This includes swear words (in all languages) and any form of discriminatory hate speech.
- 4) Working co-operatively with other students when asked to.

Behave respectfully towards other students, this means:

- 1) Avoiding unnecessary physical contact with other students.
- 2) Moving around the school in a safe and sensible way.
- 3) Respecting other students' space.



Rewarding Positive Behavior

Rewarding and reinforcing positive behavior is at the core of how we create a positive learning environment at HIS. We will always notice and reward positive behavior in a variety of different ways.

Weekly Student Recognition: Students are also publicly recognized for contributions to the school the community which go above and beyond. For example, from teachers in Grade level WeChat groups, through Student Council, or through the Newsletter. On some occasions, recognition and rewards will be issued to whole groups of students (e.g., Grade Levels or advisory groups).

Praise Postcards: Teaching faculty will also award Praise Postcards for students who have demonstrated actions and behaviors which are considered outstanding.

Awards and Recognitions: Students are nominated for awards and certificates at the end of each semester.



Restorative Conversations

At HIS, we understand that young people sometimes make poor behavioral decisions. We embrace restorative practices because we want to empower students to learn from their choices, to understand their impacts, and to grow personally in their ability to make better future decisions and resolve problems. Restorative Conversations are used to rebuild relationships between two parties. These are facilitated by the School Counsellor. The primary aim of the Restorative Conversation is to repair potentially broken relationships and provide an opportunity for growth.

Although each Restorative Conversations will be different based on the student, their context, and their needs, there is a general arch the conversation should follow in order to best support students' choices. These are outlined by the following phases:

Phase 1:	Facilitated Student Reflection
	Use open-ended, non-judgmental questions or statements to facilitate student reflection. Remain on topic by redirecting attempts to blame other students or make excuses. Help the student gather their thoughts and calm down. The student will complete a written reflection first before starting this conversation.
Phase 2:	Discuss & Address Student Need
	The facilitator will explore any potential unmet needs or antecedents that may have triggered the behavior. Consequently, the facilitator helps the student identify areas of skill development and/or support that would result in an improved response in the future.
Phase 3:	Plan to Restore Relationship
	The facilitator poses questions that promotes restorative reflection to help the student identify how their actions impact others and support them as they create a plan for fixing any harm. Facilitators should remain consistently calm, neutral, and positive throughout. The conversation should not be treated as an extended consequence or lecture. The focus should be building skills and problem-solving. The Restorative Conversation must be put on-hold if the facilitator, teacher, or student are still in an emotionally charged state.



Sanctions

At HIS, we understand that there will be times when some students have difficulty with acting responsibly and making good choices. In such cases, we believe that consequences for misbehavior need to be fair to help students develop self-management and personal responsibility to provide a learning opportunity. To maintain consistent, HIS operates within a series of consequential guidelines. The following aspects of behavior are not acceptable at HIS. They are divided into four different categories 1 – 4 ranging from low-level poor behavior to more serious incidents.

Category 1: Low-level Behavior	Category 2: A single more disruptive incident and/or persistent category 1 behaviors
<p>Low-level chatting. Calling out in lessons. Inappropriate language (including not speaking English where applicable). Incorrect uniform. No homework submitted – one incident. Not submitting assessment – one incident. Reluctance to follow instructions. Lateness to lessons (occasional & without excuse). Misuse of technology and classroom equipment. Chewing gum.</p>	<p>Disrespect to another person. Arguing with another person. Low-level persistent disruption of learning. Frequent/repeated lateness (without excuse). Failure to follow a teacher’s instruction (2nd warning). Minor damage to school property. Failure to attend teacher detention. Swearing (all languages).</p>
Category 3: A single serious incident	Category 4: A single very serious incident
<p>Verbal abuse to staff (all languages). Verbal bullying of another student. Physical bullying of another student. Cyber bullying of another student. Incidents of fighting. Defiance of teacher instructions. Damage to school property. Plagiarism or academic dishonesty.</p>	<p>Possession of an offensive weapon or banned substances Theft (school and student property). Serious and ongoing bullying. Serious assaults on a student. Assaulting a member of staff. Sexual or indecent assault. Possession, consuming or supplying banned substances (tobacco (all types), alcohol, drugs). Possessing, sharing, accessing, or creating pornographic material. Hacking, spamming, or tampering with school or students’ computers.</p>



Wherever possible, the pupil should:

- Always have a clear understanding of the mistake they have made,
- Be given instructions about the expectations of HIS behavior which are developmentally appropriate,
- Seek to remedy the impact of their mistake (e.g., an apology, completing work to a higher standard),
- Have an opportunity to reflect on their mistakes and consider a better response in the future,
- Given support and help to repair and restore any potentially broken relationships (see Restorative Practices).

Listed below are possible consequences for disciplinary incidents which may be single, sequential, or simultaneous and will take into consideration the severity of the incident as well as the contingent individual situations considering the each individual situation (ETC).

Stages of Sanction		Example of Sanction	Example of behavior
A	Verbal Warning	E.g., students are reminded of expectations.	Category 1
	2 nd Verbal Warning	E.g., students are reminded of expectations	Category 1
	Teacher Consequence	E.g., student moved to a different part of the class, temporary mandatory office-hours.	Category 1
	Teacher Consequence	E.g., confiscate item for day	Category 1
	Teacher Consequence	E.g., Detention (lunch or after school) & email home.	Category 1
B	Advisory Teacher Involvement	E.g., 1:1 discussion & email home	Category 2
	Grade Level Leader Involvement	E.g., Detention & email home, parent meeting.	Category 2
C	Principal Involvement	E.g., Detention (after school), phone call home, parent meeting,	Category 2 / 3
	Principal Involvement	E.g., Detention (after school), parent meeting, report card.	Category 2 / 3
D	Internal Exclusion	Parental-school-student agreement. Involvement from principals, directors and school board.	Category 3 / 4
	Fixed-term Exclusion		Category 3 / 4
	Permanent Exclusion		Category 3 / 4



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