



Hangzhou International School

Positive Behavior Guidelines

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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 to 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. The purpose of this document is to ensure that we are consistent and non-judgmental with our practices that are in line with accredited international schools.

Teacher Expectations

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



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 for the 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 heart of how we create a positive learning environment at HIS. We will always notice and reward positive behavior in a variety of different ways.

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 promote 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.

Corrective Measures

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 consistency, HIS operates within a series of consequential guidelines. They are divided into three different categories 1 –3 ranging from minor poor behavior to more serious incidents. Examples of the following categories include, but are not limited to the following:

1: MINOR BEHAVIORS	Consequences: Minor Behaviors
<p>Such behaviors include but are not limited to:</p> <ol style="list-style-type: none"> 1. Tardiness to school or individual classes during the school day; 2. Failure to submit or comply with assigned work or deadlines; 3. Inappropriate classroom behavior that blocks classroom instruction; 4. Disrespect in word, action or deed towards others; 5. Using hurtful comments and/or inappropriate language; 6. Inappropriate and/or unwanted public display of affection; 7. Not adhering to HIS Dress Code – see section further below; 8. Committing an act of academic integrity for the first time in a minor classroom assignment. 	<p>Step 1: Teacher will discuss the issue respectfully with the student in order to help the student learn and then make appropriate changes.</p> <p>Step 2: The teacher will impose appropriate consequences for the behavior should they deem it necessary, based upon the actual infraction, the age of student, and repetition of the behavior.</p> <p>Step 3: If the behavior continues, the student will be referred in writing to the Principal/ Vice-Principal as appropriate who will discuss the issue with the student and teacher and decide upon the next step on a case-by-case basis.</p>



2: SERIOUS BEHAVIORS	Consequences: Serious Behaviors
<p>HIS faculty or other staff will refer these behaviors immediately to the Principal/Vice-Principal as appropriate. Such behaviors include but are not limited to:</p> <ol style="list-style-type: none"> 1. Culturally and/or personally offensive verbal or written expressions or gestures; 2. Threatening or intimidating (*bullying/**sexual harassment) other students by word or gesture; 3. Aggressive physical contact/fighting; 4. Repeated disruption of the classroom environment; 5. Lying to teachers, administrators, or other HIS staff; 6. Committing an act of academic misconduct (See Academic Integrity Policy Guidelines and Practices) 7. Falsification of parent/guardian's signature on permission slips, progress reports, report cards or any school communication; 8. Truancy - not attending regularly scheduled classes/events, or leaving the school/events without parental permission; 9. Abuse of HIS technology (including but not limited to damage or inappropriate use as detailed in the Technology Responsible Use Agreement– see link; 10. Vandalism (deliberately causing harm or destroying school or other people's property, including defacing walls, doors, buildings, teaching equipment, and vehicles). 	<p>Step 1: After a thorough investigation {including teacher, student, and involved persons input and the Principal/Vice-Principal as appropriate}, a meeting will be held between the teacher, the student and Principal/Vice-Principal. The parents will be notified by the Principal/Vice-Principal and possibly called in for the meeting. Disciplinary action will be taken at the discretion of the Principal/Vice-Principal, based upon prior incidents and repetition of behaviors. In some situations, disciplinary action may be taken immediately.</p> <p>Step 2: Written documentation of both the behavior and the resulting action will be kept by Principal/Vice-Principal in the student's file.</p> <p>Step 3: If a second serious behavior occurs, a meeting with the student, parent, teacher, and Principal/Vice-Principal possibly including the Director, will take place and the student and parent will sign a Behavior Improvement Plan. Written documentation of both the behavior and the resulting action will be included in the student's file.</p> <p>Step 4: If a third serious behavior is committed, or the Behavior Improvement Plan is violated, the student may be suspended from attendance at HIS by the Superintendent. A decision may need to be taken about the student's future at HIS. Written documentation of both the behavior and the resulting action will be included in the student's file.</p>
3: VERY SERIOUS BEHAVIOURS:	Consequences - Very Serious Behaviors:
<p>Very serious behaviors are immediately reported to the Principal/Vice-Principal and written</p>	<p>Step 1: The student will be immediately suspended by the Superintendent until a conference can be</p>



documentation is provided immediately from the discovering teacher. Very serious behaviors will be worked through the administrative level. Such behaviors include but are not limited to:

1. Possession of anything dangerous that poses a threat to the well-being of the people at school or school activities;
2. Threats of violence or acts of terror;
3. Physical fighting in which a weapon or object is used to injure or attempt to injure another;
4. Use or possession of alcohol, tobacco/vape or any other illegal substance at school or school activities;
5. Possession or theft of any exam, test, or teacher material;
6. Theft or attempted theft;
7. Academic Integrity concern on Externally Moderated work (DP)*
8. Alteration of any official school documents, exams, report cards, or transcripts;
9. Sexual harassment (unsolicited and unwelcome sexual attention or conduct that may be verbal, physical, written, or visual);
10. Behaving in a way that gravely offends the prestige of the school, whether at school or in the community;
11. Possession of or viewing of pornography at school or school activities.

arranged with the student, parents, Principal/Vice-Principal and the Superintendent. A Behavior Improvement Contract may be issued if the student is permitted to remain at HIS. This contract will be signed by the school, students and parents. Written documentation of both the behavior and the resulting action will be included in the student's file.
*An Academic Integrity concern on an externally moderated piece of work may result in a non-submission of that work and the loss of the IB Diploma.

Step 2: If the very serious behavior is committed again or the Behavior Improvement Contract is violated, the student will be suspended again until the Superintendent determines whether the student is expelled or given another opportunity to behave appropriately. The Superintendent will write a document explaining the behavior and the disciplinary action taken and it will become a permanent part of the student's file.

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).

* **Bullying**

Bullying is defined as written or verbal expression, relational aggression, physical act or gesture that is a pattern and is intended to cause distress upon one or more persons. Bullying may include an imbalance of power between the bully and the victim and may start as harassment, be physical, verbal, cyber or indirect in nature.

Types of Bullying

- **Verbal:** Teasing, name-calling, inappropriate comments, taunting, threatening to harm.
- **Social:** Spreading rumors, intentionally leaving others out of activities, breaking up friendships, manipulation.
- **Physical:** This traditional form of bullying involves hitting, punching, shoving and other acts of intended intimidation and physical harm.
- **Cyberbullying:** This method of bullying involves use of the Internet, texting, email and other digital technologies to harm others.

The school will generate pro-active measures to reduce bullying and create a supportive, caring and safe environment for all members of the school community.

All reported acts of bullying will be investigated and acted upon. HIS encourages all members of the school community to report incidences of bullying.

Depending on the nature and severity of the incident reactive measures will include peer mediation, counseling, parent involvement and consequences in line with HIS Behaviors and Positive Behaviour Guidelines. Except for very serious cases bullying behavior will be managed by a therapeutic approach on a case-by-case basis.

****Sexual Harassment**

HIS seeks to promote and maintain an environment free from harassment of any type. Sexual harassment can interfere with work or academic performance as well as having a serious impact on emotional and physical well-being.

What constitutes sexual harassment?

Unwelcome sexual advances (online or in person), requests for sexual favors, or other verbal, non-verbal or physical conduct of a sexual nature may constitute sexual harassment, even if the harasser and the person being harassed are the same sex, and whether or not the person resists or submits to the harasser, when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's participation in any program or activity.
2. Submission to or rejection of such conduct by a person is used as the basis for decisions affecting that person
3. Such conduct is sufficiently severe, persistent, or pervasive that it limits a person's ability to participate in or benefit from any program or activity or creates a hostile or abusive environment

For a one-time incident to rise to the level of harassment, it must be severe. Acts of verbal or physical aggression, intimidation or hostility based on sex, but not involving conduct of a sexual nature may also constitute sexual harassment.



Sexual harassment as defined above may include but is not limited to:

1. sex-oriented, verbal “kidding,” or abuse
2. pressure for sexual activity
3. repeated remarks to a person with sexual or demeaning implications
4. unwelcome touching (such as patting, pinching or constant brushing against the body of another)
5. a suggestion or demand for sexual involvement, accompanied by implied or explicit threats

Any person who believes that he/she has been subject to sexual harassment will report the incident to a teacher, counselor, or Principal/Vice-Principal. All such reports will be shared with the relevant Principal/Vice-Principal immediately. Within 2 working days of receiving the report, the said Principal/Vice-Principal will confer with the person who has filed the complaint.

This conference will form the basis of any future investigation or action. Any such action will be conducted in a manner which is equitable, transparent and inclusive of all relevant parties.

The school may choose to secure the assistance of outside professional agencies if it feels this is warranted.

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