



HARROW
INTERNATIONAL
SCHOOL
哈罗国际学校
SHANGHAI 上海

SANCTIONS & BEHAVIOUR POLICY (HS22)

APPLIES TO:	All students
AISL RESPONSIBILITY:	Chief Education Officer
LAST UPDATED:	1 st August 2025
NEXT UPDATE:	August 2026

Educational Excellence *for* Life and Leadership
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1 LOWER SCHOOL BEHAVIOUR MANAGEMENT

1.1 All Lower School staff will seek to create an environment in the school that encourages and reinforces good behaviour. We seek to educate the whole child and to deliver *Educational Excellence for Life and Leadership*.

1.2 Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To provide a framework for dealing with poor behaviour.
- To ensure consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

1.3 Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the appropriate Head of Phase so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. It is crucial that the parents are aware of, understand and support the school's policies and decisions.

1.4 Monitoring of the Policy

The Head of School ensures that the effectiveness of the policy is monitored and assessed on a regular basis and makes recommendations for further improvements if/when necessary.

The class teacher keeps a record of minor incidents and uses this for reference where needed. During Parent Consultations class teachers will note down any significant behaviour concerns raised and will share with senior leaders as appropriate. Duty staff/specialist staff will inform class teachers of incidents that occur where appropriate. More serious concerns dealt with by senior managers are to be recorded systematically (usually via the school's MIS).

1.5 The Reward System

The school's rewards system is designed to celebrate and acknowledge achievement and positive behaviours of students in all aspects of the school curriculum. It should recognise all levels of achievement, be goal orientated, allow all students to be successful, and should promote positive attitudes and behaviours.

The Rewards system is the only system used within the school and is not complemented with other initiatives. This ensures consistency between classes, year groups and specialists and

keeps expectations clear for students to understand. We do not use material rewards such as sweets or toys to reward good behaviour.

The reward system is applied for achievement in academic studies and co-curricular activities along with instances when students demonstrate the Harrow values or the leadership attributes to learning and life in the school.

1.6 The Behaviour Actions and Consequences System

To be effective, school rules need to be supported by consequences. Consequences must be structured and reasonable, and be related to the behaviour. To be effective, consequences should follow directly after the behaviour. Students must know that their actions will have consequences.

Positive actions have positive consequences and negative actions need to be managed and have appropriate consequences applied. Student behaviour can be generally defined in a scale of severity:

- Low;
- Medium;
- High; and
- Severe.

Low level behaviours: Low level behaviours are managed on a regular basis by the classroom teacher and/or TA. When dealing with these, staff will look to give the child the opportunity to modify their own behaviour.

Medium level behaviours: Staff will deal with these quickly and decisively to help the student understand why their behaviour was unacceptable. Sometimes this will need to be supported by an appropriate senior manager.

High level behaviours: These are rare but still require consequences to be applied consistently, fairly and justly. These will involve an appropriate senior manager and will require a letter/meeting with parents.

Severe level behaviours: These may present a case of real danger to an individual and may result in isolation, temporary suspension or the student leaving the school.

Staff will deal with students' behaviour as part of their daily routine. Treating people fairly and justly is an important part of our commitment to the school community. Poor behaviours are managed by using the Behaviour Ladder.

1.7 The Behaviour Ladders

There are separate ladders for EYFS and Pre-Prep. Entry point on the ladder may depend on the severity of the behaviour and the age of the student. Documentation will need to be kept by the teacher from Step 3 (or earlier if believed necessary) in order to record the frequency and level of behaviour.



1.8 Pre Prep Behaviour Ladder (Exemplar Actions and Consequences)

SEVERITY	ACTION	CONSEQUENCE	STAFF
STEP 1 (Low)	<ul style="list-style-type: none"> fiddling with resources silly noises/actions out of their seat unnecessarily pushing in line disturbing others interrupting other pupils 	<ul style="list-style-type: none"> praising others close by, articulating why you are praising them eye contact – stern stare, raised eyebrow assertive body language/gesture physical proximity and/or whispering a firm reminder of expectations rule reminder direct back to chair/back of line warning 	Staff present
STEP 2 (Medium)	<ul style="list-style-type: none"> deliberate disruption to lessons/other students on a regular basis disrespectful behaviour swearing interrupting the lesson/teacher consistent, low level behaviour ignoring instructions 	<ul style="list-style-type: none"> name/pause technique move to another seat time out (thinking time - supervised) miss playtime spend time with Assistant Head of Pre-Prep completing work class teacher has informal meeting with parents 	TA Specialist Class teacher Assistant Head of Pre-Prep
STEP 3 (High)	<ul style="list-style-type: none"> theft damaging school property/other student's property refusal to follow instructions/carry out the learning bullying racism 	<ul style="list-style-type: none"> send to a Head of Lower School letter and/or formal meeting with parents lunch/playtime exclusion possible internal exclusion possible temporary exclusion 	Senior Leader
STEP 4 (Severe)	<ul style="list-style-type: none"> unsafe behaviour leaving the class/school without permission threatening behaviour violence abusive behaviour possession of drugs 	<ul style="list-style-type: none"> send to senior leader school exclusion and letter/formal meeting with parents, daily behaviour report send to the Head Master of Principal Deputy Head letter/formal meeting with parents; temporary or permanent exclusion 	Senior Leader

* the skill of the member of staff in judging the context/tone of behaviours will sometimes be a factor when interpreting this table.



1.9 EYFS Behaviour Ladder (Exemplar Actions and Consequences)

SEVERITY	ACTION	CONSEQUENCE	STAFF
STEP 1 (Low)	<ul style="list-style-type: none"> fiddling with resources silly noises/actions not sitting on the carpet/chair properly pushing in line disturbing others interrupting other pupils/teacher calling out snatching toys/equipment not sharing, excluding others unkind words to another child 	<ul style="list-style-type: none"> praising others close by, articulating why you are praising them eye contact – stern stare, raised eyebrow assertive body language/gesture physical proximity and/or whispering a firm reminder of expectations rule reminder direct back to chair/back of line show visual cues of what's expected e.g. 'good sitting' card. warning 	Staff present-Teachers, TA, CCA
STEP 2 (Medium)	<ul style="list-style-type: none"> deliberate disruption to lessons/other students on a regular basis disrespectful behaviour, rude to another child/adult interrupting the lesson/teacher consistent, low level behaviour ignoring instructions wandering off during carpet, focus group deliberate pushing/hitting of another child/adult throwing of small objects e.g. toys, food consistent unkind words to another child swearing racism (involve senior leader & inform parents) purposefully speaking in a language to avoid being understood by the teacher 	<ul style="list-style-type: none"> name/pause technique move to another seat meeting with parents if this re-occurs, or straight away if physically hurting someone Involve Head of EY if negative behaviour continues after informal meeting with parents 	Teachers Year Leader Senior Manager



STEP 3 (High)	<ul style="list-style-type: none"> physical behaviour that results in a mark, e.g. biting, punching, scratching, kicking, etc. theft intentionally damaging school property/other student's property refusal to follow instructions/carry out the learning bullying repeated racism 	<ul style="list-style-type: none"> time with the Head of EY Formal meeting with parents exclusion from activities Possible individual behaviour plan 	Senior Manager
STEP 4 (Severe)	<ul style="list-style-type: none"> unsafe behaviour deliberately leaving the class/school without permission threatening behaviour violence abusive behaviour 	<ul style="list-style-type: none"> school isolation and letter/formal meeting with parents, daily behaviour report send to the Head Master or Head of Lower School, letter/formal meeting with parents; suspension or exclusion 	Senior Manager

*NB: These steps should be taken into consideration for all age groups within the EY and applied from Nursery age onwards. This applies to lessons, playtime and in activities.

At all stages of the Behaviour Ladders, teachers will work very closely with parents to ensure a supportive relationship and open lines of communication.

2 UPPER SCHOOL BEHAVIOUR MANAGEMENT

2.1 Introduction and rationale

A clear behaviour management policy is one of the keys to successful and effective teaching and learning. This policy is designed to:

- Enhance teaching and learning
- Promote and reward positive behaviour
- Promote positive approaches to relationships
- Develop self-esteem
- Manage challenging behaviour in an assertive, non-confrontational way
- Ensure fairness and encourage consistency of response to inappropriate behaviour
- Promote early intervention
- Prevent bullying (also see the **Prevention of Bullying Policy**)

We expect parents, students, staff and governors to work together to achieve the highest standards of behaviour, both within the school and whilst travelling to and from school, in accordance with this policy document.

2.2 Promoting and rewarding positive behaviour

In lessons and around the school, we aim to model and promote positive behaviours with each other and with students at every opportunity. We encourage each student to take responsibility for themselves, others, their learning and the environment as encompassed by the school's mission statement.

2.3 The Upper School Code of Conduct

We believe that we should:

- Treat each other with respect.
- Be polite and courteous to one another.
- Work in a quiet and positive manner and not distract others around us.
- Be punctual and properly prepared for school and lessons.
- Care for the environment around us and keep it clean.
- Move safely and quietly around the school without disturbing others.
- Dress according to the school dress code.
- Use English as the common language of our community.

2.4 Rewarding positive behaviour

Positive behaviours are acknowledged and celebrated in a variety of ways, within class, through the House, at registration, in assembly and within the wider school community. These can include:

- Verbal praise from a member of staff
- Written praise or comment, for example in the student planner or a letter to parents
- Display of work on notice boards
- House Points, and Send-ups
- Certificates, prizes and awards at assemblies, presentations and significant events (Speech Day)
- Leadership Award, House Award
- Giving of additional responsibility, e.g. Prep Leader, representative on Student Council, member of peer support group, school Prefect
- Written comments in reports

2.5 Behaviour management procedures

School behaviour management procedures rely on communication; please make every effort to ensure that relevant members of staff are kept informed at all levels of concern. Please ensure that any concerns, actions and detentions are recorded centrally on i-sams or CPOMS for safeguarding issues, to facilitate close monitoring of students.

2.6 Upper School sanctions and procedures

Students may begin on this process for a number of reasons including; failing to complete their work in class or at home, punctuality, missing lessons, inappropriate behaviour towards students or staff, or for not complying with the school rules.

In all cases the spirit of the behaviour management policy is 'Talk First'; a student should not receive a sanction without being first engaged in a dialogue about the behaviour and its

consequences. It is also important to remember the cultural 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'. 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.

2.7 Sanctions

Warning – Used for first time minor infringement of rules that are for Tutor and Head of House information e.g. student late for class. Note: These do not appear on student reports.

Demerit (Skew) – Used for repeated minor infringements of rules e.g. forgetting equipment, late with homework. This should be recorded but not communicated to the student.

Confiscation – Used when a student is in breach of the School's Digital Device Policy or has a prohibited or distracting item. These should usually be returned at the end of the day unless it is a repeat offence. Mobile devices that are confiscated should be taken to the School Office.

Subject Detention – Given by subject teachers or departments for repeated infringement of more minor rules, e.g. repeated lateness to class, or a more major incident e.g. copying another student's homework. These detentions should take place at breaktime or for part of lunchtime. Note: These do not appear on student reports.

School Detention – Given by HoH or senior leader for more serious incidents or persistent problems e.g. rudeness to a member of staff, continual lateness to school, threatening behaviour to another student, deliberately missing a subject detention.

Tutor or HoH report – Used when a student is placed on report to monitor them more closely.

Head's Detention – Given by senior management for persistent failure to adhere to rules or serious incidents e.g. missing lessons. These detentions take place either afterschool on a Friday or on a Saturday morning and last between 1 – 3 hours.

Internal Exclusion – A student is placed in internal exclusion due to a major behavioural incident.

Exclusion – A student is excluded from school for a period of time due to a severe behavioural incident/issue.

2.8 Levels of concern

The behaviour management policy views individuals of concern at varying levels. The level is determined by the seriousness of the offence and the timescale. A student receiving three subject detentions in one month may move to Level II, but three subject detentions during the course of one year may be dealt with at Level I.

As examples, the following offences will be dealt with at Level I in the first instance:

- Poor academic standards or report effort grades.
- Repeated failure to complete homework/several subject detentions in a short period of time.
- Repeated lateness to school or lessons.
- Repeated poor standards of uniform.
- Disappointing behaviour in lessons, around school or towards other students.

As examples, the following offences may be dealt with at Level II in the first instance:

- Very poor academic standards or report effort grades.
- Failure to complete homework in several subjects.
- Poor behaviour in lessons, around school or towards other students e.g. some bullying.

As examples, the following offences may be dealt with at Level III in the first instance:

- Poor behaviour towards a member of staff.
- Truancing from lessons.
- Very poor behaviour in lessons, around school or towards other students e.g. severe bullying.

As examples, the following offences (at the discretion of a senior manager) may move a student directly to Level IV:

- Fighting/Physical Bullying.
- Theft/Damage to Property (Student or School).
- Aggressive behaviour towards a member of staff.
- Possession of any form of weapon.
- Possession or use of any form of alcohol, tobacco or illegal or harmful substances.



LEVEL	LEVEL OF CONCERN	MAIN STAFF MEMBER/S INVOLVED	STAFF TO BE INFORMED	POSSIBLE ACTIONS
I	Low	Form Tutor or Subject Staff	Head of House	Verbal Warning Written Warning Demerit Tutor Detention Referral to PHL/HoH
II	Medium	Head of House	Tutor Head of Phase Head of House	Tutor Report PHL/HoH Report School Detention Parental Contact Counselling
III	High	Head of Phase	Tutor, Head of House, Head of Phase, Deputy Head	Headteacher Detention (on Friday after school or Saturday morning) Community Service (Internal) Exclusion
IV	Critical	Head Master or Principal Deputy Head	Tutor Head of House, Head of Phase, Head and Deputy Heads	Exclusion Community Service (External) Probationary Period (Contract) Meeting with the Head Withdrawal from School

If a student reaches a critical level of concern and all of the actions and support procedures listed have been tried with the student, then the future of the student at the School will be in question.

Serious incidents will be recorded on a student's permanent school record.



APPENDIX: EXAMPLE PARENTAL CONTACT FORM

Name of student:		Class:
Date:	Present at meeting:	Location:
Nature of concern:		
Outline of discussion:		
Follow-up action needed:		

Signed: _____

Copy to YL/ HoPP/AHT PP/DHLS/HLS
and student Assessment Folder

ADDITIONAL APPENDICES FOR HISS

Appendix 1 – Further Guidelines on EYs Behaviour Management

Appendix 2: FURTHER GUIDELINES ON PRE-PREP BEHAVIOUR MANAGEMENT

Appendix 3: FURTHER GUIDELINES FOR UPPER SCHOOL BEHAVIOUR MANAGEMENT

Appendix 4 – Early Years Biting Policy

Appendix 5 – Pre-Prep Code of Conduct and Rewards and Sanctions for Pupils

Appendix 6 – Upper School Code of Conduct and Rewards and Sanctions for Pupils

Appendix 7 – Uniform Policy

Appendix 1. FURTHER GUIDELINES ON EARLY YEARS BEHAVIOUR MANAGEMENT

1.1 Introduction

In the Early Years Phase we promote a strong focus in the area of Personal, Social and Emotional Development, developing concepts of conflict, cooperation, communication, fairness, perspective, responsibility, identity, growth, independence, interdependence, self-awareness, change, connection, diversity, relationships, emotions, perspective and friendship.

1.2 Behaviour types that require positive intervention

We make a distinction between types of behaviour that require support or intervention. This is in order to achieve the considerate and socially acceptable behaviour that we expect of children, according to their age and developmental maturity.

These behaviours are:

- 1) Inconsiderate Behaviour
- 2) Hurtful Behaviour
- 3) Bullying
- 4) Other

2.2.1 Inconsiderate behaviour

This includes behaviours such as: taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, hitting out against another. These behaviours are characterised by developmental immaturity whereby children are not at the stage where they are able to manage frustration, impulsivity or anger themselves, may not have the language (including children presenting with EAL) to express themselves, or may not understand and be able to keep to social rules.

We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance.

2.2.2 Hurtful behaviour

We take hurtful behaviour seriously. Most children under the age of five will at some stage physically hurt or say something hurtful to another child, especially if their emotions are high at the time. It is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. It may also be 'mimicked' behaviour, observed in another child or adult. Some children may engage in hurtful behaviour because they are deeply unhappy, and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end that is significant, and this is also taken into consideration when responding to incidents of hurtful behaviour. Hurtful behaviour may include, hitting, pushing, kicking, shouting, breaking models or work intentionally.

Line of Action for Hurtful Behaviour

- 1) Reminder of the rule, verbal intervention, reason for the rule.
- 2) Redirection.
- 3) Try and identify the emotion. Discussion of feelings on both sides. Acknowledge and state the rule.
- 4) Reminder and small consequence, e.g. removal from a certain area or removal of an object.
- 5) Calming/ Reflection time.
- 6) Child taking action to make the situation better.
- 7) Phone call to parent or conversation at the end of the day.

Details (what happened, what action was taken and by whom, and the names of witnesses if appropriate) of hurtful behaviour incidents that give cause for concern are brought to the attention of the Head of Early Years and are recorded in the pupil's personal file on iSAMS. The child's parent is informed on the same day.

When a child is persistently struggling to regulate their behaviour then others will be involved in writing a specific Individual Behaviour Plan (IBP) which will be shared with the parents of the pupil and regularly monitored and reviewed. The types of persistent and repeated behaviours that are deemed unacceptable and require advice from experts, include, biting, deliberate hitting of anyone with intent to hurt, deliberate throwing of an object with intent to hurt, spitting, strangling with intent to hurt and using threatening words.

2.2.3 Bullying

We take genuine cases of bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is rarely the case for pupils under five.

See separate Anti-bullying Policy.

2.2.4 Rough and tumble play and fantasy aggression

We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. Some children's excitement and deep involvement may on occasion cause them to overstep the boundaries of acceptable behaviour. This will be managed appropriately, by adult intervention so that the child is taken out of

the situation and made aware of what is and is not acceptable. Gun games will be monitored. They do not yet have an adult comprehension of the reality of weapons and what may happen as a result of their use. We cannot ban gun/weapon games, but we can engage the children in other activities.

2.2.5 Biting

Harrow Shanghai's Biting Policy is detailed in full in *Appendix 4*.

Appendix 2: FURTHER GUIDELINES ON PRE-PREP BEHAVIOUR MANAGEMENT

2. PRE-PREP BEHAVIOUR MANAGEMENT

2.1 Introduction

In the Pre-Prep, we use the following Golden Rules to which all classroom rules, rewards and sanctions are linked:

- Courage – We try our best.
- Humility – We learn from mistakes.
- Fellowship – We respect everybody.
- Honour – We always tell the truth.

At the beginning of each academic year, pupils devise their own class charters based on these key Harrow principles to increase accountability so that they have ownership of the system and so that they understand the rationale behind each rule.

The class charter will provide teachers with the opportunity to be more specific and give greater clarity over what each value looks like in the classroom. For example:

- ⇒ *We listen when somebody else is speaking (Fellowship).*
- ⇒ *We keep our hands and feet to ourselves (Fellowship).*
- ⇒ *We tell a teacher if something goes wrong (Honour).*

Pre-Prep pupils also sign the Pupil Code of Conduct to state that they have read it. On the reverse is a pupil friendly version of the Sends-ups and Skews – see *Appendix B*.

2.2 The Reward System (Send-ups)

In the Pre-Prep, rewards (Send-ups) are awarded in the following way:

- Send-ups can be awarded when pupils demonstrate behaviour which aligns with the aforementioned Golden Rules. As a rough guideline, a child demonstrating consistently excellent behaviour might receive two or three Send-ups a day (i.e. guideline maximum figure).
- At the time of receiving a Send-up, a child can move their name up on the behaviour chart. The Send-up should also be recorded on a visible class chart.
- The teacher awarding the send-up enters the Send-up into the Rewards and Conduct Manager section of iSAMS. This can happen on-the-go throughout the week or completed at the end of the week.
- Send-ups are counted and averaged to determine the winning House each week.

- If a child gets moved up twice in one day (top of the chart), their name is written on a raffle ticket for a prize draw at the end of the half-term. After reaching the top of the chart, a pupil returns to the starting point (the middle) of the chart.
- Send-ups cannot be removed as a sanction.
- No more than one Send-up can be awarded at a time.

2.3 The Behaviour Sanctions and Consequences System

Pupil behaviour can be generally defined in a scale of severity:

- Low;
- Medium;
- High; and
- Severe.

Low level behaviours: Low level behaviours are managed on a regular basis by the classroom teacher and/or LSA or CA. When dealing with these, staff will look to give the pupil the opportunity to modify their own behaviour.

Medium level behaviours: Staff will deal with these quickly and decisively to help the pupil understand why their behaviour was unacceptable. Sometimes this will need to be supported by the Assistant Head of Pre-Prep (Pastoral).

High level behaviours: These are rare but still require consequences to be applied consistently, fairly and justly. These will involve the Head of Phase and will require a letter/meeting with parents.

Severe level behaviours: These may present a case of real danger to an individual and may result in isolation, temporary suspension or the pupil leaving the school. This will involve the Head of Lower School.

Staff will deal with pupils' behaviour as part of their daily routine. Treating people fairly, justly and consistently is an important part of our commitment to the school community. Poor behaviours are managed by using the Behaviour Ladder below.

2.4 Introduction to the Pre-Prep Behaviour Ladder

This Behaviour Ladder seeks to provide consistency and fairness in the application of sanctions. The entry point on the ladder may depend on the severity of the behaviour and the age of the pupil. This applies to lessons, playtime and in activities or on trips.

Any behaviour from Level 2 onwards should be entered into the Reward and Conduct section of iSAMS (Lower School Note) in order to record the frequency and level of behaviour. A note should be entered in the Lower School Note section of Rewards and Conduct in iSAMS to confirm communication home for persistent Level 2 behaviour, as well as any Level 3 or 4 behaviour. Any behaviours relating to safeguarding should be recorded on MyConcern.

Appendix 3: FURTHER GUIDELINES FOR UPPER SCHOOL BEHAVIOUR MANAGEMENT

3. UPPER SCHOOL BEHAVIOUR MANAGEMENT

3.1 Introduction

In lessons and around the school, we aim to model and promote positive behaviour towards each other at every opportunity. We encourage each pupil to take responsibility for their learning and to show respect for themselves, for their peers and for their environment.

Positive behaviours are acknowledged and celebrated in a variety of ways, within class, through the House, at registration, in assembly and within the wider school community. Our approach to rewards and sanctions is based on our four key Harrow values:

- Courage – we always try our best.
- Honour – we always tell the truth and take responsibility for our actions.
- Humility – we learn from our mistakes.
- Fellowship – we respect everybody, ourselves and our school.

Upper School pupils sign the Pupil Code of Conduct to state that they have read it and on the reverse is a pupil friendly version of the Sends-ups and Skews – *see Appendix 6*.

3.2 The system of Rewards in the Upper School:

In the Upper School positive work and behaviour should be recorded and celebrated in the following ways:

- 1) Verbal praise – from a member of staff.
- 2) Written praise or comment – for example in the pupil planner by the class teacher, a We.Com note to parents by the tutor or through end of term written report comments.
- 3) Display of work – on notice boards or in the Bluer.
- 4) **Send-ups** – teachers award Send-ups for academic progress or positive behaviour relating to the four key Harrow values of Courage, Honour, Humility and Fellowship. Send-ups contribute to House points. Sixth Formers receive a stamp on a voucher card for the coffee shop. Teachers record these send-ups in the Rewards & Conduct section of iSAMS.
- 5) Certificates for send-ups – awarded in assembly for reaching a threshold of Send-ups. 25=Bronze, 50=Silver, 75=Gold. These are monitored and awarded by the Head of Phase and recorded by the Head of Phase in the Upper School Notes section of Rewards and Sanctions. Parents are alerted by Head of Phase.
- 6) Certificates of Merit – Lion Award – awarded when a pupil displays behaviour which stands out in relation to the four key Harrow values of Courage, Honour, Humility and Fellowship. Nominations to Housemaster / Housemistress or Head of Phase. Awarded in Assembly by Head of Phase. Parents are alerted by Head of Phase. Recorded in the Send-ups section of Rewards & Conduct on iSAMS by Head of Phase.

- 7) All certificate winners are entered into a special end of term prize draw.
- 8) Tutor Group Prize – the tutor group with the most send-ups are invited to a special lunch at the end of each term – one tutor group per Phase.
- 9) Report Grade Lunch - pupils are invited to a special lunch to recognise excellent effort / academic grades or considerable improvements in their approach. These lunches take place at the beginning of the term following on from the end of term reports. Head of Phase organises this and this is recorded on the Upper School Send-ups section of Rewards & Conduct on iSAMS.
- 10) House Cups – awarded for House Competitions and overseen by the House Co-ordinator.
- 11) Performing Arts – Music and drama pupils are celebrated through performances in assembly and receive a token for the coffee shop as well as a Send-up.
- 12) Prize Giving Day – prizes reward and celebrate exceptional achievements, contributions and service.
- 13) Leadership roles of responsibility – pupils can put themselves forward for interview for the following roles of responsibility in the Upper School: House Captain, Deputy House Captain, School Council Representative, School Monitor.

3.3 House Competitions

- 1) House competitions run throughout the year. The House Co-ordinator puts together the programme to ensure a good range of events and opportunities exist for all pupils to participate in.
- 2) There is a sliding points scale for each competition
- 3) At certain points throughout the year the House Co-ordinator will give an update of the House standings in Assembly, as well as presenting an award to the pupil with the highest Send Ups total in the Senior and Prep school.

3.4 The system of Sanctions in the Upper School:

In the Upper School, sanctions are applied in the following way and link to the Levels of Concern described later in this Policy:

- 1) Warning – used for first time minor infringement of rules e.g., pupil late for class or talking in class.
- 2) **Skew** – used for repeated minor infringements of rules e.g., forgetting equipment / late to class persistently, missing homework. The teacher

issuing the Skew records the Skew in the Rewards and Conduct Section of iSAMS.

HMMs and Tutors monitor the number of Skews a pupil receives on a weekly basis. This allows colleagues to ascertain if there are any concerns regarding the pupil's behaviour or achievement and any further support structures which need to be put in place.

- 3) Teacher Detentions – teachers are allowed to detain a child during breaktime on account of poor behaviour and/or effort. This is recorded as a Skew in the Rewards and Conduct Section of iSAMS so that any patterns can be spotted and addressed.
- 4) School Detentions – detentions take place on Friday morning break-time. Detentions are overseen by the Housemaster / Housemistress / Head of Phase team. The Housemaster / Housemistress communicates to parents that the pupil is in a school detention. Detentions are for cumulative poor behaviour/work, but the HMM or Senior Leader may also issue an outright detention. Friday Detention should be seen as a more serious sanction as part of the level of concerns outlined below.
- 5) Confiscation – mobile phones are not allowed to be used in school, (with the exception of the sixth form in the Sixth Form Centre). If a pupil is caught using their mobile phone in school it will be confiscated for the remainder of the day and passed to the pupil's HMM. If a pupil is using a Smart Watch inappropriately it too could be confiscated and passed to their HMM.
- 6) Withdrawal of Privileges – the school may withdraw a privilege as a sanction for poor behaviour/work – for instance not being able to participate in special events or outings / trips.
- 7) Searches and Confiscation of prohibited items – at Harrow International School Shanghai staff have the power to search without consent for prohibited items. Trained members of the Senior Team conduct the search with the pupil's Housemaster / Housemistress and ideally the pupil themselves. Items may be confiscated and kept securely for the duration of the investigation. This could include mobile phones and electronic devices. Parents will be informed after the search by a member of the Senior Team.
- 8) Monitoring Cards – if a pupil has been consistently working/behaving in a less than satisfactory way they may be placed on report whereby they are required to carry a Monitoring Card for a specified duration. *See 4.4.1 for further details.*
- 9) Head's Detention – issued by senior management to a pupil for persistent failure to adhere to rules or for a serious incident e.g. missing lessons. These detentions take place after school on a Friday from 3-4pm and are overseen by the Senior Leadership Team. Pupils and parents must have one week's notice in order to make alternative arrangements for travelling home. The Head of Phase records this sanction in the Upper School Notes section of

Rewards & Conducts on iSAMS as well as the contact with parents on the matter.

- 10) Internal Suspension – should a pupil’s behaviour show no sign of improvement via the Monitoring Card system the school will proceed to internal suspension whereby a pupil is removed from normal lessons for a fixed period of time. This sanction is also used for serious one-off actions where the school believes a Head’s Detention is insufficient and an External Exclusion is inappropriate.

11) External Exclusions

a. Suspension

Suspension will usually be used when all other avenues have been tried for persistent poor behaviour, or it can be used for very serious one-off offences. This will involve a pupil being removed from school for a fixed number of days. The pupil will be allowed to return to school following agreement by both the pupil and the pupil’s parents that the pupil will improve their behaviour and obey the Pupil Code of Conduct.

Work will be set for the pupil during any period of exclusion, which will be sent to the pupil directly by the Head of Phase. On their return, the pupil will be given all possible support to help the pupil thrive within the school community and will also be placed on an Amber Monitoring Card. The Deputy Head records this sanction in the Notes section of Rewards & Conducts on iSAMS as well as the contact with parents on this matter.

b. Permanent Exclusion

Permanent Exclusion may be applied if the above behaviours described are persistent and all other reasonable steps have been taken to address the pupil’s behaviour and attitude. Permanent Exclusion may also be the response towards a most serious one-off offence. This will be dealt with by the Deputy Head or Head Master on behalf of the school Governors. The Deputy Head records this sanction in the Notes section of Rewards & Conducts on iSAMS as well as the contact with parents on this matter. At this stage parents may prefer to withdraw their child from the school.

3.4.1 Monitoring Cards

Monitoring cards function on a scale of Green to Amber to Red, building in seriousness. In most cases, pupils will start on the Green Monitoring Card. In this case the tutor will request a Green card from their Housemaster / Housemistress (HMM) and in conjunction with the pupil will set targets which will be recorded on the Monitoring Card. The pupil will present the card to each of their subject teachers who in turn will review each target at the end of their lesson.

Green Monitoring Cards

This is the lowest form of monitoring and will be managed by the tutor. The tutor requests a Green Monitoring Card from the HMM. The tutor informs the pupil’s parents that their child is on a Green Monitoring Card and updates the parents as to progress made at the end of each week. The Tutor will check the MC daily. At the end of the agreed duration period the pupil will either be removed from the MC (the HMM will retain this), or they will repeat a further week. If there is still no improvement after 2 weeks, they will be moved to the Amber MC. The tutor records the fact that the pupil is on a

Green MC on the Upper School Notes section of Rewards & Conducts on iSAMS as well as the contact with parents on the matter.

Amber Monitoring Cards

This is for more serious or persistent failures to raise standards. In this case it is the responsibility of the HMM to communicate with parents. Parents, if appropriate, can also be asked to attend a meeting with the HMM to discuss concerns. The HMM will meet with the pupil every day during tutor time. At the end of the agreed duration period the pupil will either be downgraded to green (possibly again) or they will repeat a further week. If there is still no improvement after 2 weeks, they will be moved to the red MC. The HMM records the fact that the pupil is on an Amber MC on the Upper School Notes section of Rewards & Conducts on iSAMS as well as the contact with parents on the matter

Red Monitoring Cards

This is for very serious concerns or a constant failure to raise/meet standards. In this case it is the responsibility of the Head of Phase to communicate with parents. In addition, parents will be asked to attend a meeting with Head of Phase to discuss concerns. The Head of Phase will meet with the pupil at a given time every day. At the end of the agreed duration period the pupil will either be downgraded to Amber (possibly again) or they will repeat a further week. If there is still no improvement after 2 weeks, parents will be asked to attend a second meeting to discuss possible further sanctions. The Head of Phase records the fact that the pupil is on a Red MC on the Upper School Notes section of Rewards & Conducts on iSAMS as well as the contact with parents on the matter.

Appendix 4 – Early Years Biting Policy

In the Early Years Phase of Harrow Shanghai, we acknowledge that biting can be a common behaviour among young children and it evokes a strong emotion in adults, both parents and educators. Biting is often very painful and frightening for the child who is bitten. We recognise that the majority of children will learn not to bite in time and we are very clear, firm and calm when a child does bite and offer praise and warmth when they do not.

If an incident of biting does occur, the parents of both children will be informed of the event that day. This will also be recorded on iSams as a Lower School Skew in the Rewards and Conduct section as well as in the behaviour record inside our class files. In addition, the teacher will inform the Head of Early Years on the same day. If a child has bitten another child, you **should not** bite them as a punishment.

1) Reasons why children might bite:

- Emotions
- Inability to verbally communicate
- Defending
- Seeking attention or control
- Copying

When a child bites

Our procedure is to identify:

- Who was involved?
- When did the biting happen?
- Where did it happen?
- What happened before or after?
- How was the situation handled?

With younger children we will bend down to the child's level, show disapproval and very firmly and calmly say something like "No we do not bite! It hurts and it's not nice!" We will use a hand gesture (like a police person's stop) and facial expression to reinforce this message.

For older children we will act as above but may speak to the child in more detail.

We will remain calm and firmly remove the child who bites away from the person (whether child or adult) whom he/she is bit. Depending on the child's stage of development, we will implement a period of "time out" to allow the child to calm down.

We make it clear that it is the biting behaviour that we disapprove of - not the child - and to reinforce this, positive behaviour will be encouraged and praised.

Depending on the severity of the incident, it may be decided by Senior Management that the child who has bitten needs to be sent home. Staff will analyse each case on an individual basis and then make a decision.

If a child persists with biting the school will make a plan to monitor and support the child. Through monitoring and recording incidents we may identify particular triggers for the behaviour. Understanding why a child bites is key to resolving the problem, using this information will inform possible intervention strategies.

Within this plan we will regularly meet with the parent/carer of the biter to discuss underlying reasons and common strategies to ensure consistency between the home and school. Where necessary, permission will be sought from the parent/carer of the child to refer concerns and involve outside agencies and professionals.

2) If a child is a victim of biting

Our school nurse will follow first aid procedures to relieve pain and injury. Biting is always taken seriously, and staff do their best to ensure that it is stopped as soon as possible.

We will not disclose to parents the name of the child who has bitten. It is unnecessary to know their identity, however if a parent finds out who has bitten their child we strongly recommend that they do not complain directly to the other parents.

Try to remember that all young children are potential biters.

Appendix 5 – Pre-Prep Code of Conduct and Rewards and Sanctions for Pupils

Behaviour, Rewards & Sanctions at Harrow International School Shanghai

Introduction

At Harrow International School Shanghai we aim to keep rules to a minimum. Our approach to rewards and sanctions is based on our four key Harrow values:

1. Courage – we always try our best
2. Honour – we always tell the truth and take responsibility for our actions
3. Humility – we learn from our mistakes
4. Fellowship – we respect everybody, ourselves and our school environment

At Harrow Shanghai we are a close community. As a community we will share in many positive moments which we will celebrate and reward. There will also be moments of poor behaviour and poor decisions which will require sanctions. This is all part of learning.

Pupil Code of Conduct – Our Code of Conduct is based on the four key values of Harrow Shanghai.

AROUND SCHOOL I will:

- Be kind and listen to others and make sure people do not feel excluded
- Treat and respect others as I would like to be treated
- Not insult or provoke others or enter into verbal or physical conflict
- Take pride in my appearance and follow the school uniform policy
- Look after and respect the school's property and buildings and the property of other people
- Come to school and to each class on time and notify my teacher in advance of any reason why I need to arrive late or leave early
- Not chew gum, nor use my mobile device
- Not drop litter and I will pick up litter when I see it
- Use English as the common language of our community
- Move safely and calmly around school without disturbing others. This includes not using the lift (unless in 6th Form) or using the front fire exit staircase for example.
- Never make racist, sexist, homophobic or other abusive or humiliating remarks
- If I am finding things difficult, I will seek help from a teacher

IN CLASS I will:

- Enter classrooms in a respectful manner, and quickly get ready to start work
- Be organised and have the correct materials for each lesson
- Not disrupt the teacher, nor the learning of other pupils
- Listen to the teacher while instructions are being given
- Listen to other members of the class with respect
- Seek help if I do not know what to do
- Complete all homework fully and on time and communicate any problems with it early
- Stand up and wear my hat to greet adults who enter through the front door of the class

I have read the pupil's code of conduct:

Signed name: _____
name: _____

Printed

Pre-Prep School Rewards – Send-ups

In the Pre-Prep Send-ups are awarded for a range of positive behaviours which link to the four key values of Harrow International School Shanghai:

1. Courage – we try our best
2. Humility – we learn from our mistakes
3. Fellowship – we respect everybody
4. Honour – we always tell the truth

When you are awarded a Send-up you can move your name up the behaviour chart in the classroom. If you get moved up the behaviour chart twice in one day then your name is written on a raffle ticket for a prize draw at the end of term. Remember, Send-ups also contribute towards House Points for the House Cup!

Your class teacher will monitor the number of Send-ups you receive. Pupils receive a certificate when they reach 100 Send-ups (Bronze), 200 Send-ups (Silver) and 300 Send-ups (Gold). Pupils can also receive a Certificate of Merit for any positive behaviour which goes above and beyond the four key Harrow values. KS1 pupils will also receive Class Dojo points. Finally, at the end of each term the Class with the most Send-ups will be invited to a special lunch.

Pre-Prep School Sanctions – Warnings

In the Pre-Prep a verbal warning and then a Lower School Note is given if a pupil falls short of the four key Harrow values or the Pupil Code of Conduct. If you are given a repeated verbal warning your name will be moved down the behaviour chart. For example “*you are talking when I am talking. This means you are not respecting me. This is your verbal warning. If you continue, I will move your name down the chart*”. Any additional behavioural concerns will be escalated to the Assitant head of Pre-Prep and will follow the Pre-Prep behaviour ladder.

Appendix 6 – Upper School Code of Conduct and Rewards and Sanctions for Pupils

Behaviour, Rewards & Sanctions at Harrow International School Shanghai

Introduction

At Harrow International School Shanghai we aim to keep rules clear and consistent. Our approach to rewards and sanctions is based on our four key Harrow values:

- i. Courage – we always try our best
- ii. Honour – we always tell the truth and take responsibility for our actions
- iii. Humility – we learn from our mistakes
- iv. Fellowship – we respect everybody, ourselves and our school environment

At Harrow Shanghai we are a close community. As a community we will share in many positive moments which we will celebrate and reward. There will also be moments of poor behaviour and poor decisions which will require sanctions. This is all part of learning.

Pupil Code of Conduct - Our Code of Conduct is based on the four key values of Harrow Shanghai.

AROUND SCHOOL I will:

- Be kind and listen to others and make sure people do not feel excluded
- Treat and respect others as I would like to be treated
- Not insult or provoke others or enter into verbal or physical conflict
- Take pride in my appearance and follow the school uniform policy
- Look after and respect the school's property and buildings and the property of other people
- Come to school and to each class on time and notify my teacher in advance of any reason why I need to arrive late or leave early
- Not chew gum, nor drop litter. I will pick up litter when I see it
- Use English as the common language of our community
- Move safely and calmly around school without disturbing others. This includes not using the lift (unless in 6th Form) or using the front fire exit staircase for example.
- Keep my phone in my locker and not use it during the school day without permission – 6th Formers can use their phones in their common room only
- Only use my laptop / ipad in lessons, in the House room or in the library
- Never make racist, sexist, homophobic or other abusive or humiliating remarks
- If I am finding things difficult I will seek help from a teacher

IN CLASS I will:

- Enter classrooms in a respectful manner, and quickly get ready to start work
- Be organised and have the correct materials for each lesson
- Not disrupt the teacher, nor the learning of other pupils
- Listen to the teacher while instructions are being given
- Listen to other members of the class with respect
- Seek help if I do not know what to do
- Complete all homework fully and on time and communicate any problems with it early
- Stand up and wear my hat to greet adults who enter through the front door of the class

I have read the pupil's code of conduct:

Signed name: _____ Printed name: _____

Upper School Rewards – Send-ups

In the Upper School Send-ups are awarded to pupils for a range of positive behaviour which link to the four key Harrow values of Courage, Honour, Humility and Fellowship. Send-ups contribute to House Points and therefore the House Cup.

Send-ups can be rewarded for the following reasons:

- Demonstrating a consistently positive approach to learning and homework
- Producing an excellent piece of work
- Taking part in an assembly
- Contributing to charity fund raising
- Consistently wearing the school uniform with pride
- Helping other people – pupils, teachers, support staff, visitors
- Persevering at something you find difficult
- Making good progress in extra-curricular activities
- Showing initiative to resolve problems
- Leading by example in situations
- Exhibiting the Harrow Values

Your tutor will monitor the number of Send-ups you receive. Pupils will receive a certificate when they reach 25 Send-ups (Bronze), 50 Send-ups (Silver) and 75 Send-ups (Gold) over the course of an academic year. Pupils can also receive a Certificate of Merit for any positive behaviour which goes above and beyond the four key Harrow values. Finally, at the end of each term the Tutor Group with the most Send-ups will be invited to a special lunch.

Upper School Sanctions – Skews & Detentions

In the Upper School Skews are issued when pupils fall short of the four key Harrow values or the Pupil Code of Conduct. A Skew might be issued for the following reasons.

- Poor homework or no homework
- Repeated late arrival to lesson or ECA
- Repeated missing equipment
- If you are given a subject detention
- Repeatedly not wearing the school uniform properly
- Thoughtless behaviour in class or around school
- Dropping litter
- Unkind attitude towards others
- Falling asleep in class or assembly
- Eating in class or in the corridor
- Chewing gum
- Phone not in locker during the school day
- Using bad language
- Not following the Harrow Values

Your tutors will monitor the number of Skews you receive on a weekly basis



Appendix 7 – Uniform Policy

Introduction

At all Harrow Schools, looking smart and wearing the Harrow uniform with pride is instilled in each and every pupil throughout their educational journey. Therefore, we encourage all staff and parents to help the pupils in this endeavour not only by purchasing the correct uniform items, but also by supporting the school and adhering to the uniform code. A full list of uniform for the different phases of the school can be found below.

School Shop Contact: reid.wu@harrowshanghai.cn

The school has a strict Uniform Policy to encourage pupils to take pride in their appearance and school identity. Upon joining the school, pupils are required to wear the standard school uniform.

Pupils need to arrive at school in full uniform including the Bluer and Hat. These uniform items are required to be worn to and from school every day for children in all Year groups from Reception upwards. If a pupil comes to school by bike/scooter they should have their Hat and Bluer in their bag ready to wear on arrival.

The standard guidelines for the School Uniform are as follows (age appropriate):

- Shoes should be well polished.
- Shirts are ironed and tucked in at all times.
- Top button should be secured with the tie sitting neatly on top.
- Boys are not permitted to wear earrings.
- Girls should wear only one pair of stud earrings, no other jewelry.
- Watches may be worn – but not for PE
- Hair should be neat and tidy – it should not be dyed an unnatural colour, nor should the ends be ‘dipped’ or contrasting streaks applied to hair. Long hair should be tied back and away from the face. Hair ties should be navy or black.
- From Shells upwards girls have permission to wear their hair down as long as it is neat and tidy, but it should be tied up for science, sport and any other situations which require it.
- No nail varnish or make-up should be visible.
- Please ensure that all items are marked clearly with the child’s name.
- During the winter months scarves, coats and wellington boots may be worn to school but then must be placed in lockers upon arrival. Harrow coats may be worn on the 4th, 5th, 6th Floor when it is cold.
- If a pupil has sport or a sports related ECA after school then they are permitted to leave school in sports kit under their Bluer and Hat.

It is expected that a Harrow pupil understands the value of property. S/he will treat other people’s property with respect and be responsible for caring for his/her own. Items of great value should be left at home.

All items brought to school **must be clearly labelled with the pupil’s name and class/House**



Harrow Uniform List

Summer Uniform	
<i>Summer uniform is worn from August until mid-October and then again from May onwards.</i>	
Boys	Girls
<ul style="list-style-type: none"> • Harrow Bluer and hat (Reception upwards) • Harrow long or short sleeved, white shirt (US/PP) • Harrow short sleeved, light white polo (EY) • Harrow house tie (US/PP) • Harrow summer tailored Greysers (trousers) • Plain grey socks • Plain black, polished leather shoes • Harrow accessories 	<ul style="list-style-type: none"> ○ Harrow Bluer and hat (Reception upwards) ○ Harrow long or short sleeved, white shirt (US) ○ Harrow house tie (US) ○ Harrow skirt or tailored Greysers (US) ○ Harrow summer dress (LS) ○ Plain navy-blue tights (LS only) or plain white ankle socks ○ Plain black, polished leather shoes ○ Harrow accessories

Winter Uniform	
<i>Winter uniform is worn from mid-October until May.</i>	
Boys	Girls
<ul style="list-style-type: none"> ○ Harrow Bluer and hat (Reception upwards) ○ Harrow long sleeved, white shirt (US/PP) or Harrow long sleeved, light white polo (EY) ○ Harrow house tie (Y1 upwards) ○ Harrow winter tailored Greysers (trousers) ○ Plain grey or black socks ○ Plain black leather shoes ○ Harrow navy blue, woolen V-necked pullover (optional) ○ Harrow winter coat ○ Harrow accessories 	<ul style="list-style-type: none"> ○ Harrow Bluer and hat (Reception upwards) ○ Harrow long sleeved white shirt (US/PP) or Harrow long sleeved, light white polo (EY) ○ Harrow house tie (Y1 upwards) ○ Harrow tartan skirt (Y7-Y11) ○ Harrow tartan dress (LS/Y5&Y6) ○ Plain navy-blue tights ○ Plain black leather shoes ○ Harrow navy blue, woolen V-necked pullover (optional) ○ Harrow winter coat ○ Harrow accessories

Sport Uniform	
Boys	Girls
<ul style="list-style-type: none"> ○ Harrow sport shirt ○ Harrow sport shorts ○ Harrow tracksuit ○ Harrow swimwear ○ Training shoes ○ White sports socks ○ P.E. cap ○ House t-shirt 	<ul style="list-style-type: none"> ○ Harrow sport shirt ○ Harrow sport skirt ○ Harrow tracksuit ○ Harrow swimwear ○ Training shoes ○ White sports socks ○ P.E. cap ○ House T-shirt

Harrow Cubs



- Harrow short (Summer) or long sleeved (Winter), white polo shirt
- Harrow shorts (Summer)
- Plain white socks
- Plain white trainers
- Harrow tracksuit (Winter)
- Harrow winter coat
- Harrow accessories

Sixth Form

- Harrow tailored Bluer (supplied by school) and hat
- Harrow long sleeved, white button-down shirt
- Harrow House tie (boys) and House pin badge (girls)
- Harrow winter tailored Greys (for girls they can also wear the Harrow grey, pleated skirt)
- Plain blue socks (boys) and blue tights or white socks (girls)
- Plain black leather shoes (no high heels)
- Sixth Form girls may wear their hair down
- Harrow accessories

Uniform Related Sanctions (Upper School only)

On occasion, pupils will need to be reminded about the proper school uniform. This can be done informally, however, if the problem persists then the uniform sanctions procedure should be followed:

1. First time – verbal warning
2. Second time – verbal warning and noted as a Skew on iSAMS
3. Third time – monitored and placed in detention by tutor
4. Fourth etc – monitor card issued by tutor (and escalated if necessary) with email home via iSAMS



Appendix 8 – School Bus Code of Conduct

School Bus - Pupil Code of Conduct

Pupils are responsible to the school for their conduct on the bus and must obey instructions from the driver and Ayi who acts on behalf of the school.

Pupil conduct that endangers safety or interferes with the health of others may face school disciplinary action and/or have their transportation privilege revoked.

While riding a school bus Pupils shall:

- Be at the bus stop at least 5 minutes in advance of the scheduled pick-up time; 10 minutes earlier for the first two weeks of school.
- Refrain from talking to the bus driver while the bus is in motion except in cases of emergency.
- Refrain from making loud noises, fighting, or using abusive or profane language.
- Refrain from eating, drinking, or littering inside/outside the bus.
- Remain seated with seatbelts on at all times until the bus stops inside school for pupils to disembark.
- Keep all body parts inside the bus at all times.
- Keep backpacks, books and other belongings on their laps.
- Recognise that due to safety concerns, oversized items which do not fit safely on a pupil's lap (i.e. sports equipment, musical instruments and science projects) **may not** be transported to and from school.
- Be responsible for any wilful damage to the bus.
- Continue to show high expectations of a Harrow pupil including personal presentation and interactions with members of the public. This includes wearing full school uniform when arriving at school in the morning and departing school in the afternoon.