



AISL
HARROW
SCHOOLS
哈罗学校

SANCTIONS & BEHAVIOUR POLICY (HS25)

APPLIES TO:	All students
AISL RESPONSIBILITY:	Chief Education Officer
LAST UPDATED:	29 July 2026
REVISIONS: (Reviewer to enter initials and date)	CE – 29 July 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

A school rewards system should be 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 to be 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 appropriately 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

For example, a behaviour ladder may be in use with 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)	- fiddling with resources - silly noises/actions - out of their seat unnecessarily - pushing in line - disturbing others - interrupting other pupils	- 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)	- deliberate disruption to lessons/other students on a regular basis - disrespectful behaviour - swearing - interrupting the lesson/teacher - consistent, low level behaviour - ignoring instructions	- name/pause technique - move to another seat - time out (thinking time - supervised) - miss playtime - spend time with Head of Year completing work - class teacher has informal meeting with parents	TA Specialist Class teacher Year leader
STEP 3 (High)	- theft - damaging school property/other student's property - refusal to follow instructions/carry out the learning - bullying - racism	- send to a senior leader - letter and/or formal meeting with parents - lunch/playtime exclusion - possible isolation - possible temporary exclusion	Senior Leader
STEP 4 (Severe)	- unsafe behaviour - leaving the class/school without permission - threatening behaviour - violence - abusive behaviour - possession of drugs	- send to senior leader - school isolation and letter/formal meeting with parents, daily behaviour report - send to the Head of Lower School - 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 Harrow Little Lions: Promoting Positive Behaviour in Early Years

At Harrow Little Lions, we are committed to establishing a learning environment that promotes positive behaviour and relationships where all stakeholders treat each other with care and respect. Harrow Little Lions is an inclusive environment that supports children; guiding them as they grow and develop, taking increasing responsibility for themselves and their actions whilst considering the welfare and wellbeing of others.

Underpinning the Harrow Little Lions approach to promoting positive behaviour are the core values of **courage, honour, humility** and **fellowship** which are demonstrated by everyone involved in the life of Little Lions. We operate a policy on promoting positive behaviour and though sanctions do exist, managing behaviour in Harrow Little Lions is not a punishment-led. Instead, positive behaviour is promoted and celebrated appropriately through the narratives and feedback offered to the children.

Regarding praising the work of the students, the team should focus on the effort made by the child and not the result. We do not wish the children to become accustomed to being driven only by outcomes; furthermore, the result may not be correct or complete. Students are encouraged to try tasks which are challenging and thereby if the result becomes the focus and praise only given if a child is 'correct,' they will be less likely to try again for fear of failure once more. Please note that phrases such as 'good job,' 'clever girl' and 'you're so smart' should not be used unless the praise is quantified with feedback around the task, the processing of the task or the child's self-regulation.

Threatening language should not be used; raised voices, aggressive body language and negative expressions demonstrate that the adult has lost control and as such, are unacceptable. 'If you don't.....then you won't.....' should be avoided; rather, '**When you.....then you.....**' to be used consistently. Negative physical contact (grabbing or pushing) with children is only acceptable if it is to remove them from a dangerous situation that requires immediate action (see *Restraint and Reasonable Force Policy (HS24)*).

A sanction which works very well, and one which is to be advocated, is for the students to miss something that they really enjoy. Having a shortened break time or play time outside, staying in class for ten minutes whilst the rest go to a learning space has a better impact on children than being belittled and shamed in front of their peers. We do not label children, call them names nor refer to them as 'naughty.' We may talk to them about their behaviour, but we do not refer to them as individuals. Phrases like 'you are not kind' should be replaced with '**your behaviour towards ... was not kind. What could you do to make ... feel a little better?**' Raised voices, unkind actions, harmful restraints, mishandling of pupils and threatening behaviour and words towards children are unacceptable. If a member of staff loses their temper with a child, it demonstrates nothing other than a personal inability to remain calm and a professional inability to manage the youngest learners in the school.

To help reinforce positive behaviour, it is imperative to find out what works for each child in need of support. Where challenges exist, which push the team to the limits, do consider bringing the student to see a member of the leadership team, who will be happy to talk to the

student about why they may be experiencing challenging emotions. Please do not, however use leaders as a threat – they are not monsters to be feared!

Ten steps for encouraging positive behaviour at Harrow Little Lions

Step:		Example:
1	By agreeing and consistently instilling expectations in class and throughout HLL through meaningful discussion with the children, and by displaying expectations appropriately for everyone to see.	Class / HLL expectations on display. Harrow values on display (in an appropriate format).
2	By developing positive relationships with parents and children, built on trust and mutual respect.	Creating a warm, welcoming environment for the children where the child's feelings and ideas are listened to and respected. Acknowledge and appreciate the role of the parents and family members in the child's education by listening to their comments and feedback, providing appropriate and timely responses.
3	By using children's work and behaviour as positive modelling opportunities for others.	Sharing a positive event with the class during carpet time.
4	By consistently noticing and praising positive behaviour reflecting a task, processing of a task or child's self-regulation.	"Wow Tessa, I really liked how you kept trying out different ways to build the bridge in your town. You did not give up."
5	By recognising sustained good behaviour and improvements in behaviour.	Looking out for children making good choices where previously they have struggled and celebrate this with them and their parents or carers.
6	By making it clear that it the behaviour that is unacceptable, and not the child.	"Vanessa, you are a kind person, but you have not made a good choice by pushing your friend."
7	By keeping parents and carers informed about good behaviour, particularly where there has been improvement.	Passing positive news on in the morning, at the end of the day or taking time to draft that positive email.
8	By balancing feedback to be given to parents and carers with something positive.	"Vanessa loves to contribute during circle time when we ask questions, but she is struggling to be responsible when we are tidying up at the end of the day."
9	By all adults in Harrow Little Lions acting as positive role models through their own behaviours and their interactions with others.	If we want children to smile and be polite to others, then we should do the same towards them and our colleagues. What children hear and see becomes their inner voice and modelled behaviour; therefore, adults must be aware of their language (verbal and non-verbal)

10	By taking children to the leadership team, or to another classroom for praise on a special occasion (only if this aligns with their character).	Just like adults, children react positively to recognition of their efforts.
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It is worth establishing a safe phrase for all members of the teaching team, for moments when (for whatever reason) they simply need to walk away from a situation that they are finding challenging. ‘There is an important call for me at reception’ or similar could be used to indicate that an adult simply needs five minutes away from whatever it is that is challenging or frustrating them to reflect on how they will move forward.

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 **Counter-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, Send-ups and Credits
- 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/Monitor
- 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 MIS, to facilitate close monitoring of students.

2.6 Upper School sanctions and procedures

Students may begin 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/Spot – Used for repeated minor infringements of rules e.g. forgetting equipment, late with homework. Note: These may appear on student reports.

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. These detentions last the entire lunchtime and appear on student reports.

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.

Isolation – A student is placed in internal isolation due to a major behavioural incident.

Temporary 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.
- Truanting 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	Prep House Leader or Head of House Boarding Housemaster or Housemistress	Verbal Warning Written Warning Demerit Tutor Detention Referral to PHL/HoH
II	Medium	Prep House Leader/Head of House	Tutor Deputy Head of Prep Head of Phase Director of Houses Boarding Housemaster or Housemistress	Tutor Report PHL/HoH Report School Detention Parental Contact Counselling
III	High	Deputy Head of Prep or Director of Houses	Tutor HoH/PHL Head of Phase Housemaster or Housemistress	Head's Detention (on Friday after school or Saturday morning) Community Service (Internal) Isolation
IV	Critical	Senior Leader (i.e Head of Upper School)	Tutor HoH/PHL Head of Phase Housemaster or Housemistress Director of Boarding Head	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