

Positive Relationships and Anti-Bullying Policy of RCHK

Status:	New policy created by combining “Behaviour Management Policy” and “Anti-Bullying Policy”
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1. Vision and Mission statement

To seek. To serve. To strive.

Renaissance College Hong Kong (RCHK) is a student-focused international school.

Through a rigorous and holistic curriculum, the College will develop global citizens who strive for academic excellence, appreciate the aesthetics and are empowered to take progressive action.

RCHK strives to build a culture that promotes peace and democracy, values diversity and works towards a sustainable future for all.

2. Principles

This policy has been written with reference to the [positive education approach at RCHK](#). Within this approach we recognise the importance of five key values - health, environment, a sense of accomplishment, relationships and appreciation.

In considering the expectations for all members of our school community, we also refer to the [UN Convention on the Rights of the Child](#), which informs our approach and practice.

In this policy and in our practice we also refer to and draw on the [IB Learner Profile](#).

3. Rationale

Our school promotes positive relationships to support students to progress socially, emotionally and academically. We believe that safety and respect for others and ourselves is central to our emotional wellbeing.

At RCHK, all students, parents and staff have the right to a safe, secure and positive learning environment. With this right comes the responsibility to conduct ourselves in a manner that contributes to this environment and to be accountable for our actions.

4. Objectives

Through this policy we aim to:-

- Create a safe, secure and positive learning environment which encourages and reinforces appropriate behaviour.
- Support the desire, stated in the mission statement, to nurture a diverse and inclusive community at RCHK.
- Promote self-esteem, self-regulation, emotional wellbeing and positive relationships.
- Make expectations and consequences for behaviour clear.
- Ensure consistency of response and support.
- Highlight the community's efforts to eliminate bullying of all kinds.

5. Role of students

In considering the expectations for our students, we aim for them to exemplify the Learner Profile of the IB. We particularly highlight the following points:

- We encourage all learners to apply thinking skills critically and creatively to recognize and approach complex problems, making reasoned, ethical decisions.
- We expect that students will work effectively and willingly in collaboration with others.
- Students are upstanders, acting with integrity and honesty, showing a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
- Students take responsibility for their own actions and the consequences that accompany them.
- Students are open to the perspectives, values and traditions of other individuals and communities, and show empathy, compassion and respect towards the needs and the feelings of others.
- They act to make a positive difference to the lives of others and to the environment.

In line with the above points, students should have an awareness of what bullying is, as defined in this policy and feel able to seek help for themselves and others if they experience bullying.

6. Definition of Bullying

Bullying is defined as ongoing and repetitive behaviour which aims to illustrate one person's power and superiority by infringing on another person's rights. It can be categorised into several types:

Physical - using physical violence to intimidate and harass another person or people

Verbal - abusing another person using names, language, taunts and swearing

Emotional - excluding, whispering and tormenting another person to make them unhappy

Cyber - using blogs, chat rooms, text or instant messaging to intimidate someone.

7. Role of staff

Teachers treat students as partners in learning, using appropriate and positive language. If students do not meet expectations, consequences for their actions will be commensurate with the action itself.

In instances of relationship breakdown or bullying, a restorative approach will be taken. Students will work with members of the wellbeing team to repair relations. A non-punitive approach to addressing bullying is more likely to resolve the issue in the long term.

7.1 In most cases, teachers will address issues as they arise.

- Teachers maintain an awareness of social changes and changes in student mood, intervening when they suspect a student is unhappy.
- Teachers will keep students in the classroom unless they are a danger to themselves or others.
- Teachers take responsibility for contacting parents when appropriate, seeking guidance from HOY or YLL if needed.
- It may be appropriate to involve the LET or counselling team for advice/support, with guidance from the VP (Wellbeing).
- A record should be kept of serious or persistent inappropriate behaviour.

7.2 For incidents that require action from the HOY or YLL, the following are examples of strategies that may be used:

- Regular checks on the student
- Discussion of and reflection on appropriate behaviour
- Behaviour agreements in consultation with the student
- Short periods of supervised removal from class (as appropriate)
- Meetings between teachers, HOY/YLL, parents and students
- A record should be kept of serious or persistent inappropriate behaviour

7.3 Role of VP (Wellbeing)

- Liaise with students, parents, teachers, HOY/YLL and counselling team as appropriate.
- Provide guidance and support to HOY/YLL with regards to positive behaviour management.
- Review and monitor behaviour records.

- Maintain communication with Head of School and/or Principal and seek guidance or support as needed.
- Provide first response in emergency situations, where students and/or teachers are in immediate and present risk of harm.
- Monitor the implementation of restorative approaches to resolve instances of bullying and follow up with those involved, including students, teachers and parents.
- Act as the Child Protection Officer for the college, using this as an additional lens when considering any aspect of relationships or instances of reported bullying.

7.4 Exclusions and suspensions will be in line with ESF's Exclusions Policy.

8. Role of parents/guardians

Parents/guardians play a key role in supporting students' learning and happiness at school. The development of an effective home-school working relationship is an important factor in a successful student experience.

Parents/guardians can maintain an awareness of their child's school life by talking regularly to them about what is happening at school, both in their learning and their social lives. The school provides advice to support positive parenting on the website. Also available are information and strategies to address concerns about bullying.

Parents are encouraged to raise concerns with the school at an early stage, and to maintain open channels of communication in order to enable issues to be addressed in a timely manner.

9. Guidelines

Further guidelines for the expectations and specific responses to unacceptable behaviour used within RCHK can be found in documents specific to Primary and Secondary sections and included as Appendices A (Primary) and B (Secondary) of this document.

10. Complaints procedure

Concerns and complaints on the execution of this policy or any behavioural incident at RCHK will be dealt with in line with ESF Complaints Procedures for Schools.