

Positive Relationships Guidelines

Title	Positive Relationships Guidelines
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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 stance has been written with reference to the [RCHK Approach to Wellbeing](#). At RCHK, 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 stance and in our practice we also refer to and draw on the [IB Learner Profile](#) as adapted for use at RCHK ( Building the character strengths into the 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 stance 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.

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, faculty and students should have an awareness of what bullying is and how it is addressed, as detailed in the [RCHK Anti-Bullying Guidelines and Procedures](#). Students should be able to seek help for themselves and others if they experience bullying.

6. 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.

6.1 Teachers

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.
- Teachers may implement strategies to support behaviour change in class, such as:
 - regular check-ins with the teacher
 - behaviour goals agreed with the student and monitored by student and teacher
 - referral to ELSA (Primary) for support with relationship building or behaviour, if appropriate
- It may be appropriate to involve the LET or counselling team for advice/support, with guidance from the VP (Wellbeing).
- The RecordMy platform is used to keep a record of inappropriate behaviour.

6.2 Middle leadership

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 roles and responsibilities in school
- Behaviour agreements in consultation with the student
- Short periods of supervised removal from class or social settings (as appropriate)
- Meetings between teachers, HOY/YLL, parents and students
- A report on RecordMy should be kept of serious or persistent inappropriate behaviour

6.3 Vice Principal

The role of the VP Wellbeing is to:

- Liaise with students, parents, teachers, HOY/YLL, HOS/HOP, Principal and counselling team as appropriate.
- Provide guidance and support to HOY/YLL with regards to positive relationship building to support behaviour management.
- Review and monitor relevant student records.
- Maintain communication with Head of School and/or Principal and seek guidance or support as needed.
- Provide first response in emergency situations,
- Monitor the implementation of restorative approaches to resolve instances of relationship breakdown and bullying and follow up with those involved, including students, teachers and parents.
- Act as the Designated Safeguarding Lead for the college, using this as an additional lens when considering any aspect of relationships or instances of reported bullying.



7. Exclusions and suspensions

Any exclusions and suspensions will be applied as part of a graduated response, and 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

Scale of incident	Examples	Actions
Initial <i>or</i> minor	Pushing, verbal aggression, swearing, minor disrespect to people and property, littering, chewing gum, uniform issues including inappropriate uniform, attendance, punctuality, very low attainment, missing a deadline, sleeping in class, presence in areas out of bounds, misuse of technology (i.e. covert playing of video games in class, scrolling with social media, etc.) For Secondary: not doing homework	<ul style="list-style-type: none"> ● Responding staff member makes RecordMy report. ● Teacher or advisor conversation with student with agreed actions. ● Students reflect on behaviour (can be in writing or verbally).
Repeated <i>or</i> moderate	Repeated minor issues, smoking/ vaping, minor and moderate violence, breach of academic integrity, truancy, poor behaviour in class, unsafe items, damage to property and/or vandalism, misuse of technology (i.e. researching inappropriate content, excessive overuse of technology, etc.) For Secondary: frequently not doing homework	<ul style="list-style-type: none"> ● Responding staff member makes RecordMy report. ● HOY/ YLL or Primary class teacher inform parents (copying in YLL) ● Advisor and LET informed ● Student reflects on behaviour (can be in writing or verbally). ● VP facilitate restorative practice ● HOY/ YLL implement recorded monitoring of student
Continued <i>or</i> serious	Repeated moderate issues, theft, serious violence, destruction of property and/ or vandalism, discrimination due to a person's identity, including their gender, sexual identity, race, colour, religion etc., serious truancy, possession/use of drugs/alcohol.	<ul style="list-style-type: none"> ● Responding staff member makes RecordMy report. ● VP informs HoS, Principal ● VP/ HOS meet with parents ● Internal/ external suspension ● Possible exclusion in consultation with Principal

10. Complaints procedure

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



References

UN Convention on the Rights of the Child

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

IB Learner Profile

<https://www.ibo.org/benefits/learner-profile/>