



XLIS
XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL

2024-2025

**XI'AN LIANGJIATAN INTERNATIONAL SCHOOL
RESTORATIVE PRACTICES POLICY**



Restorative Practices Policy

School Mission

XLIS provides a non-profit education-focused on enabling students to be confident, open-minded global citizens through life-long learning and a sense of community.

Vision

To lead education through innovation and a student-centered, community-driven approach.

IB Learner Profile Attributes

Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Philosophy

Part of our mission at XLIS is to be a community driven school. This sense of community extends to our beliefs on how behavior is modeled. We believe that we learn our behaviors from our environment and that this environment can be used to lead us in both positive and negative ways. Other key parts of our mission are for us to become open-minded, life-long learners and global citizens. To achieve these goals we employ the philosophy of restorative practices. Every stakeholder at XLIS aims at living the IB Learner Profile Attributes so that students become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Restorative practices is a theory that encourages the building of positive relationships within a school community through adequate care and support. The focus is to right a wrong that has been done and to repair a relationship and come to a resolution. Examples of this may be as simple as a genuine apology or committing to give a compliment each day for a period of time.

Restorative practices allow individuals who may have committed harm to take full responsibility for his/her behavior by addressing the individual affected by the behavior. In order for this action to be taken the individual needs to have time to reflect on his/her .

Behavior, acknowledge that they have damaged a relationship and make a plan on how the relationship can be restored. Whenever possible the consequence should have a direct relationship to the inappropriate behavior. For example, the consequence of littering could be cleaning the cafeteria. The

consequence of smoking could be research and spreading awareness of the impact of smoking on health.

The subject/homeroom teacher shall be the initial person to deal with the issue and inform all necessary parties. In primary school a reflection sheet is completed, and one copy is filed in the principal's office. It is the responsibility of the homeroom teacher to communicate with the parents after receiving the information. Students of concern are discussed with the counselor, principal, and teachers. It is the responsibility of duty teachers to inform the homeroom teachers/lead teacher. In middle/high school all teachers are responsible for logging inappropriate behavior in the Student Support Log. Students of concern will be discussed during weekly meetings.

Role of Principals and Counselors

The counselors and principals work closely as a team. They play a significant role in ensuring a safe and inclusive environment at XLIS. They are available to deal with all types of serious behavioral issues. Teachers should submit a referral form to the counselor and enhanced learning teacher if the student needs support. They will observe the student and determine what level of support is required. The principal and counselor should both be copied on communications regarding discipline.

Lower Group (ECEA-P3)

Instances of inappropriate behavior:

- Deliberate disruption in teaching and learning condition
- Off task
- Profanity
- Littering
- Vandalism
- Teasing or bullying
- Inappropriate moving around in school campus/ skipping classes
- Using electronic devices without permission
- Tardiness/ Being late to school
- Disrespect/ non-compliance
- Sexual and racial harassment
- Physical abuse or fighting
- Verbal abuse
- Cheating
- Theft
- Unsafe play
- Dress code violation including hair colour

Level 1 Low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others.

CONSEQUENCES LEVEL 1 Logical and planned interventions. Least to most intrusive. may include:

- Verbal reminders from the teacher
- One-to-one reflection with teacher
- Time-out in case of infrequent yet repetitive behaviors
- Reflection sheet

Level 2 Persistent behaviors that disrupt the teaching and learning, or repeated Level 1 behaviors.

CONSEQUENCES LEVEL 2 – Planned team support, which may involve teachers, parents, counselors, and administrators. May include:

- Parent communication book
- Online communication portals
- Thinking chair for reflection for a longer span of time
- Parent call

Level 3 Repeated Level 2 behaviors, extreme violence, dangerous or illegal behaviors while under school jurisdiction.

CONSEQUENCES LEVEL 3 – Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate. May include:

- Conference with parents
- Social and behavioral goal setting in the three-way conference
- Involvement of the counselor and principal
- Social and behavioral goal setting in the four-way conference

Middle Group (P4-M3)

Instances of inappropriate behavior:

- Inappropriate moving around school campus/ skipping classes
- Tardiness/late to school
- Dress code violation including hair colour
- Littering
- Off task
- Unsafe play
- Non-compliance
- Vandalism
- Deliberate disruption in teaching and learning
- Profanity
- Teasing or bullying
- Disrespect
- Cheating
- Theft
- Verbal abuse
- Violence towards self, others or property
- Possessing or accessing pornographic materials
- Playing explicit or violent computer games on campus
- Leaving school without permission, truancy
- Use and distribution of tobacco or alcohol or other forms of substance abuse
- Interfering in any way other person's intellectual property or work
- Possessing dangerous items or weapons
- Sexual and racial harassment
- Racial or homophobic language or actions
- Inappropriate use of electronic devices such as computer hacking or phishing

Level 1 Low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others.

<ul style="list-style-type: none"> • Inappropriate moving around school campus/ skipping classes • Tardiness/late to school • Dress code violation / hair colour 	<ul style="list-style-type: none"> • Littering • Off task • Non-compliance
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CONSEQUENCES LEVEL 1 Logical and planned interventions. Least to most intrusive. May include:

<ul style="list-style-type: none"> • Reflection • Problem-solving through discussions with teachers • Clear direction of behavior • Choice of actions to repair the damage created • Behaviour note sent home to parents and teachers. • Reflection sheet

Level 2 Persistent behaviors that disrupt the teaching and learning, or repeated **Level 1** behaviors.

<ul style="list-style-type: none"> • Vandalism • Deliberate disruption in teaching and learning condition • Theft 	<ul style="list-style-type: none"> • Profanity • Teasing or bullying • Disrespect • Verbal abuse • Cheating
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CONSEQUENCES LEVEL 2 – Planned team support, which may involve teachers, parents, counselors, administration. May include:

<ul style="list-style-type: none"> • Reflection • Time-out • Conference with counselor and teacher • Individual behavior plan on instances of repetitive acts • Behaviour note to be sent to parents to make them aware and help the students acknowledge the harmful effect their behavior has on others • Parent call in case of frequent repetition • Suspension
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Level 3 Repeated Level 2 behaviors, extreme violence, dangerous or illegal behaviors while under school jurisdiction.

<ul style="list-style-type: none"> • Violence towards self, others or property • Possessing or accessing pornographic materials • Leaving school without permission, truancy • Use and distribution of tobacco or alcohol or other forms of substance abuse • Racism, homophobia, sexism 	<ul style="list-style-type: none"> • Interfering in any way other person's intellectual property or work • Possessing dangerous items or weapons • Sexual and racial harassment • Inappropriate use of electronic devices such as computer hacking or phishing
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CONSEQUENCES LEVEL 3 – Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate.

<ul style="list-style-type: none"> • Behaviour note sent to the family • Reporting to parents via the Communication book • Time-out • Three-way conference with Principal-Counselor-Parent • In-school suspension • Suspension • Expulsion

Upper Group (M4 – DP2)

Instances of inappropriate behavior:

- Inappropriate moving around in school campus/ skipping classes
- Tardiness/late to school
- Dress code violation including hair colour
- Littering
- Off task
- Non-compliance
- Vandalism
- Deliberate disruption in teaching and learning condition
- Profanity
- Teasing or bullying
- Disrespect
- Verbal abuse
- Violence towards self, others or property
- Possessing or accessing pornographic materials
- Leaving school without permission, truancy
- Use and distribution of tobacco or drugs or alcohol
- Interfering in any way other person's intellectual property or work
- Possessing dangerous items or weapons
- Sexual and racial harassment
- Racism, homophobia, sexism
- Inappropriate use of electronic devices such as computer hacking or phishing

Level 1 Low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others.

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|---|---|
| <ul style="list-style-type: none"> • Inappropriate moving around school campus/ skipping classes • Tardiness/late to school • Dress code violation / hair colour | <ul style="list-style-type: none"> • Littering • Off task • Non-compliance |
|---|---|

CONSEQUENCES LEVEL 1 Logical and planned interventions. Least to most intrusive.

- Reflection
- Problem-solving through discussions with teachers
- Clear direction of behavior
- Choice of actions to repair the damage created

Level 2 Persistent behaviors that disrupt the teaching and learning, or repeated **Level 1** behaviors.

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|---|--|
| <ul style="list-style-type: none"> • Vandalism • Deliberate disruption in teaching and learning condition | <ul style="list-style-type: none"> • Profanity • Teasing or bullying • Disrespect • Verbal abuse |
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CONSEQUENCES LEVEL 2 – Planned team support, which may involve teachers, parents, counselors, administration. May include:

- Reflection
- Time-out
- Conference with counselor and teacher
- Individual behavior plan on instances of repetitive acts
- Behaviour note to be sent to parents for making them aware and help the students acknowledge the harmful effect their behavior has on others
- Suspension

Level 3 Repeated Level 2 behaviors, extreme violence, dangerous or illegal behaviors while under school jurisdiction.	
<ul style="list-style-type: none"> Violence towards self, others or property Possessing or accessing pornographic materials 	<ul style="list-style-type: none"> Interfering in any way other person's intellectual property or work Possessing dangerous items or
<ul style="list-style-type: none"> Leaving school without permission, truancy Use and distribution of tobacco or alcohol or other forms of substance abuse Racism, homophobia, sexism 	<p>weapons</p> <ul style="list-style-type: none"> Sexual and racial harassment Inappropriate use of electronic devices such as computer hacking or phishing Taking pictures without consent
<p>CONSEQUENCES LEVEL 3 – Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate. May include:</p>	
<ul style="list-style-type: none"> Behaviour note sent to the family Time-out Three-way conference with Principal-Counselor-Parent In-school suspension Suspension Expulsion 	

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