XLIS
XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL

2026-2027

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RESTORATIVE PRACTICES POLICY

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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
- Failure to prepare learning devices properly
- Improper use of learning devices
- Violation of personal device management rules
- Improper use of personal devices
- Severe misuse of electronic devices

Level 1 Low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others.	
• Inappropriate moving around school campus/ skipping classes • Tardiness/late to school • Dress code violation / hair colour	• Littering • Off task • Non-compliance • Failure to prepare learning devices properly • Improper use of learning devices
CONSEQUENCES LEVEL 1 Logical and planned interventions. Least to most intrusive. May include:	
• 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 • Device held by the homeroom teacher and returned to the student at dismissal	

Level 2 Persistent behaviors that disrupt the teaching and learning, or repeated Level 1 behaviors.	
•Vandalism •Deliberate disruption in teaching and learning condition •Theft •Violation of personal device management rules •Improper use of personal devices	• Profanity • Teasing or bullying • Disrespect • Verbal abuse • Cheating
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 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
- Device held by the homeroom teacher and released only to a parent or guardian

Level 3 Repeated Level 2 behaviors, extreme violence, dangerous or illegal behaviors while under school jurisdiction.	
• 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	• Interfering in any way other person's intellectual property or work • Possessing dangerous items or weapons • Sexual and racial harassment • Severe misuse of electronic devices
CONSEQUENCES LEVEL 3 – Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate.	
• Behaviour note sent to the family • Reporting to parents via the Communication book • Device held by the principal and released only after a parent or guardian attends a meeting at the school • 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
- Failure to prepare learning devices properly
- Improper use of learning devices
- Violation of personal device management rules
- Improper use of personal devices
- Severe misuse of electronic devices

Level 1 Low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others.	
• Inappropriate moving around school campus/ skipping classes • Tardiness/late to school • Dress code violation / hair colour	• Littering • Off task • Non-compliance • Failure to prepare learning devices properly • Improper use of learning devices
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 • Device held by the homeroom teacher and returned to the student at dismissal	

Level 2 Persistent behaviors that disrupt the teaching and learning, or repeated Level 1 behaviors.	
• Vandalism • Deliberate disruption in teaching and learning condition • Violation of personal device management rules • Improper use of personal devices	• Profanity • Teasing or bullying • Disrespect • Verbal abuse
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 thestudents acknowledge the harmful effect their behavior has on others • Suspension • Device held by the homeroom teacher and released only to a parent or guardian	

Level 3 Repeated Level 2 behaviors, extreme violence, dangerous or illegal behaviors while under school jurisdiction.	
• Violence towards self, others orproperty • Possessing or accessing pornographic materials	• Interfering in any way other person's intellectual property or work • Possessing dangerous items or

• Leaving school without permission, truancy • Use and distribution of tobacco or alcohol or other forms of substance abuse • Racism, homophobia, sexism	weapons • Sexual and racial harassment • Taking pictures without consent • Severe misuse of electronic devices
CONSEQUENCES LEVEL 3 – Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate. May include:	
• Behaviour note sent to the family • Time-out • Three-way conference with Principal-Counselor-Parent • In-school suspension • Suspension • Expulsion • Device held by the principal and released only after a parent or guardian attends a meeting at the school	

School Trips

Excursions such as Week Without Walls, the DP Retreat, field trips and the Dragon Cave Challenge provide valuable opportunities for students to build relationships and develop Approaches to Learning (ATL) skills. Students are expected to demonstrate behaviour that supports their own safety, the safety of others and the successful participation of the group. This is particularly important for trips involving travel, outdoor activities or overnight accommodation.

Behavioural Considerations
Level 1, 2 and 3 behaviour reports will be considered when assessing a student's readiness to participate. Decisions will not be based solely on the number of reports but will consider:
The nature, seriousness and context of the behaviour.
Any risks to student safety or wellbeing.
Patterns of behaviour and responses to previous interventions.
The student's reflection, accountability and efforts to repair harm.
The specific demands and supervision requirements of the trip.

No behaviour level or number of reports will automatically result in exclusion. Each student's circumstances will be considered individually.

Review and Decision-Making
Where concerns arise, the relevant Principal, or Principals representative, will coordinate

a review with appropriate staff, which may include the Homeroom teacher, trip leader, counsellor and other relevant teachers or leaders. The review will consider behaviour records, previous interventions, the student's perspective and whether appropriate support measures can enable safe participation.

Possible outcomes include approval to participate, approval with documented expectations and support strategies, or a decision that the student is not currently ready to participate. Any decision to deem a student ineligible must be approved by the Head of School.

Communication with Students and Parents

The decision and its rationale must be communicated respectfully to the student and their parents before the trip. Any participation conditions or support measures must be documented and shared with relevant staff and the family. Where participation is declined, Leadership will explain the reasons and any relevant next steps for support.

All decisions must be fair, proportionate and consistent with XLIS expectations for safety, responsibility, restorative practice and respectful relationships.

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