



RULES & EXPECTATIONS

Updated March 2026

BEHAVIOUR CODE AND CONSEQUENCES

If students behave well, there are positive consequences; if they do not behave well, there are reminders of appropriate behaviour.

Positive Consequences	Reminders of Appropriate Behaviour
<ul style="list-style-type: none">• Optimum learning• Verbal praise• Visual acknowledgement• Rewards• Share work being done• Parents informed• Presentation of a certificate• Awarding of house points	<ul style="list-style-type: none">• Verbal reminder of the rule• Discussion with teacher• Contact with parents• Repeating a given task to an acceptable standard• Loss of privileges• Reflection/Detention• Time out or removal from an activity• Referral to the Head of Primary/Secondary and suspension or expulsion

The following list explains in more details the types of consequences for specific behaviours.

Excellent behaviour and achievements

- Certificates of recognition at assemblies, including Bronze Awards

Minor behavioural problems are normally dealt with by the teacher and Head of Year or Head of Secondary/Primary where appropriate. Options may include one or more of the following:

- Reprimand;
- Restitution;
- Loss of privileges;
- Special seating in class; and/or
- Reflection sheet.

Persistent minor behavioural problems are usually dealt with by the teacher, Head of Year, Deputy Heads, and, where appropriate, the Head of Secondary/Primary. The School Psychologist may also be involved. Actions may include:

- Counselling;
- Monitoring card, if appropriate (Deputy Heads and Head of Year to assign the card);
- Reflection sheet;
- Parental contact
- Head of Secondary/Primary interview;
- Regular monitoring and support; and/or
- Behaviour modification strategies

Disruptive students

- Curriculum modification;
- Staff awareness and work modification;
- Additional support and remediation;
- Liaison with parents;
- Monitoring both inside and outside the classroom; and/or
- Withdrawal from class.

Repeat offenders

- Monitoring within the classroom;
- Withdrawal from class;
- Detention;
- Parent interviews;
- Involvement of outside agencies (where possible);
- In-school suspensions;
- Suspension from school; and/or
- 'N' awards for Higher School Certificate.

Isolated incidents

- Restorative Practice;
- Reprimand;
- Reflection sheet;
- Restitution;
- Detention; and/or
- Referral to the Head of Secondary/Primary

Major isolated incident:

- Suspension from classroom activities - immediate referral to the Head of School; and/or
- Appropriate restitution

Major offences including drug or violence offences (some or all of these consequences may be appropriate):

- Suspension;
- Police involvement
- Restitution;
- Counselling; and/or
- Expulsion

Each student will be treated individually, and a decision will be made in the best interest of the student involved and the impact on others.

SUBSTANCE MISUSE AT SCHOOL

AISHK strives to create a safe and inclusive environment in which students learn to live healthy, balanced lives. As part of our commitment to student health and safety, the school strictly prohibits any substance misuse. AISHK considers the following to be substance misuse and prohibits them at all times, both at school and during school activities.

- Possession, consumption and/or supply of alcohol.
- Possession, consumption and/or supply of tobacco and related products, including vaporisers ('vapes') and e-cigarettes.
- Possession, consumption and/or supply of illegal drugs and/or drug paraphernalia.
- Possession, consumption and/or supply of medicines not prescribed by a doctor for a specific student.
- Possession, consumption and/or supply of any other substances that can adversely affect the health and safety of the user or other students.

Any suspicions or allegations of substance misuse by students will be investigated, leading to disciplinary action, including the possibility of exclusion from the school. AISHK is committed to educating students about substance misuse so that they can make well-informed choices, prioritising their health, safety, and wellbeing.

REFLECTION/DETENTION SYSTEM

Detention involves students:

- Having to remain in class after school or at lunchtimes;
- Being counselled;
- Having to reflect on their actions;
- Accepting the consequences for their behaviour; and
- Learning from their mistakes and making better decisions in the future.

We encourage you to monitor your child's actions through communication with their Home Room Teacher and contact the Head of Year if you have any concerns.

Primary Detention

Detentions are not seen as a means to an end, but rather a tool in adjusting a student's behaviour. During a detention, students remain in class or in the Primary Office at lunchtime or after school.

They are counselled on their actions and encouraged to reflect on their behaviour so that they can learn from their mistakes and make better decisions in the future.

Secondary Detention

Teachers issue detention slips for Heads of Year/Head of Department for school rule infringements. If your child receives a detention slip, you need to sign it and your child must return it to the Secondary Office. There may also be a note written in their diary, which you must also sign.

Secondary detentions, for general infringements, may be at lunchtime or after school on Fridays from 3.00pm to 4:00pm.

SCHOOL RULES FOR STUDENTS AND BEHAVIOUR MANAGEMENT POLICY

To help protect our rights and responsibilities, we have a basic set of school rules. Teachers explicitly teach and enforce these rules, and they are on display in classrooms. Students at AISHK must:

- Show respect for others and for the rights and feelings of others;
- Behave in a manner that keeps themselves and others safe at all times;
- Follow the instructions of teachers and others;
- Complete all required work to the best of their ability;
- Respect and care for school buildings/property;
- Attend school regularly and punctually, and explain any absences;
- Behave in a courteous and responsible manner at all times; and
- Wear the correct uniform in a way that shows pride in the school.

PLAYGROUND RULES

The school playground is carefully supervised by staff at recess and lunch times. Children who are waiting for an extra-curricular activity to start, or who are waiting for a sibling, must go to the library, or wait with an adult on the sports terrace. Students may play on the equipment if they are directly supervised by an adult. To make our playground a safe and happy place, students must follow these rules:

- No hat, no play on the field - Primary Students;
- No leather balls during playtime;
- No chasing games in the climbing equipment and undercover area;
- No walking under the monkey bar area;
- No pushing;
- Use the slide correctly. For example, go down not up;
- No food or drink on the safety matting or on the field;
- Shoes may only be removed for play in the sandpit; and
- Put play equipment away properly.

RESPONSIBILITIES OF STUDENTS, STAFF, PARENTS AND SCHOOL

Students have the right to work, play and learn in a friendly, safe and supportive school. Parents have the right to feel welcome and to know that their children work, play and learn in such a school.

Students are responsible for:

- Following all staff instructions;
- Contributing to a safe school environment;
- Caring for themselves, others, and the school environment;
- Treating everyone with respect and dignity;
- Promoting a positive school image both in school and in the wider community;
- Taking responsibility for their own behaviour and accepting the logical consequences of it;
- Actively participating in the school's anti-harassment programs; and
- Keeping to the AISHK language policy.

Staff are responsible for:

- Negotiating the classroom rules with students, which are consistent with our whole school policy;
- Explicitly teaching social and anti-harassment skills;
- Having a productive and professional partnership with parents
- Supporting positive behaviour by students, and taking action if rules are broken;
- Contributing to a safe and supportive school environment;
- Modelling school policy at all times; and
- Keeping appropriate records.

Parents are responsible for:

- Supporting and contributing to the school's student welfare, behaviour and discipline policies;
- Maintaining positive working relationships with the school;
- Actively supporting school policies and procedures, including making sure students wear the full school uniform; and
- Acting as responsible and respectful role models

The School is responsible for:

- Providing a curriculum, which delivers the school aims for its students;
- Developing and promoting responsible behaviour and attitudes;
- Keeping accurate and appropriate records;
- Making sure that all parties understand their rights and responsibilities and their consequences;
- Supporting the Professional Learning of our staff; and
- Developing a quality assurance system and reporting annually to the school community

RESOLVING CONCERNS

AISHK exists to provide a vibrant and challenging education for all students within a caring, supportive community. As a caring community, we believe we are better together. We actively look for opportunities to support each other as we learn and grow. AISHK is committed to working in open, active partnerships with parents the community, and aims to resolve any concerns regarding the wellbeing, relationships, sense of belonging or academic progress within the school life of all students.

The process of addressing concerns or grievances is based on a set of principles and a clearly articulated, impartial, respectful, and restorative set of steps. The intention is to support parents, students, and staff to achieve a timely and just resolution. We accept and celebrate differences and believe that they enhance and enrich our community. We aim to make people feel valued and appreciated.

GUIDING PRINCIPLES

- The safety and wellbeing of all those involved is paramount.
- All those involved have the right to be treated with respect and courtesy.
- All parties respect and adhere to confidentiality and a respect of those involved, taking into account relevant legislation.
- All parties provide full and accurate information and details of any event or incident.
- All parties work to facilitate respectful communication and openness to others.
- The rights and responsibilities of all parties are balanced in seeking a mutually acceptable outcome.
- All parties are open to participation in restorative practice and the principles of natural justice.
- Allegations/grievances/concerns/complaints will be considered in a timely, consistent and impartial manner. The best interest of a student is served when there is open and timely communications between parents and the school.

PROCEDURES

Naturally, there may be times when you are concerned about some aspect of your child's time at AISHK. We are happy to talk with you at any time - your view, suggestions and comments are important to us. Teaching and learning work best when there is a partnership between you and your child's school.

We ask that parents always communicate respectfully with staff. Rude, aggressive, demanding or threatening communication or behaviour are unacceptable and will not be tolerated. This type of behaviour may lead to your child's enrolment at the school being terminated.

The table below outlines the steps you can follow if you have a concern to discuss.

Steps to resolve concerns	Your rights
Step 1 Identify your concern and make a note of the details. It may be about classroom issues, your child's behaviour, their learning, reporting, or another school related issue.	You can expect to have your concern treated seriously and confidentially.

Steps to resolve concerns		Your rights
Step 2	In the first instance, arrange to talk to the person who knows about the situation (i.e., Class or Homeroom teacher). Your concern deserves time in order to be resolved. Let the person know about your concern in writing or telephone the secondary/primary office secretary and ask for a meeting time. This means the teacher will be prepared and have all the necessary information. A time to meet can be set up which suits you both. It will help the situation if you are calm and honest in your approach.	You have a right to be supported at any meeting by a friend or representative from a support organisation.
Step 3	Sometimes you may feel, for a variety of reasons, that you are unable to speak to the person described as the first port of call or that, following the previous discussion, the issue remains unresolved. In this case, you may want to meet with the Head of Year, Head of Department or Deputy Head of Secondary/Primary. Please provide them with information that will enable the meeting to be as useful as possible.	
Step 4	If you have tried all the previous steps and feel that your concern remains unresolved, you may like to discuss your issue further with the Head of Secondary/Primary.	
Step 5	If your issue or concern still remains unresolved, you may then discuss this further with the Head of School.	
Step 5	If, after undertaking all the previous steps, your concern remains unresolved, you may like to discuss your issue further with the AISFL Board Chair. The issue will be taken to the Board Chair via Head of School or Head of Finance and Operations.	
Step 5	If, at the end of this process, the problem remains unresolved, you may contact the Education Bureau, Kowloon City. They will want to know that all of the above steps have been taken to resolve the issue.	

RESOLUTION

The steps to resolve concerns provides a clear pathway for tracking progress towards resolution.

- A resolution may include acknowledgement that the grievance is valid in whole or in part.
- In cases where there is no opportunity for incidents to be reversed, the grievance may inform future practice and policy, and this will be acknowledged within the resolution.
- A resolution may include restorative justice practices.
- In maintaining the due privacy of a staff member or others involved, the Head of School or Head of Secondary/Primary delegate will not disclose confidential matters.
- A resolution may include a verbal or written apology.
- A resolution may include an explanation for the context and situation leading to the grievance.
- A resolution may include an admission that the situation could have been handled differently or more effectively.
- A resolution may include an explanation of the steps that have been taken to ensure that the cause of the grievance has been addressed and all steps taken to minimize or avoid any repeat.