



KELLETT SCHOOL HONG KONG

STUDENT BEHAVIOUR AND DISCIPLINE POLICY

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1 AIMS

- 1.1 To ensure a nurturing and safe environment for all students, staff and visitors
- 1.2 To develop responsible global citizens, fostering the school values of respect, kindness and integrity.
- 1.3 To encourage the development of self-discipline and enable students to become principled, creative and compassionate individuals.
- 1.4 To promote positive learning behaviours and independence through the Kellett Learner Profile.

2 POLICY STATEMENT

- 2.1 Kellett School is committed to promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained to ensure all students can learn.
- 2.2 The school fosters an environment in which students can thrive, understand the behaviour standards expected of them, and value relationships built on mutual respect.

3 STAFF RESPONSIBILITIES

- 3.1 To promote and model positive behaviours and relationships.
- 3.2 All members of staff should understand and uphold the standards expected of students. They are expected to apply rewards or sanctions fairly and consistently.
- 3.3 Students who display inappropriate behaviour will be managed by the teacher in charge of the class in the first instance.
- 3.4 It is the responsibility of the staff involved to log all behaviour concerns in ISAMS to support effective monitoring and intervention.
- 3.5 It is important for student perception to see the class teacher demonstrate excellent classroom management in their classroom.
- 3.6 If inappropriate behaviour continues, help should be sought from the pastoral team, Head of Year or campus leadership team.
- 3.7 Parents should be informed of repeated or more serious inappropriate behaviour in a timely manner.

- 3.8 The School Leadership Team support staff in the implementation of this policy to ensure consistently good behaviour across the school. Records of all reported serious or repeated inappropriate behaviours are held.
- 3.9 Only a member of a School Leadership Team may authorise a fixed term exclusion for serious or repeated inappropriate behaviour. This may be an internal exclusion where a student works separately from their peers for a set period.
- 3.10 Only the Principal & CEO may permanently exclude a student for serious or repeated inappropriate behaviour – see Student Permanent Exclusion Policy.

4 PARENTS' RESPONSIBILITIES

- 4.1 Kellett School works closely with parents to support the learning and behaviour of students.
- 4.2 The School and parents should collaborate to ensure students receive consistent messages about acceptable behaviour.
- 4.3 Expectations of student behaviour are outlined in the Home-School Agreement. Parents should be aware of these expectations and support the school in applying these.
- 4.4 Parents should support the school where reasonable sanctions have been used to correct a student's behaviour.
- 4.5 If parents have a concern about behaviour, they should contact the class or form teacher in the first instance.

5 STUDENT RESPONSIBILITIES

- 5.1 Students are expected to behave in line with the school values of kindness, respect and integrity at all times.
- 5.2 They should treat all members of the Kellett community with respect and where appropriate, be a good role model for younger students.
- 5.3 Students know and understand the expectations for behaviour in school and these are reinforced through form tutor time, Positively Kellett curriculum and assemblies.
- 5.4 Students should use the Kellett Learner Profile to support their personal development and learning behaviours.
- 5.5 Students should take responsibility for their behaviour, displaying honesty and engaging in restorative practices to make amends when mistakes are made.

- 5.6 Students should understand that rewards and sanctions will be applied in relation to their behaviour.
- 5.7 Students should be aware that their parents work in collaboration and will be informed of repeated and/or serious inappropriate behaviour.

6 MONITORING AND REVIEW

Behaviour is monitored carefully by the Safeguarding Team and campus leadership teams to identify any patterns or trends. Risk assessments are carried out in response to concerns, and any significant incidents are managed on a case-by-case basis to ensure an impactful and appropriate response.

This policy should be read alongside the following policies and guidance:

- Senior School Behaviour Guidance
- Antibullying Policy
- Child Protection and Safeguarding Policy
- Responsible Use of Technology

This policy is reviewed by the Heads of School regularly and adapted to meet the evolving needs of students.

7 APPENDIX 1: SENIOR SCHOOL SANCTIONS

Refer to Senior School Behaviour Guidance documentation

Sanctions for unacceptable behaviour will be applied consistently and proportionately, taking into account the age of the student, the seriousness of the behaviour and whether the behaviours are repeated despite intervention.

8 APPENDIX 2 - PREP SCHOOL PROMISE

A Kellett Student will be safe.	A Kellett Student will be prepared.	A Kellett Student will show pride and respect.
<p>We move appropriately around the school, walking calmly and quietly whilst making sure we are aware of others.</p> <p>We listen to and follow instructions from staff.</p> <p>We have positive interactions with others.</p> <p>We are sensible and show care and concern for others.</p> <p>We are kind and treat everyone equally.</p> <p>We tell adults if we see unkind or dangerous behaviour.</p>	<p>We come to lessons on time with the correct equipment.</p> <p>We look after our own belongings and bring the correct equipment to school.</p> <p>We take care of others' belongings and school resources.</p> <p>We complete all tasks to the best of our ability.</p>	<p>We support a positive learning environment for others.</p> <p>We use technology safely in accordance with the 'Kellett School Student iPad User Agreement'.</p> <p>We wear the correct uniform with pride.</p> <p>We consume food and drink in appropriate areas and use appropriate bins for litter.</p> <p>We are honest and always tell the truth.</p> <p>We report damage if caused or seen.</p> <p>We respect other people's possessions and property.</p> <p>We show respect toward everyone in our community.</p> <p>We have pride in our school.</p>

APPENDIX 3 – PREP SCHOOL SANCTIONS GUIDELINES

A graduated approach, as outlined below, is usually followed, more serious incidents may result in higher level sanctions being applied. Whilst consistency is an important consideration, the school may use professional judgement and knowledge of the students to adapt the sanctions in response to the needs of the students involved.

<p>Level 1</p> <p>Low-level behavioural concerns</p>	<p>Level 2</p> <p>Repeated low-level concerns</p>	<p>Level 3</p> <p>Moderate behavioural concerns that impact others or distract others from learning</p>	<p>Level 4</p> <p>Serious behavioural concerns</p> <p>Behaviours which put students and/or members of the school community at risk</p>
<p>A clear verbal reminder of behaviour expectations will be given.</p> <p>Staff will reinforce positive behaviour and may provide guidance on appropriate choices.</p> <p>The incident may be noted by the class teacher.</p>	<p>Where necessary, individual behaviour plans will be put in place by the class teacher.</p> <p>Key staff will be informed</p> <p>If parents have been contacted, the Class Teacher will report behaviour concerns on ISAMS.</p>	<p>Possible sanctions include a supervised time-out during break or lunch, completing tasks in an alternative setting, or participating in a restorative meeting. An age-appropriate reflection will take place.</p> <p>Persistent unacceptable behaviour will result in a meeting with parents to discuss concerns and agree next steps. A behaviour monitoring system, support plan, or behaviour contract may be put in place. A referral to the Wellbeing Team or an intervention programme may be made.</p> <p>Phase leaders will be informed, and teachers will report behaviour concerns on ISAMS. This may be escalated to the Prep Leadership Team.</p>	<p>The student may be moved from their usual class for a defined period or internally excluded under the supervision of senior staff.</p> <p>Referrals to Wellbeing, AS team and/or appropriate external agencies may be recommended to parents.</p> <p>Internal exclusions will be logged on ISAMS.</p> <p>Where necessary, parents will be asked to come in to school.</p> <p>In cases of severe or persistent behaviour that significantly affects the safety, wellbeing, or learning of others, the Principal may issue a fixed term suspension in accordance the school's Exclusion policy. A reintegration meeting with parents will take place</p>

			before the student returns to school.
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APPENDIX 1 – SENIOR SCHOOL BEHAVIOUR AND GUIDANCE

Guiding statement

Kellett is a British Style, multicultural learning community in which students, parents and staff are expected to uphold our values of Kindness, Respect and Integrity. We have high expectations of our young people such that they will develop a love of learning and a confidence for life.

Scope

This policy applies to all students on school premises. It will also form the foundation for acceptable behaviour outside school where students are wearing school uniform and/or taking part in organised trips and events.

It may also be applied where a student's behaviour outside school is violent, illegal, may harm the reputation of the school, may place other students at risk or could have repercussions for the orderly running of the school. Furthermore, the behaviour policy is used to help determine if a student is in good standing to be appointed as a student leader, remain in a student leadership role, or if they are able to represent the school at internal or external events.

Where students have been issued a reflection, it takes precedence over an ECA or a fixture.

Our three school rules

The Senior School has just three very simple rules that have been developed through student voice. Students commit to following these rules in order to safeguard a community where discipline and good order lead to excellence.

Be safe: We commit to living and behaving in a way that ensures all members of our community are kept safe and secure.

Be prepared: We commit to ensuring that we have prepared ourselves for whatever we do – that we are ready to learn, work hard and grow as members of a global community.

Show pride and respect: We commit to having respect for our environment. We treat one another in the way that we would like to be treated ourselves. We have pride in our school and commit to always upholding its good name.

In practice our students model these three school rules by;

Our three school rules		
A Kellett Student will be safe	A Kellett Student will be prepared.	A Kellett Student will show pride and respect.
<ul style="list-style-type: none"> -We move appropriately inside School, walking respectfully, calmly and quietly whilst making sure we are aware of others. -We respectfully listen to and follow instructions from staff. -We have kind, positive interactions with others. -We are sensible and show care and concern for others with integrity. -We are kind and never act with prejudice. -We avoid and report any dangerous, unkind or violent behaviour, demonstrating our integrity. -We refrain from using or supplying illegal substances. -We refrain from using or possessing dangerous items. 	<ul style="list-style-type: none"> -We are present and punctual to school, class and all other school activities. -We complete all academic tasks to the best of our ability and on time. -We use lockers correctly and ensure our belongings are safe and not left around School. -We maintain a good attendance record and ensure we catch up with any missed work. -We act with academic honesty and integrity. Our work is our own and reflects our best efforts. -We act with academic integrity in external assessments and examinations. 	<ul style="list-style-type: none"> -We support a positive, kind and respectful learning environment for others. -We use technology in accordance with the student code of conduct for the use of technology. -We wear the correct uniform with pride. -We consume food and drink in appropriate areas and use appropriate bins for litter. -We do not use mobile devices in school if we are in KS3/4. In KS5 we only use them in the sixth form centre. - We act with honesty and integrity. We report damage if caused or seen. -We respect other people's possessions and property. -We show respect and kindness toward everyone in our community. -We have pride in our school and commit to always upholding its good name.
<p>Our three school rules originated from our student body and were reviewed by the student body in May 2025.</p> <p>We all have a collective responsibility to support and uphold them.</p> <p>Incidents, where behaviour falls short of expectations, have consequences designed to be not simply punitive but also allow for a learning outcome and promote positive behaviour.</p>		
I agree to adhere to this behaviour policy, and uphold our values as a Kellett senior school student.		
Date:	Signed:	

Teachable moment

It is expected that teachable moments and organisational issues, such as those outlined below, will be dealt with by the **Member of Staff** that encounters them. Kellett is a school that champions every student and allows for mistakes in the first instance. **Teachers will offer a second chance by offering an extension for work and equipment where required.** There is no requirement that this second chance is logged on to iSAMS or communicated with pastoral teams, subject leaders or parents.

Discussion	Not Safe	Not Prepared	Not showing pride and respect	Uniform	Academic concern
Staff should conduct the discussion one-to-one in a respectful manner that clearly outlines how our high expectations have not been met and how this can be avoided next time.	<ul style="list-style-type: none"> Running down the corridor/in the Atrium 	<ul style="list-style-type: none"> Late to lesson or tutor time Lack of equipment such as books, device which impact learning. Lack of specialist equipment. iPad keyboard broken/missing, temporary replacement not borrowed Device not charged Not changing out of PE kit when required or without permission. 	<ul style="list-style-type: none"> Eating or drinking (other than water) outside of correct areas Phone confiscation <i>-Phones will always be confiscated, taken to the senior school office and it will be logged on iSAMS</i> 	<ul style="list-style-type: none"> Not wearing uniform correctly and as it was designed to be worn Shirt untucked Shoe laces undone Wearing games or PE kit when they shouldn't* Does not have blazer and/or tie* Wearing too much Jewellery/make up <p><i>Make a note in the student handbook</i></p>	<ul style="list-style-type: none"> Failed to complete a homework task by deadline (first instance) Inadequate completion of work in class (first instance) Plagiarism: homework/classwork/in-class assessment (first instance) KS3 New students in KS4/5: first instance of plagiarism in HW/CW (non-NEA)

Please note, these are exemplars, and it is a non-exhaustive list

Level 1: All Staff

It is expected that **Level 1** issues, such as these, will be dealt with by the **Member of Staff** that encounters them, unless it is a centralised sanction concern.

A concern will be logged in iSAMS that specifies the Level 1 concern and the follow up actions of the teacher under the appropriate notification iSAMS such that the Head of Year and Form tutor are aware. The student's **Parents** *may* be informed by e-mail or by a phone-call if the Level 1 is a breach of the three school rules. If the Level 1 concern is academic, **Parents** will be automatically notified .

Uniform infringements will be logged by all staff but there will be a centralised lunchtime reflection, staffed by all staff on a rota. 3 uniform infringements in a term will result in a reflection.

Before school, Break or Lunch time	Not Safe	Not Prepared	Not showing pride and respect	Uniform	Academic concern
<p>10 – 20-minute reflection. Reflections will be conducted in classrooms and can consist of completing classwork/ homework or an opportunity to complete a Level 1 reflection sheet which is shared with the form tutor.</p> <p><i>If the behaviour is noticed outside of lesson the member of staff who notices, it will log it. These will be monitored over time by the HOY</i></p>	<ul style="list-style-type: none"> Repeated Running down the corridor/in the Atrium Rough play Eating outside library or inside library or classrooms. Using unkind words towards a peer in a classroom setting, such as mocking ability, appearance etc Dangerous behaviour, regardless of whether or not it is play fighting. 	<ul style="list-style-type: none"> Late to lesson or tutor time Lack of equipment such as books, device which impact learning Device charged repeatedly. Not changing out of PE kit when they should. Repeatedly late to lesson iPad keyboard repeatedly broken/missing and not replaced 	<ul style="list-style-type: none"> Intentionally disruptive Gaming in lesson Hiding /taking someone's belongings Putting something in another student's locker Swearing overheard by staff member Littering 	<ul style="list-style-type: none"> Repeatedly not wearing uniform incorrectly and as it was designed to be worn. <p><i>*Make a note in student handbook</i></p> <p>If it is skirt length – log it regardless of note</p>	<ul style="list-style-type: none"> Failed to complete a homework task by deadline (x2-3) Failed to complete homework task following extension (x2-3) Inadequate completion of work in class (x2-3) Using AI to complete classroom work despite explicit instructions from the teacher prohibiting its use (<i>first instance</i>) All years Plagiarism: homework/classwork/in-class assessment (second instance) KS3 Plagiarism: homework/classwork/in-class assessment (<i>first instance</i>) KS4
	<p style="color: red;">If this happens during a duty the teacher will log as such and will fall into centralised sanction, weekly on a Wednesday</p>		<ul style="list-style-type: none"> Repeated phone confiscation Chewing Gum <p style="color: red;">Log - will fall into centralised sanction, weekly on a Wednesday</p>	<p style="color: red;">Log uniform but will fall into centralised sanction, weekly on a Wednesday</p>	

Failure to attend a Level 1 Reflection will result in an escalation to a Level 2 reflection with the Subject Leader or Head of Year

Centralised Sanction. This is a 20-minute reflection held on a Wednesday lunchtime from 1:15 – 1:35. Teachers will cover this on a rotation. A register will be produced for the member of staff who will return it to the office. Students will be given 24 hours notice that they have met the threshold for a centralised reflection. Failure to attend the reflection will result in an escalation to a Level 2 reflection.

Level 2: All Staff				
<p>It is expected that persistent (5 per term) Level 1 or single acts of Level 2 behaviour will be referred upwards to the appropriate Subject Leader, if this behaviour occurs within a curriculum lesson. A Level 2 is issued by the Head of Year if this behaviour occurs outside of curriculum times, or across subjects. A concern will be logged in iSAMS that specifies the Level 2 concern and the follow up actions of the teacher under the appropriate notification in iSAMS such that the Head of Year and Form tutor are aware. Parents are informed by email or phone call and are given at least 24 hours' notice. If it is an academic concern, Parents may be notified via iSAMS through the Academic Notification.</p> <p>Uniform infringements will be logged by all staff but there will be a centralised lunchtime reflection, staffed by all staff on a rota. 5 uniform infringements in a term will result in a level 2 reflection. If the infringement is repeatedly due to skirt length, we will request that the student wear trousers going forwards.</p>				
After school until 4:00pm	Not Safe	Not Showing Pride and Respect	Uniform	Academic concern
<p>A level 2 reflection can take the following formats</p> <p>-Template and cover email from student shared with parents.</p> <p>-Complete academic work</p> <p>-Complete community service</p> <p>Ensure parents are given advanced warning that</p>	<ul style="list-style-type: none"> Exhibiting unsafe behaviours which could hurt another student or themselves. Unsafe or dangerous behaviour in specialist areas such as Labs/Gym Deliberate unkindness 	<ul style="list-style-type: none"> Directed Vulgar language Rude to a member of staff Swearing at another student with direct unkindness intended. Refusing to comply with instructions Causing damage in a classroom e.g. Drawing on a table Damaging someone else's possession 	<ul style="list-style-type: none"> Wearing uniform incorrectly and not as it was designed to be worn repeatedly. 	<ul style="list-style-type: none"> Failed to complete a homework task by deadline (>3 times) Failed to complete homework task, regularly missing extensions (>3 times) Inadequate completion of work in class (>3 times) Cheating in an in-class assessment Using AI to complete classroom work despite explicit instructions from the teacher prohibiting its use (<i>second instance</i>) All years Repeated plagiarism on homework or classwork (KS3) Plagiarism: homework/classwork/in-class assessment (second instance) KS4 Plagiarism: NEA (first instance - minor) KS4 Plagiarism: homework/classwork/in-class assessment (first instance) KS5

they will receive the email and context as to how this is helping their child reflect on the behaviour that has fallen short of the three school rules.	<p>Students may be placed on a tutor report when little or no progress has been made in addressing the behaviours which have resulted in multiple level 1 reflections. Students may be placed on tutor report for being repeatedly late, unorganised, apathetic behaviours.</p> <p>Subject reports may be issued when behaviours are isolated to less than three subjects and there is no improvement after the issuance of an after school reflection by the teacher (L2). In this instance support is sought by the Subject Leader. Parents should always be notified when a report card is issued and they should be asked to sign it daily. Refer to the specific guidance for issuing a subject report.</p> <p>Where no progress has been made, the Head of Year will issue a report card and the student will meet their Head of Year daily.</p> <p>Targets will always be designed to help the student be successful in achieving their own personal excellence.</p>
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Please note, these are exemplars, and it is a non-exhaustive list. Failure to attend a Level 2 Reflection will result in an escalation to a Level 3 reflection with SLT.

Level 3: SLT Weekly Friday Reflection			
It is expected that persistent (8 per term) Level 1 ; meeting the threshold for a third Level 2 or Single act of Level 3 Behaviour will be referred upwards to the Deputy Head Pastoral by the appropriate Subject Leader , if this behaviour continually occurs within a curriculum lesson. A pastoral Level 3 is issued by the Head of Year if this behaviour occurs outside of curriculum times, or across subjects. The subject leader and Heads of Year are the gate keepers for issuing a Level 3 reflection. Parents are informed by email or phone call and are given at least 24 hours' notice. A concern will be logged in iSAMS that specifies the Level 3 concern.			
After school on Friday until 4:15pm	Not Safe	Not showing pride and respect	Academic concern
<p>A level 3 reflection can take the following formats</p> <p>-Template and cover email from student shared with parents.</p> <p>-Complete academic work</p> <p>-Complete community service</p>	<ul style="list-style-type: none"> Aiding and/or by-standing in incidences of cyberbullying by being a participant of an online group where bullying is taking place Relatively minor physical violence where minor/limited contact is made. Truancy * 	<ul style="list-style-type: none"> Directed vulgar language Rude to a member of staff Swearing at another student with direct unkindness intended. Refusing to comply with instructions 	<ul style="list-style-type: none"> No improvement following issuance of a subject report Multiple behavioural concerns raised across 3+ subjects (KS3-4) Using AI to complete classroom work despite explicit instructions from the teacher prohibiting its use (<i>repeated</i> >2) All years. Plagiarism: homework/classwork/in-

<p>-Complete a reflection task that supports the values and is a preventative teaching resource for other students needs of the school</p>			<p>class assessment (repeated) KS4</p> <ul style="list-style-type: none"> • Plagiarism: homework/classwork/in-class assessment (second instance) KS5 • Plagiarism: NEA (<i>first instance - minor</i>)* KS5 <p><i>*JCQ guidelines will be followed, and we may be under obligation to report to universities</i></p>
<p>Students will be placed on an SLT report if the reflection has been issued due to multiple Level 1 or Level 2 Behaviours. The student will meet the Deputy Head or Assistant Head Pastoral daily to review targets and progress.</p> <p>Targets will always be designed to help the student be successful in achieving their own personal excellence. Parents are requested to support the report by reviewing it daily with their child.</p> <p>Failure to improve Level 1/Level 2 behaviours following a level 3 reflection will lead to a Parent meeting with the Deputy Head Pastoral to implement a behaviour support plan.</p>			

Please note, these are exemplars, and it is a non-exhaustive list * Repeated level 3 behaviours may lead to a Level 4 or a weekend/or public holiday reflection.

Level 4: SLT A Level 4 is issued by members of the senior leadership team. Students are given an opportunity, where appropriate to notify their parents first of the behaviour, either by phone call or by having time to go home and speak to their parents first. This is then followed by a phone call and email from the issuing member of SLT.			
Internal Exclusion	Not Safe	Not showing pride and respect	Academic concern
<p>Student is excluded internally and is placed in the senior school office for the day.</p> <p>Context is always taken into consideration with</p>	<p>Acting with unkindness or prejudice. Such as but not limited to :</p> <ul style="list-style-type: none"> • Vaping or smoking/snus in school (including possession of) • Unsafe or dangerous behaviour which leads to an injury • Violence and/or fighting 	<p>Acting disrespectfully to students or staff. Such as, but not limited to :</p> <ul style="list-style-type: none"> • Racism • Bullying • Homophobia • Discriminatory behaviour • Vandalism 	<ul style="list-style-type: none"> • Plagiarism: NEA (second instance - minor) KS4* • Plagiarism: HW/CW/in-class assessment (repeated) KS5 • Cheating in an exam (School e.g EoY/mock)

a level 4 or level 5 situation.	<ul style="list-style-type: none"> Posting video's/images/texts/deepfakes on social media which may bring the school and your family into disrepute. 	<ul style="list-style-type: none"> Inappropriate behaviour on a device such as deepfakes linked to pornography or bullying Transphobia 	<i>*JCQ guidelines will be followed, and we may be under obligation to report to universities</i>
	<p>Students are given the following tasks: The first task of the day will be the Reflection Cycle. This is read and reviewed and discussed with the student by DHP/AHP or HOH before it is emailed to all stakeholders,</p> <p>Followed by a task to create resources for tutor slides/PK linked to the behaviour that led to sanction.</p>		

Please note, these are exemplars, and it is a non-exhaustive list

Level 5: Deputy Head and Head of School A Level 5 is issued by the Deputy Head or Head of School. Students are given an opportunity, where appropriate to notify their parents first of the behaviour, either by phone call or by having time to go home and speak to their parents first. This is then followed by a phone call and email from the issuing member of SLT.			
Fixed term external Exclusion	Not Safe	Not showing pride and respect	Academic concern
- No Work is set - Re -introductory meeting with Head of	Acting with unkindness or prejudice. Such as but not limited to <ul style="list-style-type: none"> Using substances/smoking 	Acting disrespectfully to students or staff. Such as, but not limited to <ul style="list-style-type: none"> Racism Homophobia Discriminatory behaviour Vandalism 	<ul style="list-style-type: none"> Acting in a way which is detrimental to your learning Plagiarism: NEA (<i>repeated/serious</i>)* KS4* Plagiarism: NEA (<i>second minor instance/serious</i>) KS5 *

<p>School and Deputy Head</p> <p>-If the behaviour meets a threshold of extreme concern on a residential future residential opportunity will be removed for the following 12 months.</p>		<ul style="list-style-type: none"> • Inappropriate behaviour on a device • Transphobia • Direct rudeness to a member of staff • Bullying 	<ul style="list-style-type: none"> • Cheating in an exam (Public) * <p><i>*JCQ guidelines will be followed, and we may be under obligation to report to universities</i></p>
<p>For a level 5 external exclusion: No work is set. It is the students responsibility to catch up. There is a meeting with the DHP and HOS alongside parents before the return to school. A level 5 should include a level 4 as part of reintroduction to ensure there is a learning opportunity.</p>			

Level 6 – Invitation to meet the Principal and CEO

Appendix 1 – Behaviour and Consequence Flow Chart

The Behaviour policy should be referred to for exemplars.



• **Teachable moment - all staff**
 • Communicate with student in line with our values to outline how they can meet our high expectations going forward
 • **No requirement to log on iSASM**

• **Level 1 - All Staff**
 • A repeat of TM or a Level 1
 • **Lunch time reflection**

• **Level 2 - All staff**
 • 5 Level 1 iSAMS logs in a term or a Level 2 Behaviour (*Repeated Level 1 behaviour should lead to a tutor or subject report*)
 • **After school reflection**

• **Level 3 - Issued by Head of Year or Subject Leaders**
 • 8 Level 1 iSAMS logs in a term - Repeated Level 2 Behaviour - Level 3 Behaviour (*Repeated Level 1 or 2 behaviour should lead to an SLT report*)
 • **SLT Friday afternoon reflection**

• **Level 4 - Issued by SLT or HOY**
 • Repeated Level 3 Behaviour - Level 4 Behaviour
 • **Internal Exclusion**

• **Level 5 - Issued by Deputy Head or Head of School**
 • Repeated Level 4 Behaviour
 • **External Exclusion followed by Internal exclusion reintegration**

Failure to attend a reflection will result in an escalation to the next level sanction.

Appendix 1 - Communication with parents

This appendix outlines the expectations for communication with parents.

Our aim is for parents to share accountability with their parents before the school makes contact, although this is not always possible.

Teachable Moment	<ul style="list-style-type: none"> • Student to go home and tell parent that evening
Level 1	<ul style="list-style-type: none"> • Student to go home and tell parent that evening. • Teacher <i>may</i> email or call home for a reflection related to three school rules. • Parents see Academic notifications shared via iSAMS with parents as an email.
Level 2	<ul style="list-style-type: none"> • Student to go home and tell parent that evening. • Teacher will email or call home to give 24 hours' notice for a reflection. • If linked to an Academic Concern, there will additionally be an iSAMS notification. • Student <i>may</i> email letter of reflection home to parents. • Student may be given a tutor or subject report. Parents are requested to sign this daily.
Level 3	<ul style="list-style-type: none"> • Student to go home and tell parent that evening. • Teacher will follow up with email or call home to give 24 hours' notice for the reflection. • If linked to an Academic Concern there will additionally be an iSAMS notification. • Student <i>will</i> email letter of reflection home to parents. • Student may be given an SLT report. Parents are requested to sign this daily.
Level 4	<ul style="list-style-type: none"> • Student to go home and tell parent that evening if the behavioural concern does not impact community or individual safety. • SLT or pastoral lead will follow up with an email or call home to give 24 hours' notice for the reflection and outline of the concern. • If linked to an Academic Concern, there will additionally be an iSAMS notification. • Student <i>will</i> email letter of reflection home to parents. • Parents may be required to attend a meeting with
Level 5	<ul style="list-style-type: none"> • Student to go home and tell parent that evening if the behavioural concern does not impact community or individual safety. • SLT lead will follow up with an email or call home to give 24 hours' notice for the reflection. • If linked to an Academic Concern, there will additionally be an iSAMS notification. • Student <i>will</i> email letter of reflection home to parents. • Parents are required to attend a meeting with the Head of School and relevant Deputy Head

Appendix 2: Academic Honesty Policy x Behaviour Policy 2025

Kellett School **distinguishes between academic malpractice and dishonesty** eg: not correctly referencing use of AI (malpractice) vs deliberately passing off AI use as original thought (dishonesty).

- **Malpractice** should result in the student being given **clear advice** on how to correctly reference, with a **chance** to show they can do this in future assignments. This would be a 'teachable moment' in most, if not all, instances. Often, malpractice is a result of **ignorance, carelessness, or misunderstanding**. It is **not always intentional**, but it still violates academic policies.
- **Dishonesty** is more **serious** and may result in a faster escalation through the levels below. It is **always intentional** and motivated by a **desire to gain an unfair advantage**.

Every student needs to know what malpractice and dishonesty each look like within their subjects – particularly for NEAs. Subject teachers should guide students in this area

Both academic malpractice and dishonesty are examples of plagiarism. For consistency with JCQ guidelines, plagiarism is defined as “...*the unacknowledged copying from, or reproduction of, third party sources or incomplete referencing (including the internet and AI tools). Plagiarism refers to a student copying work and submitting it as their own. This can involve published resources (whether in print or on the internet), AI-generated content, essays, or pieces of work previously submitted for assessments by others or manufactured artefacts. Copying can involve memorisation and reproduction of text. Plagiarism also incorporates the direct and unacknowledged translation of foreign language texts into English.*” (JCQ, 2023) Note that other instances of academic misconduct (e.g. cheating in a test or exam) are not in the table below. These can be found in the general behaviour guidance.

	Teachable Moment	Level 1 – All Staff	Level 2 – All Staff/ Departmental	Level 3 – SLT Friday Reflection	Level 4 – Member of SLT (subject dependent)	Level 5 – Deputy Head and Head [^]
All year groups		Using AI to complete class work despite explicit instructions from the teacher prohibiting its use (<i>first instance</i>)	Using AI to complete class work despite explicit instructions from the teacher prohibiting its use (<i>second instance</i>)	Using AI to complete class work despite explicit instructions from the teacher prohibiting its use (<i>repeated >2</i>)		
KS3	Plagiarism: homework/classwork/ in-class assessment (<i>first instance</i>)	Plagiarism: homework/classwork/in-class assessment (<i>second instance</i>)	Plagiarism: homework/classwork/in-class assessment (<i>repeated >2</i>)			
KS4 – non-NEA	For new students: Plagiarism: homework/classwork/ in-class assessment (<i>first instance</i>)	Plagiarism: homework/classwork/in-class assessment (<i>first instance</i>)	Plagiarism: homework/classwork/in-class assessment (<i>second instance</i>)	Plagiarism: homework/classwork/in-class assessment (<i>repeated >2</i>)		
KS4 - NEA			Plagiarism: NEA (first instance - minor) *		Plagiarism: NEA (second instance - minor) *	Plagiarism: NEA (<i>repeated minor/serious</i>) *
KS5 – non-NEA	For new students: Plagiarism: homework/classwork/in-class assessment (<i>first instance</i>)		Plagiarism: homework/classwork/in-class assessment (<i>first instance</i>)	Plagiarism: homework/classwork/in-class assessment (<i>second instance</i>)	Plagiarism: homework/classwork/ in-class assessment (<i>repeated >2</i>)	
KS5 - NEA				Plagiarism: NEA (<i>first instance - minor</i>) *		Plagiarism: NEA (<i>repeated minor/serious</i>) universities may be informed *

*any instance of plagiarism and misuse of AI **may** be reported based on JCQ guidelines, depending on whether declaration forms have been signed by the student or not.

[^] in very serious cases, the issue may be escalated to the Principal and CEO.

Examples for NEA purposes (not exhaustive)

Minor Plagiarism/Malpractice (OpenAI, 2025)

1. Paraphrasing from a source without proper citation.
2. Copying a **few sentences** or **small portions** of text from a source without acknowledgment.
1. Using someone else's **idea or concept** but failing to give credit (if the plagiarised sections contain critical ideas that are key to the assignment, this may be escalated)
3. Improper or **incomplete** citation of sources.
4. **Failing to use quotation marks** for directly quoted text, even if the source is cited.

Serious Plagiarism/Dishonest (OpenAI, 2025)

1. Submitting **significant portions** of or an **entire** essay, project, or assignment that has been copied from another student or source.
2. Purchasing or downloading pre-written assignments and **submitting them as original work**.
3. Copying **large portions** of text from a source without citation (e.g., paragraphs, pages).
4. Using AI to generate content and **submitting it as personal work** when explicitly prohibited.
5. Submitting work that was completed **partially or entirely by someone else** (e.g., a tutor, parent, or peer).
6. Claiming authorship of another person's creative work (e.g., artwork, code, or research).
7. **Continued instances** of 'minor plagiarism'

Further guidance:

- <https://www.jcq.org.uk/wp-content/uploads/2023/07/Plagiarism-in-Assessments.pdf> - this document outlines how to spot work that may not be the students own (2023)
- https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf – JCQ guidance specifically on AI use (2024)

What is key:

- Students are clearly and **frequently communicated** about the consequences of plagiarising work.
- Students are aware of what is and is not allowed (particularly with use of AI), ensuring they understand **they must always seek guidance if unsure**.
- **Work is checked frequently** for evidence of plagiarism using the **JCQ guidance to help**.
- Computer-based **detection systems** will not be used as the **sole way** to detect plagiarised work.
- For NEA/Coursework, teachers must not accept work which is not the candidate's own and the original deadline to upload must be adhered to.

References:

- JCQ Plagiarism in Assessments | Guidance for Teachers/Assessors. (2023) Available at: <https://www.jcq.org.uk/wp-content/uploads/2023/07/Plagiarism-in-Assessments.pdf> (Accessed:27.05.25)
- OpenAI (2025) <https://poe.com/s/1hGqilbwGaJ6RXmKlaZE> (Accessed 27.05.25)

Appendix 3– Uniform

Senior School Summer & Winter Uniform

General principles

Kellett School and community has expectations on how our students present themselves and has a school uniform and dress code. We do not want to be in conflict with our students over how they wear uniform and how they present themselves.

- School uniform must be worn and should be worn in the way it was designed.
- Students may be required to wear specific uniform items on day visits within Hong Kong or when travelling overseas.



Summer - Senior School Uniform Years 7 – 11 – to be worn from September to Mid November and from March to Summer* There are no formal Mondays in summer uniform.

Tops	Bottoms and socks	Footwear
Kellett White Shirt	Kellett Grey Trousers with grey/ black socks Or Kellett Grey Skort with white socks Or Kellett Grey Skirt with white socks. The skirt should be of an appropriate length and not rolled up or tailored shorter. Or Kellett Grey Shorts with grey/black socks	Plain black leather shoes with no non-black or black large logos. Shoes should be polishable. Ballet shoes are not appropriate and do not give enough stability.

		Trainers or shoes such as Air force ones are not acceptable
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*Dates will be announced in K news with two weeks' notice

Winter - Senior School Uniform Years 7 – 11 – to be worn from November to March*		
Tops	Bottoms and socks	Footwear
Kellett Blue Blazer Kellett White Shirt Kellett Red Tie Kellett Blue Jumper (optional – under blazer if students are cold)	Kellett Grey Trousers with grey/ black socks Or Kellett Grey Skort with white socks Or Kellett Grey Skirt with white socks Or Kellett Grey Shorts with grey/black socks	Plain black leather shoes with no non-black or black large logos. Shoes should be polishable. Ballet shoes are not appropriate and do not give enough stability. *shoes such as Air force ones are not acceptable

Specifics - Formal Dress

During the winter months, students are required to wear the Kellett Blazer and tie every day. Blazers and ties should also be worn for **other formal events such as assemblies and concerts.** During the summer months, students do not have to wear a tie.

Sixth form students are expected to wear business dress in navy blue or black. During the winter months they should wear a blazer.

Specifics – Skorts or Skirts

The skort or skirt must sit so that the hem is, **at the most, two inches above the knee.** ***Skirts/skorts should not be tailored to be shorter or rolled up. This applies to sixth form students too.*** Teachers will log if skirts are too short. Multiple logs will result in the school requesting that the student wears trousers going forwards.

Specifics – Trousers or shorts

Trousers and shorts must be worn at waist height. A plain black leather belt may be required. Underwear must not be visible.

Specifics – Shirt

The Kellett shirt should be ***tucked in at all times.***

Specifics - Footwear

Students are required to wear plain black, polishable, leather shoes with no non-black logos. Boots and trainers are not permitted. Students should not attend school wearing slides or crocs

Jewellery

Students are permitted to wear

- One pair of stud earrings or small hoops no bigger than 1cm in Diameter.
- One small necklace
- Watch
- Students should not wear a nose stud

Students not wearing jewellery correctly will be asked to remove their jewellery.

Hair

Students hair should be of a natural hair colour. Students should not have a hairstyle that is of a buzz cut in nature.

Nails

Manicures should be of natural colour in appearance. If it is not, they will be asked to go to wellbeing to remove nail polish. If it is a gel manicure they will be asked to remove as soon as possible.

Feel Good Friday

Student should adhere to the Feel Good Friday Dress code that is share in the tutor slides and K News. If students do not wish to participate they may wear school uniform. This does nonincluded PE Kit. Students should not wear spaghetti straps, low cut tops or have their tummy on show. Students who do not support the Feel-good Friday dress code will be asked not to participate in the next Feel good Friday.

Sixth Form Dress Code

Suit Skirt or trouser suit – plain navy blue or black (not pin-striped or patterned) Jacket must be single breasted The skirt/ trousers and jacket must match (be cut from the same bolt of cloth)

Skirt must be lined and should sit on the knee while standing.

Shirt White with plain, open neck collar or White with collar designed to be worn with a tie

Jumper (Optional) Plain navy blue or black v-neck (no cardigans). No logo larger than 1cm x 1cm.

Shoes Plain, low-heeled, black polishable leather Socks/ tights Dark grey, navy blue or black socks/shoe liners – above the ankle and no higher than halfway up the calf. Plain navy blue or black tights

Tie Should be suitable for a business environment & does not need to be worn around school on a day-to-day basis but should be available to be worn upon request & for formal occasions

NB Suit jacket does not need to be worn around school on a day-to-day basis in the summer, but should be available to be worn upon request, during winter and for formal occasions.