



SPGS
INTERNATIONAL

SPGS International School Chengdu Junior School Behaviour Policy



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幼小部行为规范政策

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I. Aims and Objectives 宗旨与目标

I.1 The Junior School Behaviour Policy, including the Early Years Foundation Stage (EYFS), is fully aligned with our whole school ethos and values. We are committed to promoting and protecting the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils.

幼小部的行为规范政策，包括幼儿基础教育阶段（EYFS）的行为规范政策，与我们整个学校的校风和价值观完全一致。我们致力于促进和保护所有学生和教职人员的安全与利益，并为所有学生的行为举止为荣。

I.2 Our values of: Community, Creativity, Achievement, Possibility and Liberalism are consistently promoted and we expect our pupils to demonstrate these values in their behaviour at all times.

我们一贯倡导“博爱”、“创新”、“成就”、“突破”和“自由”的价值观，并希望学生们能时刻在自己行为中体现这些价值观。

I.3 This policy has been created with reference to Keeping Children Safe in Education (2024), Behaviour and Discipline in Schools Guidance (2016) and the Equality Act (2010).

本政策的制定参考了英国《确保儿童教育安全》（2024年）、《学校行为与纪律指南》（2016年）和《平等法》（2010年）。

I.4 We are an inclusive community that welcomes pupils from a wide variety of cultural and social backgrounds, faiths and needs. We treat everyone as an individual and aim to develop the whole person.

我们是一个包容的社区，欢迎来自不同文化和社会背景、信仰和需求的学生。我们将每个人都视为独立的个体，并以全人发展为目标。

I.5 We provide a purposeful, safe and supportive community in which all pupils, irrespective of their sex, gender, identity, race/ethnicity, religion or belief, sexual orientation or disability, can learn and explore free from disruption and with confidence.

我们提供一个目的明确、安全和相互支持的社区，让所有学生，无论其性别、身份、种族/民族、宗教或信仰、性取向或是否残疾，都能不受干扰、充满信心地学习和探究。

I.6 In our school, everyone is valued and all pupils are treated fairly and consistently. We promote consideration, polite behaviour and a respect for others and ourselves both in and out of school and online.

在我校，每个人都受到重视，所有学生都能得到公平一致的对待。无论在校内外还是在网络上，我们都提倡体谅他人、礼貌待人、尊重他人和自己。

I.7 We reject the use of corporal punishment.

我们拒绝体罚。

1.8 At SPGS International School Chengdu we aim to:

- instil the school values of achievement, community, liberalism, creativity, and possibility in our pupils so that it is evident from their behaviour that the values are understood and acted upon
- encourage a positive ethos of enjoyment and pride in our school
- foster a sense of responsibility for ourselves and others
- promote the emotional well-being of every pupil so they become confident and enthusiastic learners with a meaningful sense of purpose
- foster respectful, courteous and inclusive behaviour at all times between all members of the community

在成都晟珀学校，我们的目标是：

- 向学生传递成就、博爱、自由、创新和突破的学校价值观，确保他们的行为体现出对这些价值观的理解和实践。
- 鼓励学生以学校为荣、以学校为乐的积极风气
- 培养对自己和他人的责任感
- 促进每个学生的情感健康，成为自信、热情、有意义的学习者
- 始终在社区所有成员之间培养尊重、礼貌和包容的行为

2. Links to Other Policies 其它相关政策

2.1 The Behaviour Policy should be read in conjunction with the following policies:

行为规范政策应与以下政策一并阅读：

- | | |
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| <ul style="list-style-type: none">• Safeguarding (Child Protection) Policy• Anti-Bullying Policy• Mental Health and Wellbeing Policy• Substance Misuse Management and Education Policy• Pupil Search and Confiscation Policy• Teaching and Learning Policy• Assessment Policy• IT Code of Conduct for Pupils• Language Policy• Staff Code of Conduct• Equal Opportunities Policy• Expulsion, Removal and Review Policy• Complaints Policy• ALN Policy | <ul style="list-style-type: none">• 安全保障（儿童保护）政策；• 反欺凌政策；• 心理健康与利益政策；• 药物滥用管理和教育政策；• 学生搜查和没收政策；• 教学和学习政策• 评估政策• 学生信息技术行为准则；• 语言政策；• 教职人员行为准则• 平等机会政策• 开除、除名及复审政策；• 投诉政策；• 特殊教育需求政策； |
|--|--|

2.2 This document makes a distinction between social conflict and bullying. Social conflict is a natural part of human relationships and, while it may cause stress or hurt to someone, it is not bullying. Bullying is a serious offence and not tolerated in our school.

本文件对社交冲突和欺凌进行了区分。社交冲突是人际关系的自然组成部分，虽然它可能会对某人造成压力或伤害，但它不是欺凌。欺凌是一种严重的违法行为，我校对欺凌行为零容忍。

2.3 For more information on bullying and how it is actively prevented at SPGSI Junior School, please refer to the Junior School Anti-Bullying Policy and the document [Questions Answered - National Bullying Prevention Center](#).

若想了解更多有关欺凌的信息以及成都晟珀学校幼小部如何积极预防欺凌，请参阅《幼小部反欺凌政策》和《问题解答--国家预防欺凌中心》文件。

3. Contextual Safeguarding 背景保护

If staff suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they must follow the procedures set out in the school's Safeguarding Policy and report their concerns to the school's Designated Safeguarding Lead (DSL), without delay. Our policy of inclusion means that we will always consider any behavioural concerns in the light of unmet educational needs, pupil's emotional wellbeing and possible neurodiversity. The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with additional learning needs and disabilities (ALN). We are mindful that not all pupils requiring support with behaviour will have identified ALN.

无论是在校内还是校外，如果教职人员怀疑学生可能正在遭受或有可能遭受重大伤害，他们必须遵照学校《安全保障政策》中规定的程序，并立即向学校指定的安全保障负责人（DSL）报告他们的担忧。我们本着接纳的态度，将始终从教育需求未得到满足、学生的情感健康、和可能的神经多样性角度来考虑任何行为规范问题。学校认真履行英国《2010年平等法》规定的职责，为有额外学习需求和残疾学生做出合理的调整。我们也注意到，并非所有需要行为干预支持的学生都有已确认有额外教育需求。

4. Roles and Responsibilities 角色和责任

4.1 Our whole school approach to the promotion of positive behaviour requires the support and engagement of all members of the school community.

我们采取全校参与的方式来促进积极行为的养成，这需要学校所有成员的支持和参与。

4.2 The School Governing Board will know and understand the school's Behaviour Policy and provide support to the Principal, Head of Junior School, Deputy Head Pastoral, Head of Behaviour and Assistant Head Pastoral in the development of the school's behaviour management strategy.

学校董事会应了解并理解学校的行为规范政策，为校长、幼小部校长、德育副校长、幼小部德育助理校长提供支持，帮助他们制定学校的行为管理策略。

The School Governing Board should also:

- ensure that there are policies and procedures in place to support positive and inclusive behaviour and that these are reviewed regularly
- review records of serious sanctions and contribute to changes in the behaviour policy in response to developing patterns or trends
- review the Behaviour Policy annually

学校董事会还应

- 确保制定支持积极和包容性行为的政策和流程，并确保定期对其进行审查
- 审查严重处罚的记录，并根据发展模式或趋势促进行为规范政策的改变
- 每年审查行为规范政策

4.3 The Principal, Head of Junior School, Deputy Head Pastoral, Head of Behaviour and Assistant Head Pastoral will:

校长、幼小部校长、德育副校长、幼小部德育助理校长负责：

- be responsible to the School Governing Board for ensuring appropriate standards of respectful, inclusive and orderly behaviour within the school, and for the promotion of positive behaviour
 - establish a culture that promotes positive behaviour through the development of a whole school approach
 - lead on the overall development, review and implementation of the school's Behaviour Policy and practice
 - liaise with parents and carers in promoting good behaviour
 - ensure behaviour management is embedded in staff induction and training programmes.
 - monitor and celebrate rewards so that all pupils have the opportunity to enjoy and celebrate successes
 - decide upon appropriate sanctions for pupils who are in serious breach of the school rules or code of conduct in accordance with the guidelines established in this policy
 - record, monitor and evaluate rewards and sanctions regularly, and adapt policies and procedures to meet the needs of the school community
-
- 向校董会负责，确保校内尊重他人、包容和有序的行为达到适当的标准，并促进积极行为的养成。
 - 通过发展全校性的方法，建立一种促进积极行为的文化。
 - 领导学校行为政策和实践的整体发展、审查和实施。
 - 与家长和看护人联系，促进良好行为的养成。
 - 确保将行为管理纳入员工入职培训计划。
 - 根据本政策规定的准则，决定对严重违反校规或行为准则的学生进行适当的处罚。
 - 定期记录、监督和评估奖惩措施，并调整政策和程序，以满足学校社区的需要。

4.4 During the transition years (Years 5-8), the Head of Behaviour works to support pupils and their parents in the transition from KS2 to KS3, promoting the values and ethos the school upholds. The Head of Behaviour will promote a positive climate for pupils, and work closely with the Assistant Head Pastoral in the Junior School to ensure a smooth transition into Year 7.

在小升初过渡时期（5-8 年级），行为主任致力于帮助学生及其家长从小学高年级过渡到中学低年级，宣传学校所秉持的价值观和校风。行为主任将为学生营造积极向上的氛围，并与幼小部德育助理校长密切合作，确保学生顺利过渡到七年级。

4.5 The Deputy Head Pastoral, supported by the Assistant Head Pastoral and the Head of Behaviour, is responsible to the Principal and Head of Junior School for promoting and rewarding positive behaviour, managing all issues of behaviour within the school, and supporting pupils in their year groups or Houses when behaviour regularly falls below the expectations set out in the Pupil Code of Conduct or breaches school rules.

德育副校长在德育助理校长和行为主任的协助下，向校长和幼小部校长负责，促进和奖励积极的行为，管理校内所有行为问题，并在学生的行为经常低于《学生行为准则》规定的要求或违反校规时，为其所在年级组或学院的学生提供支持。

4.6 The Head of Early Years supports the Head of Junior School and Assistant Head Pastoral with behaviour management in the EYFS.

幼儿部主任协助幼小部校长和德育助理校长做好幼儿早期教育的行为管理工作。

This includes:

- promoting expectations and standards of behaviour in the Junior School Code of Conduct and Behaviour Policy with pupils, staff, and parents and ensuring a consistency of approach amongst the teaching staff in the award of rewards and sanctions
- ensuring staff are trained in the Behaviour Policy as part of the induction programme and regularly thereafter. Training regarding behaviour management and use of the policy typically occur on each INSET day throughout the academic year
- encouraging feedback from pupils throughout the academic year regarding the Behaviour Policy – in particular, aspects of the School's behaviour management rewards and sanctions
- working with Pupil Council representatives to collect feedback regarding aspects of the School's behaviour management that work well or do not work well
- recognising and rewarding positive behaviour, effort and achievement, through communication home, assembly messages and conversations with individual pupils
- contributing to or leading restorative conversations and actions for the pupil(s) involved
- meeting with pupils who have been issued sanctions by other staff members and discussing any reflective work undertaken
- organising supervisory rotas
- liaising with parents and carers about sanctions as appropriate
- supporting pupils with reintegration following a period of suspension
- supporting pupils with ALN or other additional needs to ensure that they are enabled to meet the school's behaviour expectations or that adaptations to expectations are made to support their needs

包括:

- 向学生、教职人员和家长宣传《幼小部行为准则》和《幼小部行为规范政策》中对行为的要求和标准，并确保教职人员在奖惩方面的做法一致
- 确保教职人员在入职培训中接受行为规范政策培训，并在此后定期接受培训。有关行为管理和政策使用的培训通常在整个学年的每个员工培训日进行
- 鼓励学生在整个学年就行为规范政策，特别是学校行为管理奖惩措施的各个方面提出反馈意见
- 与学生代表合作，收集关于学校行为管理中效果好或不好的方面的反馈意见。
- 通过家校沟通、集会分享和与个别学生的谈话，表扬和奖励积极的行为、努力和成绩
- 参与或领导针对相关学生的修复性谈话和行动
- 与受到其他教职人员处罚的学生面谈，并讨论所开展的反思工作
- 安排监督轮值
- 酌情就处罚事宜与家长和看护人沟通
- 为停学后重新融入学校的学生提供支持
- 为有额外学习需求或其他额外需求的学生提供支持，确保他们能够达到学校的行为要求，或对行为要求进行调整以符合他们的需求

4.7 All school staff must take responsibility for supporting the School's Behaviour Policy, the Junior School Behaviour Policy and the Codes of Conduct so as to promote respectful and orderly behaviour amongst pupils in all parts of the school and uphold the school's expectations of behaviour and appearance. This includes:

所有学校员工必须承担责任，支持学校的《行为规范政策》、幼小部的《行为规范政策》以及《行为准则》，以促进学生之间在所有校园区域内的尊重和有序行为，并维护学校对行为和仪容的期望。这包括：

- establishing clear behaviour guidelines in their own classrooms that support an orderly learning environment of mutual respect, curiosity and appropriate challenge
 - modelling behaviour that is respectful of others, honest and orderly
 - recognising, acknowledging and celebrating pupils' good behaviour, effort and achievement whenever and wherever it occurs
 - communicating the Behaviour Policy, Junior School Behaviour Policy, Code of Conduct, the Pupil Code of Conduct and the Junior School Class Charters and Code of Conduct to pupils, especially those for whom they have pastoral responsibility e.g. Homeroom and Co-Teachers and Teaching Assistants
 - challenging pupils whose behaviour, effort or engagement fails to meet the expectations established in the Junior School Code of Conduct or undermines school rules or values
 - engaging in restorative conversations where appropriate and be prepared to talk through and address issues of behaviour before considering the application of sanctions
 - issuing sanctions as appropriate and in a fair and consistent manner; liaising with the Deputy Head Pastoral, the Assistant Head Pastoral, Head of Behaviour and other relevant pastoral staff regarding contact with parents and carers
 - being prepared to ask for help from more senior and more experienced colleagues to resolve situations
 - engaging with induction training, INSET, and other training on behaviour management
- 在自己的教室中建立明确的行为准则，以支持一个相互尊重、充满好奇心和适度挑战的有序学习环境；
 - 以身作则，展现尊重他人、诚实和有序的行为；
 - 在任何时间和地点，认可、表扬并庆祝学生的良好行为、努力和成就；
 - 向学生传达《行为规范政策》、幼小部的《行为规范政策》、《行为准则》、《学生行为准则》以及幼小部的《班级章程和行为准则》，特别是对那些负有德育责任的角色（例如班主任、中方老师和助教）；
 - 对未能达到幼小部《行为准则》要求或违反学校规则或价值观的行为、或努力层度或参与度不够提出质疑；
 - 在适当情况下进行修复性谈话，并愿意在考虑实施处罚之前，通过沟通解决行为规范问题；
 - 在适当情况下公平且一致地实施处罚，并与德育副校长、德育助理校长、行为主任以及其他德育相关工作人员联系，与家长和监护人沟通；
 - 愿意向更资深和有经验的同事寻求帮助以解决问题；
 - 参与行为规范管理相关的入职培训、在职培训及其他培训。

4.8 All pupils have the right to learn in an environment that is calm, safe, purposeful and supportive and where they are treated with respect. To achieve this, every pupil should:

所有学生都有权在一个平静、安全、有意义的和支持性的环境中学习，并在其中受到尊重。为了实现这一目标，每位学生应：

- be aware of the school behaviour standards, expectations, pastoral support, and the consequences of falling below such expectations
- know that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to creating a respectful, inclusive and kind school culture
- be ready to be asked about their experience of behaviour and provide feedback on the school's behaviour culture and system of rewards and sanctions

- be supported to contribute to the school's positive and happy environment, including an induction programme that familiarises them with the school's respectful, inclusive and purposeful culture
- 了解学校的行为标准、要求、德育支持以及未达到这些要求的后果；
- 知道自己有责任遵守学校的行为规范政策并维护学校规则，并应为创建一种尊重、包容和友善的学校文化做出贡献；
- 就关于行为体验给予反馈，并对学校的行为文化及奖惩制度提供意见；
- 在学校的积极和快乐环境中得到支持，包括通过入学培训熟悉学校尊重、包容和有意义的校园文化。

4.9 Monitoring standards of behaviour and tracking trends are the responsibility of the Deputy Head Pastoral, the Assistant Head Pastoral and the Head of Behaviour. The school will record all behavioural incidents and sanctions as laid out in this policy and this data will be used to evaluate the effectiveness of this policy.

德育副校长、德育助理校长、及行为主任负责监督行为要求并跟踪行为规范的趋势。学校将按照本政策记录所有行为事件和处罚，并使用这些数据评估本政策的有效性。

4.10 The school will consider any patterns of concerning, problematic or inappropriate behaviour among pupils and if this indicates any cultural or other issues in the school which is leading to the occurrence of this unacceptable and inappropriate behaviour. Where trends are identified, the school will decide upon the appropriate course of action which may include additional staff training, a review of the PSHE programme and other opportunities to teach the pupils about good behaviour, or the amendment of this policy.

学校将关注学生中任何令人担忧、有问题或不恰当的行为模式，并判断这是否表明学校中存在导致此类不可接受和不恰当行为发生的文化或其他问题。如果发现相关趋势，学校将决定适当的行动方案，可能包括额外的员工培训、对 PSHE（个人、社会、健康和经济教育）课程的重审、其他教育学生的时机，或对本政策进行修订。

5. Promoting a Positive School Culture 促进积极的学校文化

5.1 Senior Leaders and other members of staff reinforce the School's expectations of behaviour on a regular basis and invite discussion. The Junior School Code of Conduct is presented at start-of-year assemblies as well as discussed by Junior School Homeroom and Co-Teachers with their forms at the beginning of each year and at the start of each term. The Junior School Code of Conduct is also the topic of assemblies throughout the year.

学校高层领导及其他教职人员定期重申学校对行为规范的要求，并鼓励大家讨论。幼小部的《行为准则》在新学年开始的集会上进行介绍，并由幼小部的班主任和中方老师在每学年及每学期初与班级学生讨论。幼小部的《行为准则》也是全年集会的主题之一。

5.2 In the Junior School, the behaviour expectations are explained to new pupils at their induction and to all pupils each September. In addition, these are reinforced consistently by the Homeroom and Co-Teacher and Teaching Assistants in class at all times, as well as during PSHE lessons. Electronic and hard copies are available to parents on request via their family WeCom group, and an electronic copy is available on the school website.

在幼小部，行为要求会在新生入学时向他们介绍，并在每年九月向所有学生传达。此外，班主任、中方老师和助教在课堂上以及 PSHE（个人、社会、健康和经济教育）课程中始终如一地

强化这些要求。家长可以通过家庭企业微信群索取电子版或纸质版，电子版也可在学校网站上查阅。

5.3 We emphasise that the same considerate, respectful and inclusive behaviour is expected of all members of the school community, staff, and pupils alike. At all levels we affirm what is good and model what we expect.

我们强调，学校社区的所有成员，包括教职人员和学生，都应表现出同样体贴、尊重和包容的行为。在各个层面，我们都会肯定良好的行为，并以身作则。

5.4 Knowing that appropriate and consistent praise and affirmation are powerful motivators, staff are encouraged to ‘catch pupils doing things right’ whenever and wherever they can. Verbal and written ‘descriptive praise’ are regularly given for good work and behaviour. Effective praise is reinforced with all staff during induction and INSET days.

我们知道适当且一致的表扬和肯定是有力的激励因素，因此鼓励教职人员随时随地“发现学生做得好的事情”。对于良好的学习和行为，会定期给予口头和书面的“描述性表扬”。在入职培训和在职培训日中，所有教职人员都会接受关于有效表扬的培训。

5.5 A range of more formal rewards and sanctions (see Rewards and Sanctions) is also available to staff to recognise good work, effort and behaviour and to deter poor behaviour and/or effort.
学校还为教职人员提供了一系列更正式的奖励和处罚措施（见“奖励与处罚”），以表彰良好的学习、努力和行为，并遏制不良行为和/或努力不足。

5.6 We publicly recognise outstanding contributions to the life of the school community by awarding prizes annually to deserving pupils from each year group (see section 8).

我们通过每年为每个年级的优秀学生颁发奖项，公开表彰他们对学校社区生活的杰出贡献（见第9节）。

5.7 All pupils are encouraged to participate in discussion of the school community through the school council and via homeroom classes. Pupils are encouraged to learn community responsibility in a variety of ways

鼓励所有学生通过学校董事会和班级讨论参与学校社区的讨论。学生被鼓励以多种学习方式学习社区责任。

5.8 At the start of each academic year, each Junior School class develops their own individualised Class Charter with their Homeroom and Co-Teachers. Pupils create their own set of classroom behaviour guidelines, including in the EYFS where additional guidance and support are provided by the Homeroom Teachers. In creating the Class Charters, pupils are encouraged to consider the following:

每学年开学时，幼小部每个班级的班主任和中方老师将一起制定个性化的《班级章程》。学生创建自己的课堂行为准则，包括在早期教育阶段（EYFS），班主任会提供额外的指导和支持。在制定《班级章程》时，学生被鼓励思考以下内容：

- how they want to behave as a class
 - why good behaviour is important
 - what the process is to achieve positive behaviour
 - how they will prevent and manage any conflict which is not in line with their Class Charter
-
- 他们希望作为一个班级如何表现；
 - 为什么良好的行为很重要；

- 实现积极行为的过程是什么
- 他们将如何预防和管理任何不符合《班级章程》的冲突

5.9 Year groups then come together to discuss individual Class Charters for all Junior School pupils at SPGS International. Once finalised, each pupil will sign this charter to agree their commitment to the charter.

随后，各年级班级聚集在一起，讨论幼小部所有班级自己的《班级章程》。一旦最终确定，每位学生将签署该章程，以表明他们对章程的承诺。

6. Parent Partnerships 家校合作

6.1 The Junior School strongly promotes parent partnerships and works with parents to enable the pupils to become successful members of the school community. We take seriously our responsibility to enable our pupils to understand what positive behaviour looks like and to display this in all that they do. We believe that the most effective way to support the development of positive behaviour in our pupils is through clear and consistent interaction with parents/carers which develops trust between parents/carers and the school.

幼小部高度重视与家长的合作，并与家长共同努力，使学生成为学校社区的成功成员。我们认真履行责任，帮助学生理解什么是积极行为，并在他们的所有行为中展现出来。我们相信，支持学生发展积极行为的最有效方式，是通过与家长/监护人清晰且持续的互动，从而建立家长/监护人与学校之间的信任。

6.2 Our objective is that through this partnership a common approach to managing behaviour is developed and maintained. We will discuss with parents any behaviour concerns and we ask parents and carers to do the same.

我们的目标是通过这种合作，建立并维持一种共同的行为管理方法。我们将与家长讨论任何行为问题，并请家长和监护人也这样做。

6.3 Parents sign a contract when they accept a place for their child at SPGSI Chengdu which asks parents to uphold the school's policies and regulations. In doing so, parents and carers agree to support the aims and procedures laid out in this policy.

家长在为其孩子接受成都晟珀学校的入学名额时需签署一份合同，要求家长支持学校的政策和规定。通过签署合同，家长和监护人同意支持本政策中列出的目标和流程。

6.4 To support the school, parents/carers should:

为支持学校，家长/监护人应：

- become familiar with and support the school's Behaviour Policy and the Junior School Behaviour Booklet
- reinforce the aims outlined in our Behaviour Policy at home, as appropriate
- celebrate pupils' rewards and successes and support any sanctions issued by the school
- raise any concerns about behaviour directly with the school while continuing to work in partnership with them
- engage with pastoral information events that help parents and carers to promote positive behaviour at home
- work with the school to support their child in any pastoral activities which are a result of poor behaviour in school, including attending meetings about specific behaviour issues, interventions or reviews

- 熟悉并支持学校的《行为规范政策》和幼小部的《行为手册》；
- 在家中适当强化我们《行为规范政策》中概述的目标；
- 表彰学生所获奖励和成就，并支持学校实施任何处罚；
- 直接向学校提出任何关于行为的担忧，同时继续与学校保持合作关系；
- 参与德育信息分享活动，这些活动将帮助家长和监护人在家中促进积极行为；
- 与学校合作，支持孩子参与因学校不良行为而引发的德育活动，包括参加关于具体行为问题、干预措施或审查的会议。

6.5 In the Junior School, the Homeroom Teacher and Co-Teacher are the first points of contact for parents/carers in all respects, including behaviour. The staff communicate with the parents via our school communication platform so that parents are informed of any behaviour incidents or sanctions on the day on which they occur. Staff undertake to speak to parents directly about any behaviour concerns and encourage an in-person discussion so that all parties fully understand the circumstances and can work together to ensure the pupil understands why their behaviour was unacceptable.

在幼小部，班主任和中方老师是家长/监护人在所有事务（包括行为规范问题）上的首要联系人。教职人员承诺直接与家长讨论任何行为规范问题，并鼓励面对面交流，以确保各方充分了解情况，并共同努力确保学生理解其行为为何不妥。

6.6 The Assistant Head Pastoral will be informed and all incidents are recorded on Managebac, which is monitored closely by the Assistant Head Pastoral and through them, the Head of Junior School.

德育助理校长将被告知所有行为事件，所有事件都会记录在 Managebac 系统中，该系统由德育助理校长密切监督，并通过他们向幼小部校长汇报。

6.7 MyConcern is used to log safeguarding concerns and staff understand when behaviour concerns become safeguarding concerns.

MyConcern 系统用于记录安全保障问题，教职人员均了解何时行为问题会转变为安全保障问题。

6.8 The Anti-Bullying Log records all instances of bullying, including cyber-bullying and details can be found in the Junior School Anti-Bullying Policy.

反欺凌日志记录所有欺凌事件，包括网络欺凌，详细信息可在幼小部的《反欺凌政策》中找到。

6.9 Staff receive regular training on behaviour management and safeguarding from the external Safeguarding Consultant and the Pastoral Assistant Head at INSET days and at Staff Meetings.

教职人员定期接受行为管理和安全保障方面的培训，由外部顾问和德育助理校长在在职培训日和员工会议上提供培训。

7 Pupil Partnership 学生合作

7.1 In the Junior School, pupils are taught about behaviour expectations when they join the school and on a regular basis by their Homeroom Teacher and specialist staff.

在幼小部，学生入学时应定期由班主任和学科教职人员教授行为要求。

7.2 The school rules are shared with all pupils, using appropriate language to ensure that all pupils in the Junior School understand them fully. The school rules are displayed around the school.

学校的各项规则均会与所有学生分享，并使用适当的语言确保幼小部所有学生都能充分理解。学校规则会在校园内展示。

7.3 The Junior School Code of Conduct, which reflects and reinforces the values of the Senior School Code of Conduct but with language appropriate to the age of the pupils, is displayed around the school. A Junior School Code of Conduct booklet is issued to all pupils which they take home and share with their parents.

幼小部的《行为准则》反映了中学部《行为准则》的价值观，但使用适合学生年龄的语言，并在校园内展示。幼小部的《行为准则手册》会分发给所有学生，学生带回家与家长分享。

8. Junior School Code of Conduct and General Expectations 5 幼小部学生行为规范及总体要求

8.1 All pupils at SPGS International School Chengdu are expected to respect the Junior School Code of Conduct and General Expectations.

成都晟珀学校的所有学生均应遵守《幼小部学生行为规范与总体要求》。

Junior School Code of Conduct

幼小部行为准则

- Keep the school safe and show respect to each other, staff and members of the local community.
 - Make everyone feel accepted by using kind words and actions.
 - Be polite when speaking.
 - Be responsible for yourself and for your words and actions.
 - Be honest, trustworthy and kind.
 - Be enthusiastic and try your best.
 - Be positive when presented with challenges, however hard they may seem, and always be ready to help others.
 - Treat the school buildings, school property and all personal property with respect.
 - Show self-control and good manners when moving around the school site.
 - Work hard and remember that mistakes are good as these help us to learn.
 - Be generous to others and listen to their opinions.
 - Ask an adult if you or another pupil needs help.
 - Be proud to be a pupil at SPGSI, remembering that that you represent the school at all times.
-
- 保持学校安全，并尊重彼此、教职人员及当地社区成员。
 - 通过友善的言语和行为让每个人感到被接纳。
 - 说话时有礼貌。
 - 对自己及自己的言行负责。
 - 诚实、可信且友善。
 - 保持热情并尽力而为。
 - 面对挑战时保持积极态度，无论挑战多么困难，并随时准备帮助他人。
 - 尊重学校设施、学校财产及所有个人财产。
 - 在校内活动时展现自控力和良好的礼仪。
 - 努力学习，并记住犯错是好事，因为它们帮助我们学习。

- 对他人慷慨并倾听他们的意见。
- 如果你或其他学生需要帮助，请向成年人寻求帮助。
- 以作为成都晟珀学校的学生为荣，时刻记住你代表学校。

8.2 The school's general expectations are kept to a minimum. These, together with the list of prohibited actions and items and the Junior School Code of Conduct form the bulk of the school rules and apply to a number of areas of school life. They are designed to reinforce the values and expectations of a pupil at SPGSI Chengdu and to protect the safety, security and well-being of everyone in the school community.

学校的总体要求尽可能简洁明了。这些要求，连同严格禁止行为、和物品清单、以及幼小部行为准则，构成了学校规则的主体，并适用于学校生活的多个领域。它们旨在强化成都晟珀学校学生的价值观和要求，并保护学校社区中每个人的安全与福祉。

8.3 Pupils are expected to communicate in English while on the school campus. An English-speaking environment where English is used by all as the common language is crucial for pupils to make rapid progress in their English ability and to create an inclusive community. To reinforce this expectation, teachers are encouraged to recognise pupils speaking English – especially if they are challenging themselves to do so – by awarding house points. In the Junior School, Co-Teachers and Homeroom Teachers scaffold spoken and written language using Chinese and English in suitable proportion to ensure that the pupils understand what is expected of them.

学生在校园内应使用英语交流。建立以英语为通用语言的校园环境对提升学生英语能力和营造包容性社区至关重要。为强化这一要求：教师应通过颁发学院积分等方式，鼓励学生使用英语，特别是那些勇于挑战自我使用英语的学生。在幼小部，中方老师和班主任会根据实际情况，合理运用中文和英文来帮助学生理解要求，为其口语和书面表达提供支持

8.4 Registration and attendance. Pupils are expected to be in school at the times outlined below and in accordance with the term dates. Young children who miss the beginning of terms often take longer to settle and adherence to the term dates is strongly encouraged.

考勤与出勤。学生须按以下规定时间到校上课，并严格遵守学期日历安排。低龄儿童若错过学期初入学，往往需要更长时间适应，因此校方强烈建议遵循既定学期安排。

Junior School Times:

- Toddlers: 8:30am – 4:45pm
- EYFS: 8:30am – 4:00pm
- Years 2 – 6: 8:30am – 4:00pm

幼小部上学时间安排：

- 托班：上午 8:30 – 下午 4:45
- 幼儿园（EYFS）：上午 8:30 – 下午 4:00
- 2-6 年级：上午 8:30 – 下午 4:00

Morning register is taken from 8:30am but must be completed before 9am for Junior School.

早上点名从 8:30 开始，但必须在 9:00 前完成。

8.5 Non-compulsory morning activity times:

- Morning dance/exercise 8:15am – 8:30am for EYFS pupils
- Morning activities 8:00am – 8:30am, which includes maths, handwriting, reading and table games for Years 2 – 6 pupils.

非强制性晨间活动时间:

- 晨间舞蹈/锻炼: 幼儿园学生上午 8:15 – 8:30
- 晨间活动: 2 至 6 年级学生上午 8:00 – 8:30, 包括数学、书写、阅读和桌面游戏。

8.6 After school clubs run from 4:00pm until 5:00pm. Clubs are set at the beginning of each term, parents will help choose clubs for their children via an app. Toddlers do not take part in after school clubs.

课后俱乐部从下午 4:00 至 5:00。俱乐部在每学期初确定, 家长将通过应用程序帮助孩子选择俱乐部。托班不参加课后俱乐部。

8.7 School access and safety: 校园出入与安全管理

- Pupils should not be in school before 8:00 or after 17:00 unless they are taking part in an activity arranged by a member of staff and parents must be made fully aware of any changes to these events so that pupils can be collected promptly.
- Some areas are always out of bounds to pupils if they are not with a member of staff. These include the science laboratories, PE department, gymnasium, music department, the art room, the design workshops, the maintenance department and the kitchen areas.
- CCTV cameras are in use in the school for pupils' personal safety and to monitor and uphold discipline (See the CCTV Policy.)
- The school's supervision arrangements are outlined in more detail in the Supervision Policy.
- 学生不得早于 8:00 到校或晚于 17:00 离校。若需参加教职人员组织的活动, 家长须充分知悉活动时间变动, 以确保学生能准时被接离。
- 若无教职人员陪同, 学生严禁进入以下场所: 科学实验室、体育部、健身房、音乐部、美术教室、设计工作室、维修部及厨房区域。
- 本校安装闭路电视监督 (CCTV), 旨在保障学生人身安全、监督并维护校园纪律 (详见《闭路电视监督政策》)。

8.8 All pupils should also:

所有学生都应该做到:

- follow to the school polices, especially those relating to Behaviour, IT Acceptable Use, Anti-Bullying and Substance Misuse
- contribute to and follow the class charters as displayed in each classroom
- be ready to start each lesson on time
- wear the school uniform correctly and tidily during the school day
- 遵守学校政策, 特别是有关行为规范、信息技术使用准则、反欺凌和滥用药物政策
- 协助并遵守教室里张贴的班级章程
- 做好课前准备
- 在校期间正确整洁地穿着校服

9. Reward Schemes Overview 奖励计划概述

9.1 The school takes pride in celebrating the success and progress of its pupils in all areas of school life and in communicating this success both to them and to their parents. SPGSI stars, for example, recognises and celebrates the achievements of pupils outside school during lesson, in assembly, in the school newsletter, and on the school's social media channels.

学校以表彰学生在学校生活各个领域的成就和进步，并向学生及其家长传达这些成就。例如，“晟珀之星”用于表彰和庆祝学生在校外的成就，并在课堂上、集会中、学校简讯、以及学校社交媒体渠道上的进行表彰。

9.2 Much of this occurs during the course of the school day in the regular interaction between teachers and pupils. In addition, there is a framework of more formal ways in which good/excellent work and good/excellent behaviour are recognised and celebrated. The school seeks to establish a culture in which praise and encouragement are the most frequent means of supporting positive behaviour, effort and achievement.

这些庆祝活动大多发生在学校日常的师生互动中。此外，学校还建立了一套更正式的表彰时刻，用于认可和表彰优秀/卓越的学习和行为。学校致力于建立一种以表扬和鼓励为主要手段的校园文化，以支持积极的行为、努力和成就。

9.3 The aims and objectives of the reward schemes are to:

- acknowledge formally outstanding contributions to the life of the school
- acknowledge formally outstanding work that goes significantly beyond what might be expected of a SPGS International School Chengdu pupil
- recognize outstanding work and contributions
- provide effective tracking of a pupil's academic achievements and co-curricular contributions
- encourage pupils to stretch themselves and rise to challenges
- recognise consistent, sustained effort and progress in academic and other areas
- recognise consistent and sustained contribution to any area of school life
- promote a greater sense of self-esteem and pride in one's own achievements
- celebrate pupils' achievements in all areas of their school life

奖励计划的目标和宗旨是：

- 正式表彰对学校生活的杰出贡献；
- 正式表彰超出成都晟珀学校学生预期的卓越表现；
- 认可杰出的学习和贡献；
- 有效跟踪学生的学术成就和课外贡献；
- 鼓励学生挑战自我并迎接挑战；
- 认可在学术及其他领域持续、稳定的努力和进步；
- 认可对学校生活任何领域的持续贡献；
- 提升学生的自尊心和对自身成就的自豪感；
- 庆祝学生在学校生活各个领域的成就。

9.4 EYFS Reward Schemes EYFS 奖励计划

In the Early Years Foundation Stage (EYFS), our classrooms use a range of interconnected systems to promote positive behaviour, focusing on support and encouragement rather than sanctions. One of these is the "Mood Monsters" system, which allows children to express their feelings throughout the day, helping teachers tailor their approach based on each child's emotional needs.

在早期教育基础阶段（EYFS），我们的教室使用一系列相互关联的体系来促进积极行为，重点是支持和鼓励而非处罚。其中之一是“情绪怪兽”，它允许孩子们全天表达自己的感受，帮助教师根据每个孩子的情绪需求调整教学方法。

Alongside this, staff and pupils follow a Classroom Charter that outlines expected behaviours, reinforced by a token system. Children receive tokens as recognition for positive actions, which accumulate and can be exchanged for house points, reinforcing teamwork and pride in their accomplishments

除此之外，教职人员和学生遵循班级章程，明确行为要求，并通过奖励币鼓励和强化。孩子们因积极行为获得奖励币，这些奖励可以累积并兑换为学院积分，从而增强团队合作和对成就的自豪感。

9.5 Junior School Reward Schemes 小学奖励计划

As pupils transition from EYFS to Primary, they will progress from using Mood Monsters to implementing the Zones of Regulation framework. This shift supports the continued development of their understanding and application of strategies for managing emotions through Social Emotional Learning. The Zones of Regulation provides a structured approach to help pupils identify their feelings, regulate their emotions, and build essential skills for effective self-management and social interactions.

当学生从幼儿园过渡到小学时，他们将从使用“情绪怪兽”转向实施“情绪调节区”。这一转变支持他们通过社交情感学习继续发展情绪管理策略的理解和应用。“情绪调节区”提供了一个结构化的方法，帮助学生识别自己的感受，调节情绪，并建立有效的自我管理和社交互动的基本技能。

9.6 House System: 学院制度

- All junior school pupils are assigned to a School House one week after entry into the school.
- Teachers choose a house for each pupil based on their interests, friendship groups and the overall number of each house in their class.
- There are four School Houses: Centaur, Cetus, Griffin and Phoenix.
- Pupils will be given opportunities to work collaboratively with their house members at various times of the year e.g. Sports Day, House Days, and team activities.
- Houses include pupils from different year groups across the school.
- 幼小部所有学生在入学一周后会被分配到一个学院。
- 教师根据学生的兴趣、社交群以及班级中各学院的总体人数为每位学生选择学院。
- 学校共有四个学院：圣马学院（Centaur）、巨鲸学院（Cetus）、狮鹫学院（Griffin）和凤凰学院（Phoenix）。
- 学生将每学年有多次机会与学院成员合作，如运动会、学院日和团队活动。
- 学院包括来自学校不同年级的学生。

Pupils will be rewarded with house points by teachers for proactively demonstrating our five school values (Achievement, Community, Liberalism, Creativity, Possibility), achievement in House sports competitions, or showing clear progress, commitment, resilience and team spirit in class and other school activities. Examples might include:

学生将因积极体现学校的五大核心价值观（成就、博爱、自由、创新、突破）、在学院体育比赛中取得成绩，或在课堂及其他学校活动中表现出明显的进步、坚持、韧性和团队精神而获得学院积分。例如以下情况：

- an excellent piece of individual academic work
 - consistent work of a high standard for that particular pupil
 - consistent and sustained effort.
 - significant improvement in attainment over a period of time, e.g. half a term.
 - significant improvement in effort over a period of time e.g. half a term.
 - a particularly strong or encouraging contribution in class or CCA.
 - notable contribution to co-curricular activities, e.g. regular performance in a team, drama or music group
 - contributions to the community life of the school e.g. courtesy, kindness, helpfulness, care for the environment, taking responsibility or leadership
-
- 出色的个人学术作品；
 - 该学生持续保持高标准的作业；
 - 持续且稳定的努力；
 - 在一段时间内（例如半个学期）取得显著进步；
 - 在一段时间内（例如半个学期）努力程度显著提高；
 - 在课堂或课外活动中做出特别突出或鼓舞人心的贡献；
 - 对课外活动的显著贡献，例如在团队、戏剧或音乐团体中的定期表现；
 - 对学校社区生活的贡献，例如礼貌、友善、乐于助人、关心环境、承担责任或领导力。

In the Junior School, pupils will receive tokens to place in their House Team jar in their form classroom. Tokens in jars will be tallied weekly, and total points earned by each house will be posted in the corridor outside the Head of Junior School's office.

在幼小部，学生将获得奖励币，并将其放入班级教室里的学院积分罐中。每周会对罐中的奖励币进行统计，每个学院获得的总积分将张贴在幼小部校长办公室外的走廊上。

At the end of each year, it will be announced at Speech Day which House Team has the highest number of points. The winning house will receive a prize agreed by the Principal and the Assistant Head Pastoral.

每学年结束时，将在演讲日上宣布积分最高的学院团队。获胜的学院将获得由校长和德育助理校长商定的奖品。

9.7 Stickers and Certificates 贴纸和证书：

- To reward academic progress, achievement and positive behaviour (reflecting the Class Charter), stickers will be awarded by Homeroom Teachers to younger pupils. The school has stickers to reflect specific school values.
- Certificates are awarded for exceptional progress, effort and achievement in homework and classwork and will be presented at a school assembly. Some certificates are awarded in class – for example, for spelling and reading levels.

- 为了奖励学术进步、成就和积极行为（依据班级章程），班主任将为年幼的学生奖励贴纸。学校提供代表学校价值观的贴纸。
- 在集会上对在作业和课堂作业中取得卓越进步、努力和成就的学生将颁发证书，部分证书在课堂上颁发，例如拼写和阅读水平的奖励。

9.8 Head's Commendation (Year 2 and up) 校长嘉奖（2 年级及以上）：

To reward individual pupils for excellent or outstanding sustained behaviour, academic achievement, or contribution to the wider school community, members of staff may nominate pupils via Managebac for certificates of commendation to the senior management team.

为了表彰学生在行为、学术成就或对学校社区的广泛贡献方面的卓越表现，教职人员可以通过 Managebac 系统提名学生，向学校高层管理团队推荐颁发嘉奖证书。

The Principal will discuss with the Head of Junior School and the Senior Team to consider these recommendations and make awards accordingly.

校长将与幼小部校长和高层领导团队讨论这些推荐，并据此颁发奖项。

Pupils who show consistent or exceptional commitment to the school's ethos in each area – Achievement, Community, Liberalism, Creativity, and Possibility – will be recognized at least once per term at assembly. Examples might include:

- Effort and/or attainment considered excellent by several teachers following mid-term reviews or end of term exams
- Outstanding effort, attitude or achievement in lessons
- Outstanding all-round contribution to the life of the school community.
- Outstanding commitment over a period of time, e.g. half a term, to co-curricular teams, groups or clubs

每学期至少一次在集会上表彰在学校五大核心价值观（成就、博爱、自由、创新、突破）中表现出持续或卓越的学生。例如：

- 在期中评估或期末考试后被多位教师认为表现出色的努力和/或成绩；
- 在课堂中表现出色的努力、态度或成就；
- 对学校社区生活的全面杰出贡献；
- 在一段时期内（如半个学期）对课外活动团队、小组或俱乐部做出突出贡献

The award of a certificate of commendation will be accompanied by a letter of congratulation to the pupil from a member of the Senior Management Team, and their parents will be personally informed. 颁发嘉奖证书时，学校高层管理团队将向家长发送祝贺信，并亲自通知其家长。

9.9 Values Badges 8.8 价值观徽章：

Values Badges reflect the five core values of our school. To earn the badge corresponding to each school value, pupils must complete specific tasks or other significant tasks deemed worthy.

价值观徽章反映了学校的五大核心价值观。要获得与每个学校价值观对应的徽章，学生必须完成特定任务或其他被认为值得的任务。

School Values Badges reflect the five core values of our school. Within each value there are a number of badges that can be earned through specific tasks.

学校价值观徽章反映了学校的五大核心价值观。每个价值观下有多个徽章，可以通过完成特定任务获得。

Tasks are designed to take place over a longer period of time and require effort both in and out of school time. These badges allow children to develop perseverance, resilience and community spirit. Badges are presented at school assemblies.

设计的任务需要较长时间完成，并要求学生在校内和校外付出努力。这些徽章旨在培养学生的毅力、韧性和社区精神。徽章将在学校集会上颁发。

There is more than one way to earn a specific values badge and pupils are encouraged to use their individual creativity to achieve the badges in their own unique style.

获得特定价值观徽章的方式不止一种，鼓励学生发挥个人创造力，以自己特有的方式获得徽章。

Achievement 成就	Possibility 突破	Creativity 创新	Liberalism 自由	Community 博爱
<ul style="list-style-type: none"> • Sports enthusiast 体育爱好 • Acts of kindness 善言善行 • Positivity impact 积极影响力 • The great indoors 室内运动达人 	<ul style="list-style-type: none"> • Discovery 探索者 • Adventurer 冒险者 • Inventor 发明家 • Gardener 园艺师 	<ul style="list-style-type: none"> • Hobby 兴趣爱好 • Mindfulness 正念 • Technology 科技 • Creator 创造 • Performer 表演 	<ul style="list-style-type: none"> • Environmentalist 环保主义者 • Difference Awareness 差异意识倡导者 • Naturalist 自然主义者 • Local historian 地方历史研究者 	<ul style="list-style-type: none"> • Community impact 社区影响力 • Home help 家庭帮手 • Animal care 照看动物 • Emergency aid 紧急援助

9.10 Annual Achievement Celebration 年度成就庆典

As part of Speech Day which takes place at the end of the summer term, there is an opportunity to recognise pupils in each year group who have shown particular progress, success and accomplishment in each area of school life. These awards are for individual pupils that have been nominated by academic staff for outstanding achievement in several areas. During Speech Day, the House with the highest number of points is awarded the House Shield.

作为夏季学期末举行的“演讲日”活动的一部分，学校将表彰每个年级在校园生活的各个方面表现出显著进步、成功和成就的学生。这些奖项颁发给由学术团队提名的、在多个领域取得杰出成绩的学生个人。在演讲日当天，积分最高的学院将获得“学院盾牌”奖。

9.11 House Colours [To be added prior to the 2025-2026 academic year.]

学院颜色荣誉 [将在 2025-2026 学年之前添加]

Colours are a highly prized public recognition of both a pupil's excellence and commitment to an activity at SPGS International School Chengdu.

学院颜色荣誉是对成都晟珀学校学生在某项活动中表现出卓越能力和奉献精神的高度认可，是一种备受珍视的公开表彰。

School Colours are awarded by the Head of Junior School and Principal and presented at the end of term assembly. Special 'Colours' ties and badges are awarded to the pupil.

学校颜色荣誉由幼小部校长和校长颁发，并在学期末的集会上进行颁奖。获奖学生将获得特殊的“荣誉”领带和徽章。

There are a maximum of 4 School Colours awarded in a year, selected by the Colours committee. House Colours are also awarded by the Head of Junior School and Principal at the end of term assembly.

学校每年最多颁发 4 项"学校颜色荣誉奖", 由荣誉评审委员会遴选产生。"学院颜色荣誉奖"由幼小部校长与校长在学期末集会上授予。

Half House Colours are presented at the House Spirit Days by the Head of House and pupils receive a House Colours badge.

学院半色荣誉奖在“学院日”由学院院长颁发, 获奖学生将获得学院荣誉徽章。

All awards include a signed certificate signed by the Principal and Head of Junior School.

所有奖项均包含由校长和幼小部校长签名的证书。

School and House Colours may only be given to a pupil once in their school career in the Junior School and the Senior School. These are the most special of achievements and we hope that the pupils will value and take pride in wearing their ties and badges.

学校颜色荣誉奖和学院颜色荣誉奖在学生的整个小学和中学阶段只能获得一次。这是最特别的成就, 我们希望学生们能够珍惜并自豪地佩戴他们的颜色领带和徽章。

Pupils who receive School and House Colours will also have their names displayed in school.

获得学校颜色和学院颜色的学生的姓名也将在学校展示。

Reward 奖励类别	Issued for 奖励目的	Available to 适用范围	Issued by 颁发人	Additional details 详细信息
House points 学院积分	Noteworthy work or behaviour that aligns with the school values 符合学校价值观的、值得被表彰的成就或行为	All pupils 所有学生	All staff 所有教职人员	House points accumulate toward winning houses and values cups for individual pupils (once per term). 学院积分可积累，用于赢得学院奖杯和学生个人价值奖杯（每学期一次）
Stickers and certificates 贴纸和奖状	Academic progress, effort, achievement and positive behaviour (reflecting the class charter) 符合学校价值观的、值得被表彰的成就或行为（依据班级章程）	EYFS and Junior school pupils 幼儿园和小学学生	Junior school staff 幼小部教职人员	Presented in class to recognise pupils 在课堂上对学生进行表彰
Commendation 嘉奖	Exceptional work or effort on a major assessment or project 在重要评估或项目中做出了卓越的成就或努力	All pupils 所有学生	Deputy Head of the Junior School 幼小部校长	Staff who wish to nominate pupils should write to Deputy Head of the Junior School and explain the reason for the nomination. 希望提名学生的教职人员应致函幼小部校长说明提名理由。
Head of Junior School's commendation 幼小部校长嘉奖	Consistent, repeated exceptional work or behaviour that contributes to the school community and aligns with the school values 对学校社区做出贡献并符合学校价值观的多次持续出现的出色成就或行为。	EYFS and Junior school pupils 幼儿园和小学学生	Head of Junior School 幼小部校长	Staff who wish to nominate pupils should write to the Head of Junior School to explain the reason for the nomination. 希望提名学生的教职人员应致函幼小部校长说明提名理由。
Values badges 价值徽章	complete specific tasks or other significant tasks deemed worthy. 完成具体任务或其他被认为有价值的重要任务。	All pupils 所有学生	Heads of house, Head of Junior School 学院负责人，幼小部校长	Staff who wish to nominate pupils should write to the Heads of house to explain the reason for the nomination. 希望提名学生的教职人员应致函幼小部校长说明提名理由。
House colours 学院颜色荣誉	[To be added prior to the 2025-2026 academic year.] [将在 2025-2026 年之前增加]			
Half colours 学院半色荣誉				
School colours 学校颜色荣誉				

10. Sanctions 处罚

10.1 The school's behaviour management and sanctions system has the following aims:

- protect the physical and emotional well-being of pupils and staff
- establish boundaries and an understanding of their importance for the school community
- reinforce to all pupils that actions have consequences
- deter poor behaviour
- ensure consistent, proportionate and fair treatment, based on clearly established and equally applied consequences for behaviour
- maintain and support the values of the school community, as established in the SPGSI Junior School Code of Conduct

学校的行为管理和处罚制度有以下目标：

- 保护学生和教职人员的身心利益；
- 建立界限并让学校社区理解其重要性；
- 向所有学生强调行为会产生后果；
- 阻止不良行为；
- 确保基于明确建立并平等适用的行为后果，提供一致、适度且公平的处理方式；
- 维护和支持学校社区的价值观，如成都晟珀学校《幼小部行为准则》中所确立的要求。

10.2 Pupils are encouraged to be responsible for their own behaviour. If, occasionally, expectations are not met, this will in the first instance be discussed with the pupil and may result in a sanction, depending on the seriousness of the behaviour.

鼓励学生对自己的行为负责。如果偶尔未能达到要求，首先会与学生讨论，并可能根据行为的严重性实施处罚。

10.3 The School's behaviour management is informed by rewards and by restorative principles supported by the use of sanctions. We believe that most pupils can learn from their mistakes and change their behaviours if supported to do so through reflective conversations and restorative actions accompanied, in accordance with this policy, by sanctions where appropriate.

学校的行为管理以奖励和恢复性原则为基础，并在适当情况下辅以处罚。我们相信，大多数学生如果通过反思性对话和恢复性行动得到支持，可以从错误中学习并改善行为，同时根据本政策在必要时实施处罚。

10.4 In the Junior School, pupils are learning about appropriate behaviour away from home for the first time in the EYFS and then developing their understanding of this as they move through the Junior School. Any event which may require a sanction to be imposed is discussed with the Homeroom staff, taking into account the pupils' feelings and any consequence, if deemed necessary. Suitable language is used and an awareness of the stage of development of the child is also taken into account.

在幼小阶段，学生从幼儿园开始学习离开家庭环境后如何表现得体，并在小学阶段逐步发展对这种行为的理解。任何可能需要实施处罚的事件都会与班主任讨论，考虑学生的感受和可能的后果（如认为必要）。使用适合的语言，并考虑孩子的发展阶段。

10.5 There is also a discussion on what action will take place should the matter arise again, normally a sanction. This method follows the RULER approach of: Recognising, Understanding, Labelling,

Expressing and Regulating. Follow up discussions are encouraged to reflect on how pupils have progressed. Pupils are encouraged to remind themselves of the emotional climate they expect to feel at school and how they can achieve it.

学校还会讨论如果问题再次发生将采取什么行动，通常是处罚。这种方法遵循RULER方法：识别、理解、标记、表达和调节。鼓励进行后续讨论，以反思学生的进展。我们鼓励学生想想在学校其期望感受到的情感氛围、以及如何实现这种氛围。

10.6 In EYFS in particular, we work to ensure that inappropriate language or behaviour is considered a critical opportunity to help younger children in their social development, including social skills, conflict resolution, and appropriate behaviour in groups or in the community. Younger children may use language inappropriately without an understanding of what the language means or why it is not appropriate – for example, using words like ‘gun’ or ‘kill.’ These instances are regarded as fundamentally different from cases in which older children using inappropriate language with a fuller understanding of its meaning and implications.

特别是在幼儿园阶段，我们确保将不适当的语言或行为视为帮助年幼儿童发展社交技能、解决冲突以及在团体或社区中表现得体的重要机会。年幼的孩子可能会在不理解语言含义或为何不适当的情况下使用不适当的语言——例如，使用“枪”或“杀”等词语。这些情况与年龄较大的孩子在更充分理解语言含义和影响的情况下使用不适当语言的情况有本质区别。

10.7 Any discrimination or extremist views, including derogatory language, will always be challenged and where appropriate disciplinary action taken.

任何歧视或极端主义观点，包括贬低性语言，都将受到挑战，并在适当情况下采取纪律行动。

10.8 The framework of sanctions is designed to be both:

惩处分类：

- cumulative, to address persistent poor conduct; and
- hierarchical, to escalate the severity of the sanction depending on the seriousness of the offence or if it is repeated.
- 累积性，以解决持续的不良行为；
- 层级性，根据违规行为的严重性或重复性逐步升级处罚的严重性。

10.9 This framework provides each pupil with a clear understanding of the consequences of any form of behaviour that contravenes the Junior School Code of Conduct or the School’s General Expectations.

该分类为每个学生提供了明确的理解，即任何违反《幼小部行为准则》或学校总体要求的行为都会产生后果。

10.10 Sanctions will always be issued for behaviour that is disruptive to teaching, learning and achievement, or behaviour that devalues and undermines personal relationships and the fabric of the school community.

处罚将始终针对破坏教学、学习效果的行为，或贬低和破坏人际关系及学校社区结构的行为。

10.11 Sanctions issued by staff should always be accompanied by a conversation with the pupil about the behaviour in question and linking it to the Junior School Code of Conduct.

教职人员在实施处罚时，应始终与学生进行谈话，讨论相关行为对照《幼小部行为准则》。

11. Behaviour outside of school 校外行为

11.1 Most of the actions and expectations outlined in this policy relate to behaviour at school, both in and outside the classroom, when travelling to and from school, when engaged in a school activity (be that at school or elsewhere or online), when wearing school uniform or in some other way is identifiable as a member of the School community. In some circumstances, however, pupils' actions outside school may be relevant within the terms of this Behaviour Policy, whether or not the conditions outlined above apply. This may include any act by a pupil that could have repercussions for the orderly running of the School, threatens (or could potentially threaten) the wellbeing of any member of the School community or a member of the public, or conduct which is damaging or potentially damaging to the good reputation of the School. Any such misbehaviour may require a response from the School.

本政策所阐述的大部分行为规范及要求适用于学生在校期间（包括课堂内外）、往返学校途中、参与学校活动时（无论在校内、校外或线上）、穿着校服时、或以其他方式可识别为本校学生的情况下。但在某些情形下，即使不符合上述条件，学生在校外的行为仍可能适用于本行为规范政策条款。此类行为包括：可能影响学校正常秩序、威胁（或潜在威胁）学校社区成员或公众安全、损害（或可能损害）学校良好声誉的学生行为。校方有权对此类不当行为采取相应措施。

11.2 Where, in the School's view, the welfare, safety or continuing education of a pupil or pupils requires it, the Deputy Head Pastoral or Assistant Head Pastoral may conduct an inquiry into an event or alleged event arising outside of school. The Deputy Head Pastoral or Assistant Head Pastoral will exercise their discretion in determining what specific inquiries are proportionate and reasonable in any given circumstances. The School reserves the right to impose sanctions as described in Section 11 of this policy upon the conclusion of any inquiry into an event occurring out of school.

如果学校认为有必要对学生的福利、安全或继续教育进行调查，副校长或助理校长可对校外发生的事件或指认的事件进行调查。在任何特定情况下，德育副校长或德育助理校长将行使其酌处权，决定哪些具体调查是相称和合理的。学校保留在对校外事件的调查结束后实施本政策所述惩处的权利。

11.3 Where pupils' actions arising out of school are the subject of a Police investigation, wherever possible the School will give priority to ensuring the continuity and effectiveness of the education of all pupils. This may require pupils under investigation to be partly or entirely schooled at home, or separately from other pupils at given times. The School will endeavour to set and mark work, and provide such separate teaching as can reasonably be arranged in the circumstances.

如果学生在校外的行为是警方调查的对象，学校将尽可能优先确保所有学生教育的连续性和有效性。这可能要求接受调查的学生部分或全部在家接受教育，或在特定时间与其他学生分开。学校将尽力为其布置和批改作业，并提供在这种情况下可以合理安排的单独教学。

11.4 In accordance with the School's Anti-Bullying Policy, online actions (e.g. insensitive internet postings, malicious e-mails or texts) will be viewed as actions with the "potential to threaten wellbeing." Similarly, in accordance with the School's Safeguarding and Child Protection Policy, child-on-child abuse, in and out of school, will be viewed as actions with the "potential to threaten wellbeing."

根据学校的“反欺凌政策”，网上行为（如在互联网上发布欠妥的言论、恶意电子邮件或短信）将被视为“有可能威胁到利益”的行为。同样，根据学校的“安全保障与儿童保护政策”，校内外的虐童行为也将被视为“有可能威胁到学生利益”的行为。

12 Measures taken to prevent social conflict escalating to bullying 防止社交冲突升级为欺凌的措施

12.1 Details of the School's measures to prevent social conflict escalating to bullying, including cyberbullying, prejudice-based or discriminatory bullying, are included in the Anti-Bullying Policy.

学校防止社交冲突升级为欺凌（包括网络欺凌、基于偏见或歧视的欺凌）的措施详见《反欺凌政策》。

12.2 The measures are based around the importance of creating an orderly climate of respect within an inclusive community environment and by drawing having and implementing an effective anti-bullying strategy. This includes aspects of school life such as:

- rewards, sanctions and positive behaviour management
- pastoral care system
- effective supervision in and out of class
- online safety and monitoring

这些措施的基础是在一个包容的社区环境中营造有序的尊重氛围，并制定和实施有效的反欺凌策略。这包括学校生活的各个方面，如

- 奖惩和积极的行为管理
- 人文关怀体系
- 有效的课内外监督
- 网络安全与监督

12.3 They also build on the careful recording and monitoring of conflict and potential bullying, including enough detail to identify patterns and challenge bullying- particularly where it includes aspects of prejudice and discrimination or involves cyber-bullying.

这些措施还建立在对冲突和潜在的欺凌行为进行认真记录和监测的基础上，包括记录足够详细的信息，以确定欺凌行为的模式并对其提出质疑——尤其是当欺凌行为包括偏见和歧视因素、或涉及网络欺凌时。

13 Behaviour expectations and pupils with Additional Learning Needs and/or Disability (ALN) 对有额外学习需求和/或残疾学生的行为要求

13.1 The School's whole-school approach has been designed to meet the needs of all pupils in the School, including pupils with ALN, so that everyone can feel they belong in the School community and high expectations are maintained for all pupils. A positive behaviour culture creates a calm environment which will benefit pupils with ALN, enabling them to learn. Some behaviours are more likely be associated with particular types of ALN, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's ALN, although it does not follow that every incident of misbehaviour will be connected to their ALN.

本校的全校协同育人体系旨在满足所有学生的需求（包括有额外学习需求的学生），确保每位学生都能感受到归属感，并对全体学生保持高标准期望。积极的行为文化营造出宁静的校园环境，这将使有额外学习需求的学生受益，助力其学业发展。某些行为特征可能与特定类型的学习需求相关，例如存在语言沟通障碍的学生可能无法理解口头指令。在评估学生行为时，通常需要结合其特殊学习需求进行考量，但这并不意味着所有不当行为都与其学习需求存在必然关联。

13.2 This policy takes account of the School's legal responsibility under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices; as well as those under the Children and Families Act 2014, which states that relevant settings have a duty to use their 'best endeavours' to meet the needs of those with ALN.

本政策考虑到了在英国2010年《平等法》框架下的法律责任，即采取合理措施，避免因学校的政策或做法而对残疾学生造成任何实质性不利；以及英国2014年《儿童与家庭法》框架下的法律责任，该法规定，相关机构有责任“尽最大努力”满足有残障学生的需求。

13.3 As part of meeting any of these duties, the School will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

作为履行上述任何职责的一部分，学校将尽可能预测可能引发不当行为的因素，并采取相应措施加以预防。任何预防措施都将考虑到相关学生的具体情况和要求。

13.4 In a circumstance where a pupil with ALN behaves in a way which undermines the School's rules or the Junior School Code of Conduct, the School will consider whether a pupil's needs have contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the School will refer to the Equalities Act and DfE guidance on behaviour in schools. It will be considered whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their ALN. The School will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It will also be important for the School, alongside parents, to seek to try and understand the underlying causes of behaviour and agree whether additional support is needed.

如果有额外学习需求的学生的行为违反了学校的规章制度或《幼小部行为准则》，学校会考虑学生的需要是否是导致其不当行为的原因，如果是，对该学生进行处罚是否恰当合规。在考虑这一问题时，学校将参考《平等法》和英国教育部关于学校行为的指导。学校将考虑学生是否理解规则或指令，以及学生是否因其额外学习需求而无法在此时采取不同的行为。学校还将考虑是否需要根据学生的残疾情况对处罚做出合理调整。同样重要的是，学校应与家长一起努力了解学生行为的根本原因，并商定是否需要额外的支持。

14 Junior School Lessons and Homework 幼小部课程和家庭作业

14.1 All pupils are expected to be punctual to lessons. EYFS to Year 3, pupils will be chaperoned to subject lessons and accompanied by their classroom teaching assistant. Year 4 pupils will be chaperoned to lessons taught by specialists but do not have a designated teaching assistant. Year 5 and 6 pupils will transition to lessons taught by specialists by themselves, in preparation for senior school autonomy in all lesson transitions. Close monitoring of pupils' movement around the campus should take place to ensure effective behaviour is demonstrated.

所有学生必须按时上课。幼儿园至三年级学生由专人陪同前往专业课教室，并由班级助教随行。四年级学生将由专人陪同前往专业课程教室，课上不由专属助教陪同。五至六年级学生需自行前往学科课教室，为中学阶段自主上课做好准备。学校应密切监督学生在校内的流动情况，以确保其行为规范。

14.2 Homework starts in EYFS at Reception age, with levelled reading. These comprise daily tasks set by teachers starting after the mid-term break of the first term.

作业从幼儿园小班开始，主要以分级阅读为主。这些作业由教师布置，每天的任务从第一学期的假期后开始。

14.3 Homework in Year 1 starts from term one, in the form of daily reading and weekly spelling. In the third term, subject homework will commence. This is in preparation for Year 2.

一年级的作业从第一学期开始，形式为每日阅读和每周拼写。在第三学期，为了进入二年级做准备，将开始布置学科作业。

14.4 Homework in Years 2-6 starts from term one. Daily homework is set and marked. This includes all subjects with an emphasis on daily levelled reading.

二年级至六年级的作业从第一学期开始布置。每天都会布置作业并进行批改，涵盖所有学科，重点是每天的分级阅读。

14.5 Pupils in Years 3-6 are expected to complete all assigned homework on time. Pupils or parents, as appropriate, should provide an explanation (preferably in advance) for any work that isn't completed and submitted. Where an appropriate explanation is not provided, pupils can expect to face a sanction.

三年级至六年级的学生需要按时完成所有布置的作业。如果作业未完成或未提交，学生或家长应提供解释（最好提前说明）。如果未能提供合理的解释，学生可能会面临相应的处罚。

15 Premises and property 校园与财产

15.1 We encourage all members of the school community to share in a sense of common stewardship of the school, including its premises. Pupils must treat all parts of the school with respect and keep it tidy.

我们鼓励学校社区的所有成员共同维护学校的校园和设施。学生必须尊重学校的每一部分，并保持校园整洁。

15.2 All members of the school community should store their bags in their assigned locker (located outside their form room) while they are in school. Laptop computers should be carried in bags, used on desks/tables, or stored in lockers. Items which are handed in to lost property and which are clearly labelled with a pupil's name are returned to their owners via Form teachers. Items which are not labelled can be claimed by signing for them with a member of staff present.

学校社区的所有成员在校期间应将书包存放在指定的储物柜中（储物柜位于教室外）。笔记本电脑应放在包内携带、在课桌/桌子上使用，或存放在储物柜中。上交至失物招领处且明确标有学生姓名的物品将通过班主任归还给失主。未标明姓名的物品需在工作人员在场的情况下签字认领。

15.3 Pupils should not have cash at school.

学生不应携带现金到校。

15.4 The school cannot accept responsibility for pupils' possessions that are brought into school. The school insurance provision does not cover pupils' personal possessions.

学校对学生带到学校的个人物品不承担责任。学校的保险条款不涵盖学生的个人物品。

15.5 All pupils riding bicycles should wear fluorescent marking and a helmet. Parents are responsible for ensuring that pupils cycling to school are competent to do so and that their bicycles are kept in good repair. Bicycles must be stored in the designated area while on the school premises

学校不对学生的财物或停放的自行车负责，学生必须将其锁在指定区域。

15.6 The school cannot accept responsibility for pupils' safety while commuting to or from school on foot, by bicycle, by car, or via public transportation. The school is responsible for the safety of pupils travelling to or from school via the school buses.

学校保证乘坐校车学生的交通安全，但不保证选择其它通勤方式学生的交通安全。

16 Use of mobile phones and electronic devices 手机及电子设备的使用

16.1 All families in the Senior and Junior Schools are required to read and digitally sign the Pupil IT Code of Conduct which sets out the school's expectations and promotes responsible use of IT and digital communication.

为提倡合理并负责地使用信息技术，家长须阅读并签署《学生信息技术行为准则》。

16.2 Mobile phones and smart watches are not permitted to be used in school. If pupils bring them to school, parents must inform Homeroom Teachers in writing that pupils will be bringing the device to school. Devices must be handed in to classroom teachers at the beginning of the school day and collected before the end of the academic day.

学生不得在学校使用手机和智能手表。如果学生将手机和智能手表带到学校，家长必须书面通知班主任老师。手机和智能手表必须在上学日开始时交给班主任老师，并在放学前收回。

16.3 Junior School pupils have access to school iPads and computer rooms for lessons. In Years 5 and 6, pupils may be permitted to bring in their personal laptops for a specific lesson only. They may only be used for educational purposes and subject to the teacher's permission for each session.

幼小部学生可以使用学校的 iPad 和计算机教室上课。5 年级和 6 年级学生可被允许在特定课程中携带个人笔记本电脑。这些设备只能用于教学并在经教师许可后使用，不得用于任何不当用途。

16.4 Pupils are responsible for the safety of these items. They are expected to use them responsibly at all times and are reminded that they should not be used for taking inappropriate photographs or film footage, or for any other purpose deemed inappropriate by the school. Pupils must not take photos or make recordings without the express permission of the person/people being photographed or filmed.

学生对这些物品的安全负责。学生在任何时候都应负责任地使用这些设备，并注意不得将其用于拍摄不适当的照片或影片，或用于学校认为不适当的任何其他目的。未经被拍摄者的明确许可，学生不得拍照或录音。

16.5 If it is found that a mobile phone, iPad or other electronic device has been used inappropriately, or if a complaint has been made by another pupil or a member of staff, pupils should expect the device be confiscated. The member of staff who confiscates the device is responsible for informing and delivering the device to the Assistant Head Pastoral. Confiscated electronic devices will be stored securely on campus with the Assistant Head Pastoral and can typically be recovered at the end of the school day.

如果发现学生的手机、iPad 或其他电子设备被不当使用，或被其他学生或教职人员投诉，学生应预料到设备会被没收。没收设备的教职人员应负责通知并将设备交给德育助理校长。没收的电子设备将有德育助理校长安全存放在校园内，一般可在放学时取回。

16.6 The Assistant Head Pastoral will inform parents immediately or as soon as practicable by phone and by email before the end of the same day following a device being confiscated. Information that reaches parents must include:

- The device that was confiscated (phone, laptop, etc.);
- The reason for the confiscation; and
- Indication of sanctions or loss of privileges if the inappropriate usage recurs.

没收设备后，德育助理校长将立即通过电话和电子邮件通知家长有关设备类型、被收原因和取回设备的相关要求。

- 被没收的设备（手机、笔记本电脑等）；
- 没收的原因；以及

- 如果再次发生不当使用的情况，说明将对其进行处罚或取消其特权。

16.7 In order to prevent social conflict escalating to instances of cyberbullying (or the use of technology to cause any kind of harm to pupils or staff), the Assistant Head, Pastoral or the Head of Junior School may request to examine the data or files on a device. If inappropriate material is found, a decision will be made as to whether to delete the material (for example, if the material could be used to humiliate another pupil) or may retain it as evidence. In such cases, the parents will be informed.

为防止社交冲突升级为网络欺凌事件（或利用技术对学生或教职人员造成任何形式的伤害），幼小部德育助理校长可要求检查设备上的数据或文件。如果发现不适当的材料，将决定是否将其删除（例如，如果该材料可能被用来羞辱其他学生），或者保留该材料作为证据。在这种情况下，将通知家长。

17 Cyberbullying (see Anti-Bullying Policy) 网络欺凌 (参见反欺凌政策)

17.1 In order to prevent instances of social conflict escalating to cyberbullying (or the use of technology to cause any kind of harm to pupils or staff), the Principal, Head of Junior School, Deputy Head Pastoral, or Assistant Head Pastoral may request to examine the data or files on a device if there is good reason to suspect that the material on the device has been or could be used to cause harm, break the school behaviour guidelines, or disrupt teaching.

为了防止社交冲突升级为网络欺凌（或利用技术对学生或教职人员造成任何形式的伤害），校长、幼小部校长、幼小部德育助理校长或德育副校长在有充分理由怀疑设备上的材料已被或可能被用于造成伤害、违反学校行为准则或干扰教学的情况下，可以要求检查设备上的数据或文件。

17.2 If inappropriate material is found, a decision will be made as to whether to delete the material (for example, if the material could be used to humiliate another pupil) or to retain it as evidence. In such cases, the parents will be informed and the pupil may lose the privilege of using electronic devices at school – temporarily or permanently, depending on the severity of the infraction.

如果发现不当材料，将决定是否删除该材料（例如，如果该材料可能被用于羞辱其他学生）或保留作为证据。在这种情况下，将通知家长，学生可能会暂时或永久失去在学校使用电子设备的权利，具体取决于违规行为的严重程度。

18. Medication (see First Aid Policy) 药物管理 (参见急救政策)

18.1 Prescription and non-prescription medication must be kept locked in the School Nurse's office. Non-emergency medication may only be administered by the nurse or under the supervision of the nurse.

处方药和非处方药必须锁在学校护士办公室。非紧急药物只能由护士或在护士的监督下使用。

18.2 Medication needs to be handed over in the original prescription or non-prescription bottle/container, along with the prescription from the doctor (if applicable). 药物需装在处方或非处方原装药瓶/容器中提交，并附上医生的处方（如适用）。

18.3 If the pupil needs non-emergency medication during school hours, the pupil can visit the School Nurse's office during class breaks to take the medication.

如果学生在校期间需要服用非紧急药物，学生可以在课间休息时到学校护士办公室服药。

18.4 If medication needs to be taken home, parents may retrieve the medication at the end of the school day.

如果药物需要带回家，家长可以在放学时取回药物。

19 School Uniform 校服规范

19.1 Details of uniform requirements and standards are available in the parents' handbook. Pupils are expected to wear their uniform tidily and correctly at all times while in school, on school trips or travelling to and from school. 'Tidily and correctly' means that pupils should maintain a smart appearance while in uniform – for example, button-up shirts should be tucked in, collars should be folded down, skirts should be knee-length, socks should be ankle socks, as appropriate.

校服要求和标准的详细信息可在家长手册中查阅。学生在校期间、参加学校活动或往返学校时，应始终保持校服整洁、穿着正确。“整洁和正确”意味着学生在穿着校服时应保持整洁的外表，例如：衬衫应塞进裤子里，衣领应翻好，裙子应及膝，袜子应为短袜等。

19.2 We expect even our youngest pupils to wear their uniform with pride. However, the importance of play and the opportunity to engage with, for example, sand and water, means we have a realistic approach to the uniform policy with our youngest students in EYFS.

我们期望即使最年幼的学生也能以穿着校服为傲。不过，考虑到游戏活动（如接触沙水等体验）的重要性，学校对幼儿园阶段的校服规定采取了更为灵活务实的态度。

19.3 Pupils are allowed to have pierced ears provided earrings are removed for PE and sports activities. If earring studs cannot be removed they must be covered by medical tape before P.E lessons and for the duration thereof. The correct kit must be worn for PE. In art and design and science lessons, teachers may insist that protective clothing is worn and long hair tied back if this is needed for certain lesson activities.

学生可以打耳洞，但在体育课和体育活动时必须取下耳环。如果耳钉无法取下，则必须在体育课前和体育课期间用医用胶带将其包住。上体育课时必须穿戴正确的装备。在艺术设计课和科学课上，如果某些教学活动需要，教师可能会坚持要求学生穿戴防护服并将长发束起。

19.4 Pupils should be well-groomed and maintain good personal hygiene. Hair should look neat and be free of attachments, extensions, or clip-ins. Hair may be dyed but should be a natural colour. Nails, eyelashes, etc. should also be natural colours and free of extensions and accessories (false nails, lash extensions, etc.).

学生应仪表端庄，保持良好的个人卫生。头发应整齐，无任何附属物、假发或夹子。头发可以染色，但颜色应自然。指甲、睫毛等也应为自然色，不得有任何附加物和饰物（假指甲、假睫毛等）。

20. Prohibited Items 违禁物品

20.1 A list of prohibited items and details of the circumstances in which staff may conduct searches and the means by which they should be done, is detailed in Section 27 Behaviour That Is Strictly Forbidden, and in the Pupil Search and Confiscation Policy.

第 27 节“严禁的行为”和“学生搜查和没收政策”中详细列出了违禁物品清单，和教职人员在何种情况下可以进行搜查以及搜查的方式。

21 Junior School Sanctions Framework 幼小部惩处分类

21.1 Sanctions range from a verbal warning to loss of break time for more serious or persistent offences. The most serious offences may result in suspension or expulsion. Members of staff should always explain to a pupil why he/she is being given a sanction. This explanation must occur at the

same time as the sanction is given, and the member of staff giving the sanction should report the incident, time, place, and sanction to the Assistant Head Pastoral.

对于较严重或屡教不改的违纪行为，处罚从口头警告到取消休息时间不等。最严重的违规行为可能导致停学或开除。教职人员应始终向学生解释其受到处罚的原因。解释必须与处罚同时进行，给予处罚的教职人员应将事件、时间、地点和处罚情况报告给德育助理校长。

21.2 Sanctions for less serious offences will ‘reset’ once per term. That is, a pupil may receive a new formal warning before being issued a detention at the start of each term. The Assistant Head Pastoral will monitor the number of formal warnings given to each Junior School pupil.

对不太严重的违规行为的处罚每学期“清零”一次。也就是说，在每学期开学时，学生在受到课后留堂处分之前，可能会受到一次新的正式警告。德育助理校长将监督对每个幼小部学生发出正式警告的次数。

21.3 Sanctions progress in a linear fashion. For a particular minor offence, a verbal warning is given first followed by a notification to parents and so on according to the table below. The more major the offence, the more serious will be the initial sanction. The table below offers a scale of severity and some common offenses associated with each level.

惩罚按线性方式进行。对于某项轻微违规行为，首先是口头警告，然后是通知家长，依次类推。违法行为越严重，最初的处罚就越重。下表列出了严重程度等级以及与每个等级相关的典型的违规行为。

Severity 严重程度	Example 举例	Response 反馈
1	Inappropriate exclamation 使用不得体的感叹词	Verbal warning 口头警告 Restorative conversation 修复性谈话 Traffic light system 交通灯系统
1	Running in the school building 在教学楼内奔跑	
1	Off-task or disruptive behaviour - interrupts learning 与学习无关或破坏性的行为——干扰学习	
1	Late to school 上学迟到	
1	Late to lesson 上课迟到	
1	Out of uniform 不穿校服	
2	Defiance or not following directions 蔑视或不听从指示	Restorative conversation 修复性谈话或任务 Notify parents of behaviour 将行为和后果通知家长 Device confiscation (misuse of tech) 没收设备(违反电子设备使用规范) Traffic light system 交通灯系统
2	Missing work 不做作业	
2	Physical conflict 肢体冲突	
2	Misuse of technology - unkindness on social media 违反电子设备使用规范——社交媒体上的不友善行为	
2	Misuse of technology - gaming or entertainment 违反电子设备使用规范——游戏或娱乐	
2	Threatening words or behaviour 威胁性语言或行为	
3	Cursing a classmate or teacher 辱骂同学或老师	Loss of break time 取消休息时间 Restorative conversation or task 修复性谈话或任务 Notify parents of behaviour and consequence 将行为和后果通知家长 Traffic light system 交通灯系统
3	Bringing food into school 带食物到校内	
4	Out of bounds 违规行为	Parent meeting 约谈家长
4	Misuse of technology - unauthorized video/audio/pictures 违反电子设备使用规范——未经授权的视频/音频/图片	
5	Strictly forbidden (see Section 26) 严格禁止的行为（见第 26 节）	Suspension or expulsion 停学或开除
Scale 等级	Damage to property 损坏财物	Depends on severity of damage 视损坏严重程度而定

21.4 Traffic light system 交通灯系统

Each classroom implements a behaviour traffic light system, where pupils begin each day in a neutral zone. Based on their behaviour and performance, they can either move up or down the board throughout the day.

每间教室都实行行为红绿灯制度，学生每天从中立区开始。根据他们的行为和表现，他们可以在一天中向上或向下移动。

Positive behaviour allows pupils to climb the board, while poor behaviour results in moving down. The board has several stages, with the most severe at the bottom, which triggers immediate contact with parents to address the behaviour at home.

表现良好的学生可以上升，表现不佳的学生则会下降。黑板分几个阶段，最严重的在最下面区域，会触发立即联系家长，以便在家里同时强调其行为问题。

Typically, pupils move up or down by one stage, but serious behaviour incidents may result in multiple-stage demotions. The system is designed to align with a restorative approach, allowing pupils the opportunity to improve their behaviour and move back up the board before the day ends, thus avoiding missed break times or other consequences. However, if a pupil reaches the bottom stage, they remain there for the rest of the day, and their parents are notified. Every day starts anew, with all pupils placed back in the neutral zone, ensuring a fresh start. Rewards for moving up the board include classroom prizes and House Points, encouraging pupils to maintain positive behaviour.

通常情况下，学生会上升或下降一个阶段，但严重的行为事件会导致多个阶段的降级。该制度的设计与恢复性方法相一致，让学生有机会改善自己的行为，并在一天结束前升级，从而避免错过休息时间或其他后果。但是，如果一名学生的评分降到了最低，那么他在一天的剩余时间里都会保持在最低水平，并且会通知其家长。每天重新开始，所有学生都会回到中立区，确保有一个新的开始。对在黑板上排名靠前的学生的奖励包括教室奖品和学院积分，以鼓励学生保持积极的行为。

21.5 Verbal warning and restorative conversation 口头警告和修复性谈话

Many aspects of pupils' day-to-day behaviour that veer from the school's ideal expectations of behaviour (such as pupils being over-noisy in class, failing to raise their hand when required, etc.) can be addressed with a request to stop, accompanied perhaps by a brief conversation explaining where the pupil's behaviour has fallen short and why and how their behaviour should change. Pupils failing to engage in the expected classroom routines should as part of the conversation receive a further opportunity to practise the desired routines. Pupils should expect to receive a sanction if they then continue to fail to meet classroom expectations.

对于学生日常行为中偏离学校行为要求的许多方面（如学生在课堂上过于吵闹、不按要求举手发言等），可要求其停止，同时进行简短谈话，解释学生行为的不足之处、原因以及应如何改善。作为谈话的一部分，未能遵守课堂常规的学生应有机会进一步练习所要求的常规。如果学生继续不遵守课堂纪律，他们将受到处罚。

As a first step in addressing a more significant infringement that falls short of the Junior School Code of Conduct, or the school's general expectations or values, staff should give the pupil a verbal warning. Where appropriate, they may also decide to engage in a restorative conversation. Examples of such behaviour might include marginal lateness to registration or lessons, isolated incidents of low-level unkindness or disruption or where, for instance, a request for a pupil to change their behaviour is ignored.

作为处理违反《幼小部行为准则》或学校总体要求或价值观的较严重违规行为的第一步，教职人员应给予学生口头警告。在适当的情况下，教职人员还可以决定进行修复性谈话。此类行为

包括签到或上课时的轻微迟到、个别的轻微不友善或捣乱事件，或对其它学生要求其改变行为的请求置之不理等。

A restorative conversation is a one-to-one conversation designed to encourage pupils to reflect on their behaviour which has caused harm to themselves or another person (and does not pass the threshold for being viewed as bullying) to explore how they might repair this harm and avoid the same behaviour in the future. Staff who engage in restorative conversations are expected to keep notes regarding key points and actions both for the pupil's benefit and for discussion with the Assistant Head Pastoral in the event of recurring or escalating behaviour issues.

修复性谈话是一种一对一的谈话，旨在鼓励学生反思其对自己或他人造成伤害的行为（但未达到被视为欺凌的标准），以探讨如何弥补伤害并避免今后再发生同样的行为。参与修复性谈话的教职人员应将谈话要点和行动记录在案，以备学生参考，并在行为问题反复出现或升级时与德育助理校长进行讨论。

The questions to consider as part of such a restorative conversation would include:

- What happened?
- What were you thinking or feeling at the time?
- What other choice could you have made?
- How did this make people feel? Who has been affected and how?
- What should we do to put things right and to avoid this behaviour in the future?
- What are the consequences if similar behaviour occurs again?

作为修复性对话的一部分，应考虑的问题包括：

- 发生了什么？
- 当时你在想什么或感受如何？
- 你本可以做出什么其他选择？
- 这让人感觉如何？谁受到了影响以及如何受到影响？
- 我们应该做些什么来纠正问题并避免未来再次发生这种行为？
- 如果再次发生类似行为，会有什么后果？

The teacher issuing the verbal warning should inform the pupil that they are receiving a verbal warning and the reason for the warning. A verbal warning is recorded by the member of staff issuing the warning on Managebac. Follow-up discussions are encouraged, where appropriate, to reflect on how pupils have progressed.

发出口头警告的教师应告知学生他们受到口头警告以及警告的原因。口头警告由发出警告的教职人员记录在 Managebac 上。在适当情况下，鼓励进行后续讨论，以反思学生的进步情况。

21.6 Loss of break time 取消休息时间

If pupils fail to meet expectations with a major infringement or following one or more notification to parents – e.g. bringing food into school or cursing a classmate or teacher, either then or at a later date – teachers or members of the Senior management team may consult with the Assistant Head of Pastoral about whether to revoke break time privileges such as outdoor play.

如果学生有重大违规行为，或在一次或多次通知家长后仍未能达到预期要求——例如，将食物带入学校、或咒骂同学或老师，无论是当时还是以后——教师或学校高层管理团队可能会与德育助理校长协商是否取消学生的休息时间，如户外玩耍。

As a general rule, a second warning for the same infringement and a third warning for different infringements will result in a loss of break time. The Assistant Head Pastoral will monitor warnings and consult with teachers giving warnings as necessary to determine when to place pupils in detention for multiple infringements.

一般来说，同一违规行为的第二次警告和不同违规行为的第三次警告将导致休息时间的取消。德育助理校长将监督警告情况，并在必要时与发出警告的教师协商，以决定何时对多次违规的学生实施课后留堂。

The table below provides examples of offences for which one or more warnings would be issued before break time is lost as well as offences for which a loss of breaktime (or other sanction) would be given immediately. For each offence, the table gives appropriate restorative tasks that should be set and completed during detention accompanied by a restorative conversation if considered pastorally supportive and educational.

下表举例说明了在取消休息时间之前应发出一次或多次警告的违规行为，以及应立即取消休息时间（或其他处罚）的违规行为。对于每种违规行为，该表都给出了在留校期间应设定和完成的适当的恢复性任务，如果从德育角度认为有支持性和教育性，还应伴以修复性谈话。

Offence 违规行为	Warnings for the same infringement resulting in a loss of break time 因同一违规行为的警告导致被取消休息时间	Restorative task 恢复性任务
Late to lesson 上课迟到	3	Conversation about the importance of punctuality 关于守时重要性的对话
Out of uniform or untidy uniform 未穿校服或穿不整洁的校服	2	Conversation about the importance of dress 关于着装重要性的对话
Inappropriate language 不恰当的语言	1	Write apology note to person(s) involved Conversation about importance of courtesy and respect 给当事人写道歉信 谈论礼貌和尊重的重要性
Rudeness 不礼貌行为	1	Conversation about importance of courtesy and respect Write apology note to person(s) involved 关于礼貌和尊重重要性的对话 给当事人写道歉信
Out of bounds 违规行为	0	Conversation about the importance of supervision and safety Write apology note to person(s) involved 关于监督和安全重要性的谈话 给当事人写道歉信
Missing or poor homework 未交作业或作业质量差	0	Complete missing or poor assignment(s) 完成缺失或未完成的作业
Inappropriate use of technology (minor infringement) 违反电子设备使用规范使 (轻微违规)	1	Loss of device privileges Write apology note to person(s) involved 取消设备使用权 给当事人写道歉信

21.7 Parent meeting 约谈家长

For more serious or persistent infractions – e.g. unexcused absence or absconding, damage to school property, persistent rudeness, absence of academic engagement, reckless, disruptive or dangerous behaviour, or persistent disregard of the school rules and pupil code of conduct – a pupil's parents may be called in to school for a meeting. This meeting will focus on the pupil's behaviour, next steps, and monitoring tools.

对于较严重或持续性的违规行为——如无故缺勤或擅自离校、破坏学校财产、持续无礼行为、长期不参与学习、鲁莽/扰乱性或危险行为，或屡次违反校规及学生行为准则——学校可要求家长到校面谈。会议将重点讨论学生行为表现、改进措施及监督方案。

During this meeting, the School will provide specific, well-documented evidence of the pupil's behaviour, especially behaviours which have persisted over time, and sanctions imposed.

面谈期间，校方将提供具体详实的学生行为记录，特别是持续性不当行为及已实施的纪律处分。

A meeting with parents will typically include either a clear list of 'next steps' to be taken for behaviour to change such that it meets the School's expectations.

家长面谈通常会制定明确的"改进措施"清单，以确保学生行为达到学校要求。

Meetings with parents typically escalate for repeat behaviour infractions according to the following:

- First meetings will include parents/carers and the Homeroom Teacher;
- Second meetings will include parents/carers and a pastoral lead in addition to the Homeroom Teacher;
- Third meetings will include parents/carers and either the Head of Junior School or the Principal as appropriate in addition to a pastoral lead.

针对重复违纪行为，家长面谈的参与人员将按以下层级逐步升级：

- 首次会议：家长/监护人与班主任；
- 二次会议：增加德育负责人参与；
- 三次会议：视情况增加幼小部校长或校长参与，同时德育负责人继续列席。

22 EYFS sanctions 早期教育阶段纪律处分

22.1 Sanctions in EYFS align with the same framework as Junior School in terms of the scale of severity. However, the day-to-day operations of EYFS differ, as they do not utilise a traffic light system. Instead, EYFS emphasises positive reinforcement as a primary approach to behaviour management.

早教阶段的纪律处分在严重程度分级上与幼小部保持一致，但日常管理方式存在差异。早教阶段不采用交通灯行为管理系统，而是以正向激励作为行为管理的主要方式。

22.2 For recurring behaviours that require sanctions, such as loss of break times or similar measures, these are applied when pupils fail to adhere to the desired behaviours outlined in their classroom charters. This approach ensures consistency while supporting the developmental needs of younger learners.

对于需要实施处分的重复性不当行为（如取消课间休息等类似措施），将在学生持续违反班级公约规定的行为准则时执行。该方法在确保一致性的同时，充分兼顾低龄学生的发展需求。

23 Sanctions for Serious Misbehaviour 严重违纪处分

23.1 The school keeps a record of sanctions imposed upon pupils for serious misbehaviour. Parents may also request a copy of the School's Expulsion, Removal and Review policy which explains the circumstances under which a pupil may be expelled or required to leave permanently.

学校会记录针对学生严重违纪行为实施的处分。家长可索取《开除、除名及复审政策》副本，该文件详细说明了可能导致学生被开除或要求永久离校的情形。

23.2 The school tries to avoid suspending pupils where at all possible because of the disruption to their education. However, where a pupil's conduct (a) has not improved despite the use of other supportive and/or disciplinary measures; (b) has consistently disrupted a safe, productive classroom environment; or (c) has prompted an investigation into their behaviour, the Head of Junior School may take the decision to suspend them from school for a short period.

为避免影响学业进度，学校尽可能不采用停学处分。但当学生出现以下情况时，幼小部校长可决定实施短期停学：

- a) 经其他支持/纪律措施后仍无改善；
- b) 持续破坏安全、有序的课堂环境；
- c) 行为已触发专项调查。

A suspension may vary in length depending on the nature of the case but would not normally be longer than five days and may well be as short as one half or one full day. Suspensions may be invoked either as in-school isolations or temporary exclusions.

停学时长根据事件性质而定，通常不超过 5 天，最短可为半天至一天。停学可采用校内隔离或暂时离校两种形式执行。

Should it be necessary to suspend a pupil from school, a pupil's parents would be asked to come into school to discuss the issue and to be informed of the school's decision. The school would then follow this up in writing giving the dates of the suspension, during which time the pupil would not be allowed on the school campus. Where possible, the school will put in place arrangements to ensure that the pupil's education is not disrupted. The Assistant Head Pastoral will coordinate arrangements with parents.

实施停学前，校方将约见家长面谈并通报决定，后续以书面形式确认停学日期（期间禁止进入校园）。学校将尽可能安排学业衔接，由德育助理校长负责与家长协调具体事宜。

In severe cases in which a child is in danger or put at risk or is putting other pupils in danger or at risk, a pupil's parents may be asked to take them out of school immediately.

若出现学生自身或他人安全受到严重威胁的极端情况，校方将要求家长立即带离学生。

23.3 Temporary Exclusions 临时离校

Should it be necessary to exclude a pupil from school temporarily, a pupil's parents will be informed in writing at least 48 hours in advance of the dates and conditions. Temporary exclusion is fundamentally different from in-school isolation in that the pupil is barred from participating in learning activities (online lessons, teacher support during school hours, etc.). The pupil is still expected to complete any work assigned within a reasonable period after returning to school.

如有必要让学生临时离校，应至少提前 48 小时书面通知学生家长退学的日期和条件。临时离校与校内隔离有本质区别，因为学生被禁止参加学习活动（在线课程、上课时间的教师辅导等）。学生仍应在返校后的合理时间内完成之前学校布置的作业。

Following an in-school isolation or temporary exclusion, the pupil and his/her parents will be asked to attend a meeting at school with the Assistant Head Pastoral and in deemed appropriate, the

pupil's homeroom teacher to discuss what has been learned and any next steps to ensure that the pupil receives ongoing support to avoid/address the sanctioned behaviour. This meeting will also be followed by a written notice regarding next steps and consequences if the behaviour continues.

在校内隔离或临时离校之后，学生及其家长将被要求参加学校与德育助理校长的面谈，在适当的情况下，学生的班主任老师也会被要求参加会议，讨论学生所学到的教训和下一步措施，以确保学生得到持续的支持，避免/解决受处罚的行为。会议结束后，还将以书面形式通知学生下一步的措施和后果（如果该行为继续发生）。

23.4 Requirement to leave 退学规定

The Head of Junior School may require parents to permanently remove their son or daughter from SPGS International School Chengdu where there is a very serious breach of school discipline.

Examples of these include:

- where a pupil has already been suspended as a result of chronic problems of conduct or attitude without improvement
- where a pupil has been involved in one of the strictly forbidden behaviours listed below (section 25)
- where there has been persistent unsatisfactory attendance
- where the Head of Junior School is clear that a pupil has deliberately invented or made a malicious allegation against a member of staff
- where there has been some other breach of the terms of the parent contract or the parent has refused to accept the authority of the school

若学生出现严重违反校纪行为，幼小部校长有权要求家长为孩子办理从成都晟珀学校的退学。此类行为包括但不限于以下情形：

- 学生因长期行为或态度问题被停课后仍无改善；
- 学生涉及第 25 条所列明严禁行为（见第 25 条细则）；
- 长期旷课且出勤率不达标；
- 幼小部校长确认学生故意编造或恶意指控教职人员；
- 违反家长合同条款，或家长拒绝接受校方管理权威的其他情形。

23.5 The school will conduct an investigation into the pupil's behaviour and write up a full report. Once the report is completed, parents will be asked to meet with the teacher, other senior leader, and/or Form Teachers about the pupil's behaviour record, specific instances of violations, and options for the future before a decision is made on whether removal is the appropriate course of action.

校方将对学生的行为展开调查并撰写完整报告。报告完成后，学校将邀请家长与教师、其他高层管理人员、或班主任会面，讨论学生的行为记录、具体违规情况、以及未来可选择的方案，之后再决定是否作出退学处理。

When a pupil is required to leave, the school will consider ways in which it might assist the pupil in making a fresh start at another school (subject to payment of all outstanding fees). This form of departure from the school does not constitute an expulsion.

若学生被要求退学，校方将考虑协助其转至其他学校重新开始（以结清所有费用为前提）。此类离校方式不同于开除。

23.5 Expulsion 开除处分

A pupil may be liable to expulsion from SPGS International School Chengdu for a grave breach of school discipline – for example, a serious criminal offence or some wilful act calculated to cause serious damage to the school, its community, or any of its members.

学生若严重违反校纪（如实施严重犯罪行为，或蓄意损害学校、学校社群及其成员利益的行为），成都晟珀学校可对其处以开除处分。

Formal expulsion implies that the pupil's name is removed from the roll of the school and that the pupil will not be eligible for membership of the alumnae organisation. If the school is asked for a reference for that pupil, it will refer to the facts and circumstances of the expulsion. Parents will need to pay all outstanding fees according to the contract.

正式开除意味着：

- 该生从花名册被注销；
- 取消校友组织成员资格；
- 若校方被要求提供该生推荐材料，将如实说明开除事实及详情；
- 家长须按合同结清所有未缴费用。

24 Behaviour related to a disability 与残疾相关的行为管理

The school will make reasonable adjustments for managing behaviours related to a pupil's disability. Where expulsion needs to be considered, the school will, in consultation with the pupil with disability and their family, make adjustments to allow him/her to present his/her case fully.

学校将为残疾学生的行为管理提供合理调整。如需考虑开除处分，校方将与残疾学生及其家庭协商，通过必要调整确保其充分陈述自身情况。

25 Appeals 申诉机制

25.1 In accordance with the school's Expulsion, Removal and Review Policy, parents are entitled to ask the school governing board to review a decision by the Head of Junior School in collaboration with the Principal to expel; to require the pupil to leave for disciplinary reasons; or to suspend the pupil for 11 days or more. A request for a review should be made within seven days of the Head of Junior School's decision being notified to parents and should be made in writing. A form for parents' use is attached to the Expulsion, Removal and Review Policy.

根据《开除、除名及复审政策》，家长有权要求校董会对以下决定进行复核：

- 幼小部校长与校长共同做出的开除决定；
- 因纪律原因要求学生退学的决定；
- 11 天及以上停课处分；

复核申请须于收到幼小部校长决定通知后 7 日内以书面形式提交，提交的专用申请表可在政策附件中找到。

25.2 The Head of Junior School will advise parents of the procedure (current at that time) under which a review shall be conducted, including details of where any correspondence should be sent. 幼小部校长将向家长说明现行复核程序细则，包括信函提交的具体要求。

26 Behaviour That Is Strictly Forbidden 严禁行为

26.1 SPGS International School Chengdu has a minimum of rules but for the safety and well-being of all, certain behaviours are prohibited:

成都晟珀学校以最低限度制定规则，但为了所有人的安全和利益，以下行为严格禁止：

- bullying of any kind including cyberbullying (see also the Anti-bullying policy)
- physical assault, e.g. where serious harm is intended or inflicted, or where a pupil is being restrained against their will

- verbal abuse or assault, e.g. threatening behaviour towards or malicious allegations against pupils or adults
- sexual harassment e.g. verbal or physical harassment
- sexual misconduct
- racist and sexist abuse
- serious breach of IT Code of Conduct
- plagiarism or cheating
- stealing
- food shaming
- leaving the school premises without permission during the working day
- truancy
- persistent disruptive behaviour
- vandalism (including computer hacking)
- any conduct that encourages or makes possible any of the offences listed above
- any conduct that significantly harms the reputation of the school
- the possession, use or supply of prohibited or banned items, which include:
 - knives, scissors or weapons
 - laser devices
 - fireworks and/or smoke bombs
 - age-inappropriate images
 - substances that could be abused, such as illegal drugs, solvents, or so-called 'legal highs'
 - tobacco, cigarette papers, e-cigarettes or vaping kits on school premises or while representing the school
 - alcohol on school premises or while representing the school other in specifically approved circumstances
 - inflammatory material of a religious, political, racist, homophobic, or sexist nature
 - stolen items
 - any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to disrupt effective learning and good order in the school and/or its environs or to commit an offence, cause personal injury or damage to property
- 任何形式的欺凌（含网络欺凌，参见《反欺凌政策》）
- 人身攻击（包括蓄意伤害或强制拘束）
- 言语辱骂或威胁（针对师生或教职人员的恶意指控）
- 性骚扰（言语或身体层面）
- 性失范行为
- 种族/性别歧视言行
- 严重违反《信息技术行为准则》
- 剽窃作弊
- 盗窃行为
- 浪费食物
- 教学时段擅自离校

- 旷课行为
- 持续性扰乱教学秩序
- 故意破坏（含计算机入侵）
- 助长上述违规行为之举
- 严重损害学校声誉之行
- 持有/使用/提供违禁物品，包括：
 - 刀具、剪刀等武器
 - 激光装置
 - 烟花/烟雾弹
 - 不合年龄的影像资料
 - 可滥用物质（如毒品、溶剂、"合法兴奋剂"）
 - 校园内或代表学校时携带烟草、卷烟纸、电子烟
 - 非特许情况下携带酒精饮品
 - 煽动性材料（涉宗教、政治、种族、性取向、性别歧视内容）
 - 赃物
 - 校方合理怀疑可能用于违法犯罪、破坏教学秩序或损害人身财产的物品

26.2 Any case where a pupil is suspected of these offences will be referred immediately to the Head of Junior School or the Assistant Head Pastoral, who will investigate in accordance with this policy. 以上情况的事件将被立即上报给幼小部校长或德育副校长，由其依本政策展开调查。

26.3 Where, in the School's view, the welfare, safety or continuing education of a pupil or pupils requires it, the Principal, Head of Junior School, Deputy Head Pastoral or Assistant Head Pastoral may conduct a search for prohibited items (e.g. in bags, lockers etc). The Principal, Head of Junior School, Deputy Head Pastoral or Assistant Head Pastoral will exercise their discretion in determining what specific inquiries are proportionate and reasonable in any given circumstances. 未保障学生利益与教育权益，校长、幼小部校长、德育副校长有权对书包、储物柜等开展违禁品搜查，并根据具体情况合理裁量调查范围。

26.4 Depending on the circumstances, any of these prohibited behaviours are likely to lead to suspension or expulsion. In the case of truancy, pupils will typically be put into 'in-school isolation' (see 23.3) rather than being suspended from school so as to avoid exacerbating the effects of absence on their learning.

根据情节轻重，上述行为可能导致停课或开除。旷课学生通常将接受"校内隔离"（参见 23.3 条），以避免停课加重学业延误。

27 Use of force by staff to control or restrain pupils in the Junior School and EYFS 教职人员强制控制或约束学生

27.1 Corporal punishment: the use of corporal punishment is rejected by all SPGS International Schools.

体罚规定：成都晟珀学校均严禁实施体罚。

27.2 Any physical restraint is only permissible when a pupil is in imminent danger of inflicting an injury on themselves or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Teachers and staff are permitted to use reasonable and proportionate force to prevent pupils from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others

27.2 仅在学生即将对自身或他人造成伤害，且所有缓和措施均告无效时，教职人员方可作为最后手段实施合理适度的肢体约束，以制止以下行为：

- 实施违法犯罪行为
- 造成人身伤害

27.3 There is no legal definition of “reasonable force.” It will always depend on the circumstances. Note that:

- Any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented.
- Physical force could not be justified to prevent a pupil from committing a trivial misdemeanour.
- Any force should always be the minimum needed to achieve the desired result.
- Whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and gender of the pupil.

"合理力度"无法律明确定义，需视具体情形判定。需特别注意：

- 约束力度应与学生行为及可能危害的严重性相称
- 制止轻微过失不得采用肢体约束
- 所用力度应为达成目的的最小必要程度
- 约束合理性及力度需综合考虑学生年龄、认知能力及性别特征

27.4 The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene.

法律允许任何人在遭受攻击时实施必要自卫。同理，当学生面临即时伤害风险或即将伤害他人时，所有教职人员（无论是否获授权）均有权干预。

27.5 Before intervening physically, you should be satisfied that there is no other course of action. Whenever practicable, tell the pupil to stop and explain what will happen if he or she does not. School staff will only use restraint as a last resort to enable a pupil to calm down and regain self-control so that other methods of management can be used.

实施肢体干预前须确认无其他替代方案。可行时应先行警告并说明后果。肢体约束仅作为帮助学生平复情绪、恢复自控的终极手段。

27.6 Where, exceptionally, it is necessary to restrain a pupil, the minimum amount of force should be used and staff will always try to act in such a way as to avoid causing harm or injury to the pupil. Restraint must never be used as a form of punishment. You should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

7 特殊情况下实施约束时：

- 须使用最小必要力度
- 全程避免造成学生伤害
- 严禁作为惩罚手段
- 持续保持言语沟通
- 危险解除后立即终止约束

27.7 All our staff are provided with a copy of the Behaviour Policy and are trained in the circumstances in which reasonable force may be used, as part of both their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum of force necessary to restrain a child for the shortest possible period of time.

我校为所有教职人员提供《行为规范政策》文本，并将合理使用约束力的相关培训纳入新员工入职培训及定期行为管理复训课程。特别需要强调的是，我们要求教职人员始终遵循“语言干预优先”原则，如需实施肢体约束，必须采用最低限度的必要力量，并将约束时间控制在最短范围内。

27.8 It may be necessary to remove or restrain a child in an emergency to prevent personal injury. Any such instances in which staff use restraint will be reported immediately to the DSL and recorded on MyConcern. Parents will also be informed and given a copy of the report to sign. ‘Restraint’ in these situations means gently but firmly holding the child to prevent them from harming themselves or others – for example, when a child is in an out-of-control rage. Staff should always use just enough force to restrain the child safely, speak in a calm reassuring voice, and release the child as soon as the dangerous behaviour ceases.

在紧急情况下为防止人身伤害，可能需要对儿童实施隔离或约束。教职人员采取约束措施后须立即向指定安全保障负责人（DSL）报告，并在 MyConcern 系统记录。校方将通知家长并提供报告副本签字确认。此处的“约束”指以温和而坚定的方式控制儿童行为，防止其伤害自身或他人——例如当儿童处于失控的激烈情绪时。教职人员应始终遵循：使用确保安全的最小力度、保持平静安抚的语调、在危险行为终止后立即解除约束。

27.9 Staff training specifically deals with the factors that must be considered in judging whether to use physical restraint is appropriate. These include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired outcome by other means;
- The relative risks associated with physical intervention compared with other strategies.

决定使用肢体约束前需考量的因素：

- 不干预可能导致的伤害/破坏严重性
- 替代方案可行性
- 肢体干预与其他策略的风险比较

27.10 Every member of staff will inform the Assistant Head Pastoral as soon as possible if they have needed to restrain a pupil physically. All incidents requiring the use of restraint will be recorded in MyConcern, and the Head of Junior School should be informed as soon as possible after the event. The parents, guardians or carers of the pupil must be informed about serious incidents involving the use of physical restraint on the same day. Where possible, this report should be confirmed by any witnesses. Parents will be invited to the school to discuss an agreed protocol for managing the pupil's behaviour and how the school intends to support the pupil.

任何教职人员在实施肢体约束后，均须第一时间向德育副校长报备。所有涉及肢体约束的事件均需在 MyConcern 系统中记录，并尽快通知幼小部校长。若发生需使用肢体约束的严重事件，必须于当日通知学生家长/监护人，且报告内容应尽可能由目击者确认。如有必要，家长将被邀请到学校面谈，共同商定学生行为管理方案及学校后续支持措施。

28 Complaints 投诉

27.1 The school hopes that parents will not feel the need to complain about the operation of its behaviour management policy, and that any difficulty can be sensitively and efficiently addressed before it reaches that stage. However, the school's complaints procedures can be found in the Complaints Policy. Copies are available on request – including copies in translation

学校希望家长不会认为有必要投诉学校行为管理政策的执行情况，并希望在出现这种情况，任何问题均能谨慎妥善解决。然而，学校的投诉程序请参见《投诉政策》。学校可应要求提供副本，包括翻译副本。