



**Review Date:** Annual review

**Review Officers:** Assistant Head of Primary/Head of Students

## Whole School Behaviour Policy

### Rationale

Every member of the school community has a right to attend school safely. Staff and students are entitled to attend QIS to work and learn together in a mutually supportive, safe and respectful environment. The behaviour policy and school rules are an essential way of making these expectations clear to everyone and to ensure a positive learning environment is maintained.

Behaviour is recognised by the Ministry of Education and Higher Education as a key cornerstone for learning. This policy therefore also endeavours to follow the guidance contained in Circular No. 1 and the “General Rules and Principles,” set out in November 2016. (Appendix 5).

Behaviour is the choice and the responsibility of the individual. Learning is the key focus of QIS and so behaviours which encourage learning are to be encouraged and rewarded whilst behaviours which might disrupt, or hinder learning are to be challenged and pro-actively discouraged.

A framework of guidance and clear expectations is essential to this and it should be based on the latest research and educational thinking on what constitutes positive behaviour. As students get older, strategies to reward and challenge behaviour may change but the basic framework and system of progression through the policy remains the same across the whole school to ensure consistent handling of issues.

The basic tenet of any behaviour policy is that positive behaviours should always be encouraged first and that good teaching and effective learning will always be the best way to encourage positive behaviour and reduce negative behaviour.

### Aims

- To promote high quality teaching and learning as a key to successful behaviour management
- To reward and encourage children to behave positively.
- To pro-actively discourage negative behaviours.
- To support and enable students to take responsibility for their behaviour.
- To provide a clear framework for the consistent handling of behaviour issues.
- To ensure fair and proportionate steps are taken to deal with poor behaviour.
- To follow and support national guidance and principles as laid out by the Ministry of Education and Higher Education.
- To ensure that teachers, students and parents recognise that maintaining a high standard of behaviour is the responsibility of everyone.
- To promote self-discipline, fostering self-respect, respect for others, and care for the school in the wider community and environment.

- To promote the school core values:

Caring for each other in a safe environment  
Respect and equality for all  
Working together to learn better  
Equipping people for life  
Taking pleasure and enjoyment for learning  
Being healthy, happy, and feeling valued

## Procedures

In producing this policy QIS has used guidance from the Ministry of Education and Higher Education in Qatar and the edited DfE Document included in the Appendices.

Both the Primary and Secondary Schools at QIS adopt a 10-stage process in dealing with poor behaviours in an attempt to work with students and their families to avoid repetition of unwanted and negative conduct.

The behaviour policy is published in both Arabic and English on the school website for all stakeholders to view. Summaries and explanations are included in the school's planners and home-school agreements (Appendix 7) which parents must sign and agree to for their children to attend the school. It is not a 'defence' to refuse to sign or to claim ignorance of these documents.

### Behaviour Guidelines

Although it is impossible to define all forms of poor behaviour that may be exhibited by students in school, the most common are set out here as examples of what this policy is designed to deal with.

#### Misbehaviours include:

- Not completing homework.
- Disruptive behaviour.
- Bullying.
- No Planner or lack of required equipment.
- Chewing gum.
- Incorrect uniform.
- Unnecessary or inappropriate physical contact.
- Unnecessary or inappropriate social contact. E.g., Fraternising with the opposite sex.
- Defacing or damaging School property.
- Use of mobile phones during school hours, without permission from the teacher.
- 'Play' fighting.
- Not prepared for lessons.
- Prejudicial or racist behaviour.
- General silliness.
- Bad language or swearing.
- Disrespecting others, rudeness.
- Aggressive or violent conduct.
- Being in an 'inappropriate' area of school without permission. E.g., A secondary student in primary.
- Behaviour that does not 'fit' the QIS student profile (see Appendices 1 and 3).

- Smoking.
- Use of any form of banned or inappropriate substance.
- Not participating in, or being engaged with, online lessons.

These behaviours must be addressed proactively and positively by every member of staff at QIS in a professional and appropriate way, in accordance with this policy. Although it would be impossible to give precise guidance on how to deal with each incident of poor behaviour the sanctions listed below are provided as a guide of how we might typically approach such behaviours on a day-to-day basis.

Certain more serious behaviours may result in the student being withdrawn from lessons or even advancing further down the consequences table in one go. For example, behaviours which may require more serious consequences (such as lesson withdrawal) might be:

- violent or dangerous behaviours.
- inappropriate sexual behaviour.
- smoking or abuse of substances.
- persistent and continuous breaches of the behaviour policy which have not been addressed by other means over time.

There are 2 Team Teach trained facilitators at the school who have supported the teaching of positive behaviour strategies, emphasising de-escalation and positive handling in conflict management, with identified staff across the school.

A permanent exclusion will only be used by the school as a **final and last resort** when all other means of behaviour modification have failed. This will be arrived at only after 3 formal warning letters have been issued and all other measures exhausted.

In very rare circumstances the school may move to an immediate permanent exclusion if the nature of the incident is very serious or criminal in nature. If the incident seriously threatened the safety or life of a member of the school community, for example, an attack with a weapon, then immediate permanent exclusion may be deemed appropriate. This may be also true if the incident was of a serious sexual nature or was considered criminal by the police.

Appropriate Sanctions may include:

- Talking and explaining to the student the inappropriate nature of their actions in order to gain their understanding and cooperation.
- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or extra event.
- Missing break time.
- Detention including during break time or after school.
- Regular reporting including early morning reporting.
- Scheduled uniform and other behaviour checks.
- Being placed “on report” for behaviour monitoring.

- Withdrawal from certain lessons and replacement with appropriate alternative learning.
- Financial penalty or fine for the destruction of school property. (This will be judged on a case-by-case basis and will depend on the intent shown and the nature of the damage. All costs will be properly recorded and receipted for inspection).
- Change of class or teaching group.
- Temporary internal exclusion (typically 1-5 days).
- Temporary, fixed term, external exclusion (typically 1-5 days and no more than 15 days per academic year).
- Any other agreed and reasonable sanction supported by parents. E.g. Parent may attend a certain lesson with their child.
- Permanent exclusion and relocation to another school with MOEHE support.

## **Role of the teachers and adults in the school**

All members of staff have a responsibility to record both rewards and sanctions accurately and professionally on SIMS. These records should be updated within 24 hours. (See Appendices 2 and 4 for rewards).

Ultimately, we want children to behave well, out of consideration for themselves and others and to promote a culture of respect. However, rewards and sanctions are a necessary part of the learning process and help to ensure that the students are clear on the expectations and standards that are set by QIS. The precise nature of rewards and sanctions must be a matter for the professional judgement of individual teachers and the context of each situation faced but the frameworks are set out in this policy, school planners and displayed in the classrooms for teachers to follow and apply.

The following general principles inform this professional judgement: good behaviour is noticed and acknowledged by the class teacher. The school seeks to foster an atmosphere in which success is shared. Positive comments are therefore given a high profile; good behaviour is highlighted from time to time in assembly and parents are notified when there has been a significant improvement in a child's behaviour. The emphasis is upon a genuine response of approval for good behaviour rather than mechanistic systems of reward. (See Appendices 2 and 4).

Sanction is used consistently and calmly. Sanctions are proportionate to the seriousness of the misbehaviour and not designed to humiliate but emphasise disapproval and seek to improve an individual's behaviour in future. A straightforward "telling off," will be all that is needed in most cases to communicate disapproval to a child. For more persistent problems, the school will follow the sanctions that are clearly laid out in this policy.

## **Role of the student**

The student has a responsibility to ensure that their behaviour does not impact their learning or that of others in a detrimental way.

The QIS Primary Learner profile (primary - see Appendix 1) and the QIS student pupil profile (secondary - see Appendix 3) will be shared in all classrooms and discussed with students during class time or tutor time.

Students should be encouraged to go over and above what is expected in the classroom and for this they should be recognised and rewarded.

## **The Role of Parents**

By enrolling their student at QIS there is an agreement to abide by all the QIS policies. Where parents are concerned about their child's behaviour they should, in the first instance, contact their child's form tutor or class teacher.

Parents play a key role in improving the behaviour of their children. All parents must sign the planners and home-school agreements (Appendix 7) which sign them up to supporting the school behaviour policy within 10 days of the student starting at QIS. They must encourage and reward positive behaviours in the same way teachers do, and QIS will always inform parents when their children are behaving positively.

We expect parents to be contactable when there are issues, both positive and negative and to respond in a mutually supportive way when the school requires help in reinforcing more positive behaviours. This is set out in the school's home-school agreements.

We expect parents to proactively work with the school in addressing any behaviour concerns we might have. This will include attending face to face meetings with staff to agreeing targets and working together on behaviour modification. The more positively this partnership with parents works the more positive the students' behaviour will be and the fewer serious incidents will take place.

If warning letters are issued, it is the parents' responsibility to attend the meeting and receive the warning letter from the school. It is a requirement that the parents sign to receive this letter. The student will not be allowed to return to school until the letter is signed, in accordance with Ministry guidance. If 2 warning letters are issued, then the Ministry of Education and Higher Education will be informed by the school. If 3 warning letters are issued, then the parent must seek to find another school for their child.

**The following tables show how the school will deal with behaviour, in a step-by-step fashion across the primary and secondary school.**

## **Consequences of Poor Choices -Primary**

The steps below relate to unacceptable behaviour including anti-social or disruptive behaviour, a lack of respect for property or person, in particular bullying or racism or any other form of prejudice which contravenes the core values of the Primary School - pupils being **Responsible, Resilient and Respectful**.

Any verbal/physical assault or intimidation of another student, teacher or member of staff will be considered a **serious** offence which will result in a straight red card. Pupils who receive a straight red card for such incidents may be internally suspended or sent home for the rest of the day.

Steps	Action	Consequences
1	Teacher taking action- a look, quiet word.	If an incident of unacceptable behaviour occurs a verbal warning will be given.
2	Quiet word from the teacher.	If this behaviour occurs again on the <b>same day</b> , the student will be moved to stage 2.
3	Losing 5 minutes break with class teacher.	If the inappropriate behaviour continues then the student will be moved to stage 3 and will lose 5 minutes' break. EY students will receive a time out.
4	Negative dojo point Lose 10 minutes break Consultation with parents at the end of the day, phone call home.  Time spent with LT/DEP if persistent behaviour continues.  <a href="#">ABCi behaviour chart completed at Stage 4.</a>	If this behaviour persists or in the event of a serious incident, then the student will be moved to red (stage 4) and lose 10 minutes of break. EY students will receive a further time out.  Details of incidents to be recorded on SIMS by class or subject teacher <b>and</b> parents of students to be contacted before the end of the school day. Lead teacher to be informed.
5	Senior Staff Taking Action .  ABCi Behaviour Records completed.  Major Incident Report completed if necessary.	After a pattern of repeated red cards or a serious incident, parents will be contacted by the class or subject teacher for a meeting.  Details of the meeting to be recorded on SIMS and Lead teacher to be informed.
6	<a href="#">Pastoral Behaviour Support Plans in place.</a>  <a href="#">Social/Emotional Interventions.</a>	If the pattern of inappropriate behaviour continues, parents will be contacted by the school administrator requesting a meeting between them and the Class Teacher and Lead teacher. A verbal warning will be issued to parents to inform them that the next step would be a written warning.
7		If the pattern of red cards persists, the Deputy Head of Key Stage will contact parents to request a meeting. A <b>formal written warning</b> will be given to the parents about the child's behaviour. Deputy Head of Key Stage and Lead Teacher to be present.
8	ABCi Behaviour Records completed.  Major Incident Report completed if necessary.	If the inappropriate behaviour continues further, parents will be contacted to come into school to have a meeting with the Head of Key Stage and Deputy Head. A <b>second formal written warning</b> will be given.

	<p>Pastoral Behaviour Support Plans completed after any exclusion as an aid to return to school.</p>	
9		<p>If there is no improvement in behaviour, the Head of Primary and Head of Key Stage will meet with parents and a <b>third and final written warning</b> will be given.</p>
10		<p>Continuing misbehaviour will result in parents being called to attend a meeting with the Head of Primary and the Principal where a formal letter will be given requesting the student find an alternative school to attend.</p>

## Consequences of Poor Choices -Secondary

<u>STAGE</u>	<u>Behaviour</u>	<u>Student Choices</u>	<u>Teachers Actions</u>
Positive Behaviour	Going over and above what is expected. E.g. An excellent piece of classwork or homework.	Well done. This is what we want all our students to do on a regular basis.	The class teacher will recognise this positive behaviour in the following ways; Verbal praise in class . Merit points added to SIMS / Planner. Email to parents, HOP or Form tutor Phone call to parents.
1 Unwanted  X	Unwanted Behaviour.	Address the concern. Listen to your teacher and act on the advice given.	First verbal warning. The class teacher will use their professional judgement to address the unwanted behaviour.
2 Unwanted  XX	Repeat unwanted behaviour.	You must change your behaviour.	Second verbal warning. The class teacher will use their professional judgement to address the unwanted behaviour.
3 Unwanted  XXX	Continued unwanted behaviour.	You will be spoken to outside of the classroom as a result of your behaviour. You must apologise to the teacher.	Third verbal warning. The class teacher will ask the pupil to step outside and will speak to them. The teacher will position themselves so that they can still see inside the classroom. The class teacher will now record their concerns about the behaviour on SIMS and in the planner. Pupil stays outside for maximum of 5 minutes.
4 Unwanted  XXXX	Continued unwanted behaviour	Your parents will now be contacted regarding your behaviour.  You may be moved to another classroom.	The class teacher will now email the parents and will copy in the HOD, HOP and tutor.  If a phone call is made the class teacher must ensure this is logged on SIMS.
5 Unwanted  XXXXX	<b>Recurring unwanted behaviour regularly in class</b>	<b>You have now put yourself in a difficult situation and now must respond to instructions to ensure this does not escalate.</b>	<b>If this is a recurring situation, the HOD will contact the HOP. If it is isolated to one subject, the pupil will go on a subject report. If it is more than one subject, the HOP will issue a year group report. An after school detention can be given at this time.</b>



6	<p>Violence towards another student.</p> <p>Foul and abusive language towards another student or teacher.</p> <p>Making false allegations about another student or a teacher.</p> <p>Failure to attend a detention for stage 4 (on 3 occasions).</p> <p>Persistent disruptive behaviour. (20 or more behaviour points).</p> <p>Bullying of another student.</p> <p>Inappropriate use of social media. (inappropriate communication or images).</p>	<p>Your unwanted behaviour, if not addressed immediately, may put at risk your place at QIS.</p>	<p>Your Head of Progress may refer you to the school counsellor. They will contact your parents and arrange a meeting. An internal or external exclusion from 1 – 3 days may be applied.</p> <p>This meeting will be recorded on SIMS</p> <p>Your Head of Progress may use a report to monitor your behaviour.</p>
7	<p>Failure to address your behaviour or further incidents of poor behaviour.</p>	<p>You must change your behaviour. You must seriously consider if you still wish to be a student at QIS.</p>	<p>A meeting will be held with your parents, your Head of Progress and the Head of Students. You and your parents will be informed that should there be any further concerns then a warning letter will be issued. This meeting will be recorded on SIMS.</p>
8	<p>Failure to address the concerns raised in the meeting with your parents or further incidents of unwanted behaviour.</p>	<p>Student engages with the targets set and positive behaviours to improve the situation can be observed – if not move to stage 9.</p>	<p>1<sup>st</sup> Warning letter – issued to parents in a meeting with Head of Progress. Parents are asked to sign the letter and it will be placed on file. Parents refusing to sign will be asked to meet with the Head of Students.</p> <p>Head of Secondary and Academic Principal informed.</p>

			<p>This meeting will be recorded on SIMS.</p> <p>The school board will be informed.</p> <p>After school detention on Thursday.</p>
9	<p>Continuation of poor behaviour. Further serious incidents. No noticeable improvements.</p>	<p>Student engages with the targets set and positive behaviours to improve the situation can be observed – if not move to stage 10.</p>	<p>2<sup>nd</sup> Warning letter – issued to parents in a meeting with Head of Progress and the Head of Students. Parents are asked to sign the letter and it will be placed on file. Parents refusing to sign will be asked to meet with the Head of Secondary. Head of Secondary, Academic Principal and Executive Principal informed. The Executive Principal will inform the School board. The school will inform the Ministry of Education and Higher Education. This meeting will be recorded on SIMS.</p>
10	<p>Final opportunity to address ongoing behaviour issues. A significant single incident e.g. a teacher assault or an inappropriate relationship with another student.</p>	<p>Unfortunately your behaviour has resulted in you losing your place at QIS.</p>	<p>3<sup>rd</sup> and final warning letter – issued to parents in a meeting with the Head of Secondary and the Head of Students. This letter will be signed by the Head of Secondary and The Executive Principal. Before the letter is issued The Executive Principal will discuss with the school owner and school board. The school will inform the Ministry of Education and Higher Education. A file of evidence will be compiled and sent to the Ministry of Education and Higher Education to support the school’s decision. This meeting will be recorded on SIMS.</p>

## Break Time - Change of lesson - Start/End of day

<u>STAGE</u>	<u>Behaviour</u>	<u>Student Choices</u>	<u>Teachers Actions</u>
1 Unwanted  X	Unwanted Behaviour.	Address the concern. Listen to your teacher and act on the advice given.	First verbal warning. The class teacher will use their professional judgement to address the unwanted behaviour.
2 Unwanted  XX	Repeat unwanted behaviour.	You must change your behaviour.	Second verbal warning. The class teacher will use their professional judgement to address the unwanted behaviour.
3 Unwanted  XXX	Continued unwanted behaviour outside of class.	You will be spoken to a third time as a result of your behaviour. You must apologise to the teacher.	Third verbal warning. The class teacher will ask the pupil to come and speak to them. The class teacher will now record their concerns about the behaviour on SIMS and in the planner. They will also notify the HOP.
4 Unwanted  XXXX	Continued unwanted behaviour outside of class.	Your parents will now be contacted regarding your behaviour.	The class teacher will now raise the concerns to the HOP. The HOP will email the parents and will copy in the tutor and teacher.  If a phone call is made the HOP must ensure this is logged on SIMS.
5 Unwanted  XXXXX	<b>Recurring unwanted behaviour regularly outside of class.</b>	<b>You have now put yourself in a difficult situation and now must respond to instructions to ensure this does not escalate.</b>	<b>If this is a recurring situation, the teacher will contact the HOP. The HOP will decide if the pupil needs to go onto a report.</b>

These procedures and tables will be applied consistently and fairly and will promote the concept of personal responsibility for the student.

These have been drawn up in consultation with staff and students to provide a simple and clear set of guidelines for students to follow. These are communicated to students, are published on classroom walls and are also available for parents to see inside the Student Planner or on request.

Physical violence will not be tolerated at QIS and will result in a minimum sanction of an internal suspension. More serious incidents of violent behaviour or threat to safety may result in an immediate move to stages 7-10, depending on the severity of the case.

Sexually or culturally inappropriate behaviour will also not be tolerated in anyway and may lead to an immediate move to stages 7-10 depending on the severity of the case.

It should be noted that although there is a clear step system applied to the sanctions, one significant incident or major event can result in more serious sanctions being applied. E.g. serious assault.

It should also be noted that full investigations should be mounted into all incidents especially when the more serious consequences and stages are being dealt with.

Mitigating circumstances may well apply to decisions taken especially where the parents are for example particularly supportive and are working well with the school. In these instances, greater success can be expected in addressing the poor behaviour/s together.

Secondary Mobile Phone Expectations can be found in Appendix 8.

## **Evaluation**

This policy will be updated following consultation and agreement of any changes through working parties, and at the end of the academic year. Any changes to be clearly communicated to all teaching and learning teams.

Appendix 1



# QIS Primary Learner Profile

As a QIS pupil, I am expected to:

D	R	I	O	E
Think deeply about my behaviour and its consequences	Show positive behaviour and be a role model for my peers	Be aware of the impact my choices can have on learning and those around me	Challenge negative behaviour and report it to a teacher	Engage in my lessons and the wider school life

## Responsible

- Be in the right place at the right time
- Ready to learn in all lessons
- Keep ourselves and each other safe
- Accept when a mistake has been made
- Report any problem to an adult
- Represent QIS with pride by wearing the correct school uniform

## Resilient

- Able to cope and learn when faced with change or challenge
- Persevere when things become difficult
- Happy to take risks and try new things
- Self motivated and unafraid of failure

## Respectful

- Think and speak about others in a positive way
- Listen to others and expect others to be listened to
- Look after our school environment, its equipment and displays
- Use manners at all times
- Listen to and follow instructions quickly

Everyday staff will:



All children are eligible to receive Class Dojo and House points if they display behaviour that goes over and above the three core attributes of a QIS student: responsibility, resilience and respect.

Every week, students will have the chance to experience praise and recognition for their behaviour. Students who receive 30 Dojo points in a week will receive a behaviour award to be shared with parents. There will continue to be a weekly certificate presented in assembly by class teachers recognising student's achievements.

### Unacceptable behaviour

Behaviour which falls below the standard expected at QIS will be dealt with in line with the behaviour consequence chart. Any Red cards given (Stage 4) are to be recorded on SIMS.

Punishments do not teach better behaviour. Restorative approaches teach behaviour. Students who are on stage 3 or 4 will take part in a restorative meeting with the teacher or leader who issued the sanction. The aim of the meeting is for students to see the impact of their behaviour, who it has affected, and how to respond appropriately in future.

## **Primary- Systems and Rewards (Appendix 2)**

Rewards and celebrating success are important part of life within Qatar International School. Student's success both within and outside the classroom is rewarded. Rewarding students makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community. The Primary school uses Class Dojo as its chosen Behaviour management platform to reward positive behaviour and log individual student points across each week. There is a class Dojo board in all Primary classrooms.

At QIS, we praise and reward children for good behaviour in a variety of ways, examples of these are:

- Class Dojo points which transfer into House Points.
- Hot Chocolate with the Head.
- Headteacher note home.
- Academic Principal Award.
- Positive phone call home.
- Written comments / stamps on children's work.
- Words of praise and a certificate given out in 'Achievement Assembly' which promotes the 3 R's.
- A visit to a senior member of staff for praise and stickers.
- Positive comments during Parents' Evenings and School reports.
- Medals and certificates awarded for extra-curricular competitions e.g., sporting events.

### **House Points**

Each child belongs to one of the six houses. The houses are named after key values. The houses are:

- Loyalty.
- Perseverance.
- Integrity.
- Collaboration.
- Aspiration.
- Diversity.

When students are awarded a class dojo point, this will automatically translate into a house point. Teachers can tailor their Dojo platform to further award points that are in line with whole class goals and behaviour skills that are explicitly taught each week. Examples may include, transitions between classrooms, working more collaboratively with peers etc. Class goals are displayed on recognition boards in Primary classrooms.

### **Duke Awards**

Students are provided with an opportunity to take part in an award to develop life skills. Over the course of the year, students just complete a minimum of 10 challenges which are then assessed by the Duke Leader. House points are given to all students who complete the challenge thoroughly. Upon the completion of the challenges, students are awarded with a special award for their participation, a badge and an exciting ceremony to celebrate their achievements.

## **Response and Recording**

All behaviour concerns are logged on SIMS; our school management system. For persistent behaviour, an ABCI behaviour record form is completed by the class teacher. A decision will be made by the Senior team if a positive behaviour plan is required which will be written by relevant staff and clearly communicated to parents.

There may be some students in the school who will require social and emotional support from our school psychologist/SEMH LSP. Teachers are expected to complete a referral in the first instance, which will be reviewed by the Senior Team who will decide if the student would benefit from 1:1/group intervention.

## QIS Student Profile (Appendix 3)

- Positive.
- Happy.
- Friendly.
- Motivated.
- Determined.
- Team player.
- Considerate.
- Expert listener.
- Well organised.
- Reliable.
- Responsible.

### **A QIS student is determined to succeed.**

They are positive and optimistic, having high aspirations for themselves and the other students around them. They are resilient when facing setbacks but also realistic in their plans for the future. They are self-motivated and are unafraid of failure. They have a strong work ethic and engage with all learning opportunities to the best of their ability. They try to put in all their effort, all of the time. They enjoy learning and see beyond just the essential information needed to pass exams. They are happy to take risks and try new things.

### **A QIS student is balanced.**

They have a wide variety of interests, hobbies, and friends. They value all of the subjects that they study as well as extra-curricular opportunities. They are kind, honest and respectful to other students and other members of the school community. They are genuine in what they say and are friendly and caring.

### **A QIS Student is responsible**

They manage their time effectively to ensure that deadlines are met. They are where they need to be when they need to be. They keep their promises and are ready to learn during every lesson. They respect and follow the school rules with an understanding that they are there for everyone's benefit. They accept when they have made a mistake and take ownership for putting things right.

### **A QIS Student is part of a team**

They understand that everyone has a role to play in the classroom and on the sports field. They accept that we all have different abilities and talents but that we should play to our strengths not our weaknesses. They are willing to support their classmates so that everyone can be successful. They are able to communicate effectively by speaking in English, respecting and valuing the fact that other people may have different opinions to them.

At Qatar International School we are:

**Responsible, Resilient, Respectful**



## **REWARDS 2022/23 Secondary (Appendix 4)**

### **1. Merit Award**

**Term 1** Timescale for administration is 16/8/22 – 3/11/22 (Years 7-12)

<b>Bronze Certificate</b>	40 merits
<b>Silver Certificate</b>	50 merits
<b>Gold Certificate</b>	60 merits

**Term 2** Timescale for administration is 2/1/23 – 23/2/23 (Years 7-12)

<b>Bronze Certificate</b>	20 merits
<b>Silver Certificate</b>	30 merits
<b>Gold Certificate</b>	40 merits

**Term 3** Timescale for administration is 16/8/22 – 25/5/23 (Years 7-10)

<b>Bronze Certificate</b>	70 merits
<b>Silver Certificate</b>	90 merits
<b>Gold Certificate</b>	120 merits

### **2. 100% Attendance Award**

Same timescale as for Merit Awards

### **3. 100% Punctuality Award**

Same timescale as for Merit Awards

### **4. 100% Behaviour Award**

Same timescale as for Merit Awards

### **5. Subject Award**

Same timescale as for Merit Awards

Two certificates per year group for **Achievement** (1 boy & 1 girl)

Two certificates per year group for **Endeavour** (1 boy & 1 girl)

**A prize ceremony will be held on Sunday 18 June 2023 and parents are invited.**

## **Appendix 5**

# **General Rules and Principles To build students' behaviour systems in private schools November 2016**

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#### **Main Ethics**

- Self-respect
- Fairness and equality
- Commitment
- Integrity and loyalty
- Cooperation
- Transparency
- Respecting others
- Responsibility

#### **Concepts and Terminologies**

1. Behaviour: Every word or act, verbal or physical, explicit or implicit during his interaction with school associates and school environment in different situations.
2. Positive behaviour: Desired behaviour that leave a positive impact in the school environment, which is derived from the customs and traditions of the community.
3. Negative behaviour: Undesired behaviour that contradicts the standards in the school environment, which is derived from the customs and traditions of the community.

#### **Main Objectives**

1. To offer a safe school environment, without violence or anything that interrupts the achievement of learning objectives; this environment allows students, administration and teaching staff to perform their roles effectively and according to the parents' expectations.

2. To promote students' positive behaviour and participate in avoiding behavioural issues or spreading negative behaviour in the school campus.
3. To offer educational guidance and directive methods on the methods to deal with students' behaviour and avoid using any mental or physical mistreatment.
4. To inform students and parents about the school rules and regulations and their importance.
5. To support the students and help them to discover their needs and preferences; guide them to reach positive behaviour and everything that may affect positively the development of their mental abilities.
6. To develop the value of mutual respect between the students, parents, teachers and all the school associates.
7. To unify procedures and implement them in schools according to the concepts of equality and fairness between the students, which increase the parents' trust for the school.
8. To set fundamentals and rules based on accurate educational standards; this will allow schools to draw upon them their own student behaviour policies.
9. To maintain the ethics and morals of the society and adhere to the culture, customs and traditions of the society, allowing the students to follow and practise them correctly.
10. To put the public interest before the personal interest.
11. To Reinforce and support allegiance and loyalty in the society.

## **Roles and Responsibilities**

### **Parents**

- To be familiar with the characteristics of the learning environment, curricula and outputs of private schools.
- To choose the appropriate private school according to his aspirations and the abilities of the student.
- To be aware of the rules and regulations in the private school before choosing it so he can know the education system that this school uses.
- To check the rules and regulation of the private school, particularly the behaviour system and to know completely the right and duties of the student and the parents.
- The parent should participate positively in the school and identify all the communication means between the school and the parent so both will be completely aware of his behaviour.
- To know the tasks and responsibilities and the communication means with the school, which will solve some or all of the problems.
- To participate in the seminars, guiding lectures and celebrations of the private school, which will contribute, to the cooperation of all parties.
- To provide the school with the correct health and official documents for the students, and to reveal educationally about their behaviour in the house.
- Parents should use the proper educational and guiding method(s) to socialize their children.
- To communicate with the private school about their children and what problems could affect their achievement level.
- The parent should cooperate with the private school in planning and implementing preventive and remedial programs related to academic and behaviour issues.
- Provide the student with the basic needs (health-food-financial-take care of his look) and a secure environment.

- To communicate with the private school's department in the Ministry of Education and Higher Education when the private school does not follow its declared regulations, after using all the means of communication with this private school
- Take his responsibilities towards his children in case he did not cooperate or respond to the private school, which will lead to deprive his children temporary or completely from the school services, according to the regulations of the private school.

#### **The private school or kindergarten**

- The private school should provide an appropriate learning environment.
- The private school should clarify the transparency of the systems, regulations and the mechanism used to follow up the student behaviour.
- The private school should set a clear behaviour system and declare it to the students and parents, which will ensure the rights of everyone.
- The private school should set a clear mechanism to include parents in setting and taking the decisions related to behaviour.
- The private school is responsible for setting a clear system to identify behaviour issues, and include the solving ways to ensure the authenticity of the education system in the school.
- To set individual remedial plans for behaviour cases and follow up their implementation in collaboration with parents to ensure their success.
- Counselling the student about positive behaviour and reinforce it, and about the effect and punishments of negative behaviour.
- Treat the students in a good way, taking into consideration influences and students' circumstances (social- economic- moral- family).
- Invest in students' potentials in a scientific way to limit behaviour issues.
- Anticipate behaviour issues and try to solve them quickly.
- Prepare remedial programs for students with behaviour issues and help them to overcome their undesired behaviours and reinforce their behaviour with positive alternatives.
- Encourage mutual communication methods between students and private schools' staff and boost communication and mutual respect spirit as long as good relations between all parties.
- Provide the required essentials to achieve an effective and purposeful learning environment (premises – equipment- means – tools- services).
- Benefit from the influencing teachers in the school to participate in planning and implementing the programs that influence students' behaviour and treat their issues.
- Benefit from the civil society institutions to participate in studying the appropriate methods to avoid behaviour issues before expanding among other students, and contribute in setting different methods to treat these issues, in addition to investing their abilities in holding awareness seminars and lectures.
- Take the proper actions in case the parent didn't abide by the rules and regulations of the private school.
- Write reports and should not make a final decision to exclude a student completely without returning to the Ministry of Education and Higher Education.
- The school is committed to include the students' behaviour rules in the school's policies and provide them to parents.
- The private school should record all the student's behaviour violations and parents' complaints statistically and qualitatively.

### **Approval for the regulations of private schools and kindergartens**

The Private schools commits to present their own students' behaviour rules and regulations to the private school's department in the Ministry of Education and Higher Education in Arabic language before the end of May 2017 as a maximum deadline; taking into consideration this document and the circular issued by the private school's office number (16) of 2016 (the guiding manual to set the policy of behaviour and discipline in private schools) specially to clarify the following:

- Procedures and arrangement set to inform parents about the rule and regulation of students' behaviour in the school.
- Procedures and measures set to include parents in developing students' behaviour system in the private school.
- Specify the behaviour cases that require depriving from lesson attendance or temporary and final exclusion.
- Standards and regulations related to deciding a financial fine.
- Arrangements related to the mechanism set to receive a parents' complaint and follow up in order to solve it or at least to respond.

**Note: In case the private schools and kindergartens didn't get the approval of the Ministry for their behaviour rules and regulations, they should implement the students' behaviour policy of independent schools.**

### **General Guidelines**

- Inform the parent officially about the rules and regulations of behaviour applied in the private school.
- The private school should record all behaviour violations and the disciplinary actions taken, and recourse to the Ministry of Education and Higher Education if needed.
- The private school should observe the student's characteristics and the age group when setting the private school regulation.
- The private school should maintain confidentiality and privacy when studying a behaviour case and students' data.
- The private school should maintain fairness and justice when dealing with all students' categories in the school, taking into consideration individual variations between students in addition to the circumstances and condition of the mistake and the recurrences.
- The private school should issue the behaviour rules and regulations in Arabic language in addition to other language according to the private school system.
- When the private schools apply the internal suspension, they should choose the proper place and specify the type of activities that the student will practise during the internal suspension; the student should be followed up academically during the internal suspension.

The private schools should also take into consideration that the total number of lessons and days for suspension should not exceed 15 days in an academic year, if not, then the private school should put the student's case to the Ministry of Education and Higher Education mentioning the procedures applied, their effects on the student's behaviour and the related recommendations.

## **Appendix 6 – Used as advice only.**

# Behaviour and discipline in schools

## Advice for headteachers and school staff

### January 2016

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## **Summary**

About this departmental advice

This guide is from the Department for Education. It provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff must discipline pupils.

The purpose of this document is to provide an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school.

## **Expiry or review date**

This advice will be kept under review and updated as necessary.

## **Key points**

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

## The school behaviour policy

What the law says:

Maintained schools.

1. The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect.
- prevent bullying.
- ensure that pupils complete assigned work.
- and which regulate the conduct of pupils.

2. When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils.
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour;
- and pastoral care for staff accused of misconduct

3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5. The headteacher must publicise the school behaviour policy, in writing, to staff, Parents and pupils at least once a year.

6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Home-school relations are important but schools can determine how best to foster these relationships. If schools choose, they can have voluntary home school agreements.

## Developing the behaviour policy

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the headteacher should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour.

- 1) A consistent approach to behaviour management;
- 2) Strong school leadership;
- 3) Classroom management;
- 4) Rewards and sanctions;
- 5) Behaviour strategies and the teaching of good behaviour;
- 6) Staff development and support;
- 7) Pupil support systems;
- 8) Liaison with parents and other agencies;
- 9) Managing pupil transition; and
- 10) Organisation and facilities.

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

## Discipline in schools – teachers' powers

### Key Points

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours.

Teachers can confiscate pupils' property.

### Punishing poor behaviour

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.



A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

## Behaviour and sanctions

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges –
- for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-
- time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter
- or weeding school grounds; tidying a classroom; helping clear up the dining hall
- after meal times; or removing graffiti.

- Regular reporting including early morning reporting;
- scheduled uniform and other behaviour checks;
- or being placed “on report” for behaviour monitoring.

In more extreme cases schools may use temporary or permanent exclusion.

## Pupils’ conduct outside the school gates – teachers’ powers

### What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school Premises “to such an extent as is reasonable”.

Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school -organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends

- except the weekend preceding or following the half term break; and

- c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

## Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

With **lunchtime detentions**, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

### **Detentions outside school hours**

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

Whether the detention is likely to put the pupil at risk.

Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

## **Confiscation of inappropriate items**

### **What the law allows:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading "Discipline in Schools—Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully

The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause
- personal injury or damage to property; and

- any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies. See Associated Resources section below for a link to this document.

## Seclusion rooms

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15)

Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. It is for individual schools to decide how long a pupil should be kept in seclusion and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion no longer than is necessary and that their time spent there is used as constructively as possible.

Schools should also allow pupils time to eat or use the toilet.

### Whole School Home/QIS Agreement (Appendix 7)

#### QIS – the school will:

- Provide a safe, caring and stimulating environment for the student.
- Ensure that students achieve their potential as valued members of the QIS community.
- Provide a broad and balanced curriculum to meet the students' needs.
- Encourage students to achieve high standards of work and behaviour and develop a sense of responsibility.
- Keep students and parents informed about QIS and student progress.
- Promote a wide range of extra-curricular activities.

- Adhere to all QIS Policies.
- Provide a clear set of rules for all to ensure the smooth running of the school.

Student – the student will: -

- Attend QIS full time, arrive to school between 6.20am and 6.50am and be on time for all lessons including online lessons.
- Bring all the equipment needed every day and have a bag to keep it safely.
- Wear the correct QIS uniform and be tidy in appearance.
- Do all classwork and homework to the best of his/her ability.
- Be polite and courteous, show respect for others, use appropriate language and follow the directions of my teachers.
- Respect the feelings, beliefs and property of others at QIS.
- Help to keep QIS free from litter, graffiti and vandalism.
- Promote good behaviour in QIS, and when representing QIS, at all times.
- Once they have left the school site, they will not return unless it has been agreed with their teacher beforehand.
- Abide by all QIS Policies and Rules.
- Attend their chosen after school activity on time and remain for the duration of the activity.

Parents/Guardians – the parents/guardians will: -

- Ensure that their child attends QIS full time for a minimum of 95%, arrives to school before 6:50 and has the correct equipment.
- **Keep children at home if:** they display any Covid 19 symptoms, are awaiting test results for the child or any members of the household or have been asked to quarantine or isolate.
- Ensure the school has the most accurate and up to date contact details for parents
- Ensure that their child has sufficient rest and breakfast before attending school.
- Download ParentApp.
- Inform QIS of any medical concerns or problems that may affect their child’s work, behaviour or attendance.
- Support all QIS policies, rules, homework and other educational opportunities.
- Attend parent meetings and other meetings about their child’s progress.
- Sign the student planner every week (applies to secondary school).
- Provide notes for absence and medical notes, where appropriate.
- Collect their child promptly at the end of the school day or after their activity.
- Ensure that their child attends all online lessons.
- Inform the school, with 4 weeks’ notice, if they wish to withdraw their child from QIS.

QIS signature (teacher signs on behalf of QIS) \_\_\_\_\_ Date \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 8

### **Mobile Phone Expectations - Secondary**

Instructions for students:

1. The use of mobile phones in school is controlled by the teacher. Your phone will only be in your hand if your teacher gives permission and tells you to use your phone.
2. Your phone should be placed in your bag if it is not needed for the lesson.
3. If it is needed for the lesson, but is not currently being used, it should be put face down on the table.
4. Your phone should not be used for assessments or mock examinations.