



DOHA ENGLISH SPEAKING SCHOOL

Learning Together • High Expectations • Celebrating Success

School Faculty 2017

Doha English Speaking School Behaviour Policy

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Ministry of Education
The Department of Schools



Statement of Intent

DESS (Doha English Speaking School) believes that in order to facilitate teaching and learning, acceptable behaviour must be displayed in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
 - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
 - Ensuring equality and fairness of treatment for all.
 - Rewarding good behaviour.
 - Challenging and disciplining bad behaviour.
 - Providing a safe environment; free from disruption, violence, discrimination, bullying and any form of harassment.
 - Encouraging a positive relationship with parents.
 - Developing relationships with our pupils which ensure early intervention.
 - A shared approach with children and parents which involves them in the implementation of the school's policy and associated procedures.
 - Promoting a culture of praise and encouragement in which all children can achieve.
 - Taking account of the UK Equality Act (2010) and ensuring that protected groups (i.e. SEND-Special Educational Needs pupils) are not discriminated against in the way the policy is implemented.
 - Recognising that there may be an underlying reason for a pupil who displays challenging behaviour that may be linked to the child having particular needs.
 - Always working with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seeking to put strategies in place to support pupils.
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1. Key roles and responsibilities

- 1.1. The Governing Body has overall responsibility for the implementation of the behaviour policy and procedures of DESS.
- 1.2. The Governing Body has overall responsibility for ensuring that the behaviour policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender or disability.
- 1.3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's complaints policy.
- 1.4. The Headteacher will be responsible for the day-to-day implementation and management of the behaviour policy and procedures of DESS.
- 1.5. Staff, including teachers, support staff and volunteers will be responsible for following the policy and for ensuring pupils do so also. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.
- 1.7. Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of school.
- 1.8. Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.

2. Definitions

- 2.1 DESS defines a "serious unacceptable behaviour" as any behaviour which may cause harm to self or others, damage the reputation of the DESS within the wider community and/or any illegal behaviour including but not limited to:
 - 2.1.1 Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion or age
 - 2.1.2 Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals.
 - 2.1.3 Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
 - 2.1.4 Bullying – a type of harassment which involved persistent actions, criticism or personal abuse which humiliates, intimidates, frightens or demeans the individual.
 - 2.1.5 Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
 - 2.1.6 Refusal to comply with disciplinary sanctions
 - 2.1.7 Theft
 - 2.1.8 Swearing.
 - 2.1.9 Fighting.
 - 2.1.10 Any illegal behaviour.

2.2 DESS defines a “low level unacceptable behaviour” as lower level bad behaviour which may disrupt the education of the perpetrator and/or other pupils including but not limited to:

2.2.1 Lateness

2.2.2 Low level disruption in class.

2.2.3 Failure to complete classwork.

2.2.4 Rudeness.

2.2.5 Disruption on public transport.

2.2.6 Use of mobile phones without permission.

2.2.7 Graffiti

2.2.8 Low level “Unacceptable behaviour” may be escalated to “serious unacceptable behaviour” depending on the behaviour breach.

3. **Pupil expectations**

3.1. Pupils will be expected to follow the DESS code of conduct which includes:

- Conducting themselves around the school premises in a safe, sensible and respectful manner.
- Arriving to lessons on time and fully prepared.
- Following reasonable instructions given by the teacher.
- Behaving in a reasonable and polite manner to all staff and pupils.
- Showing respect for the opinions and beliefs of others.
- Completing all class work as requested.
- Reporting unacceptable behaviour.
- Showing respect for the working environment.

4. **Rewarding good behaviour**

4.1. House points are rewarded for good behaviour and effort

4.2. Star of the week is given to one child per class for exceptional work, attitude or behaviour

4.3. Stickers and reward charts are used at the discretion of the teacher to promote positive behaviour

4.4. Golden time is used at the discretion of the teachers within each year group

4.5. Within EYFS, children’s positive achievements and behaviour are shared with the whole class, in order to reinforce and encourage positive behavioural choices. Visual displays such as the ‘rainbow’ is used to acknowledge effort and good behaviour.

5. **Unacceptable Behaviour**

5.1. Unacceptable behaviour as described in point 3 will not be tolerated at DESS.

- 5.2. Breaking any of the rules laid out in the DESS Code of Conduct will lead to sanctions and disciplinary action.

6. **Sanctions**

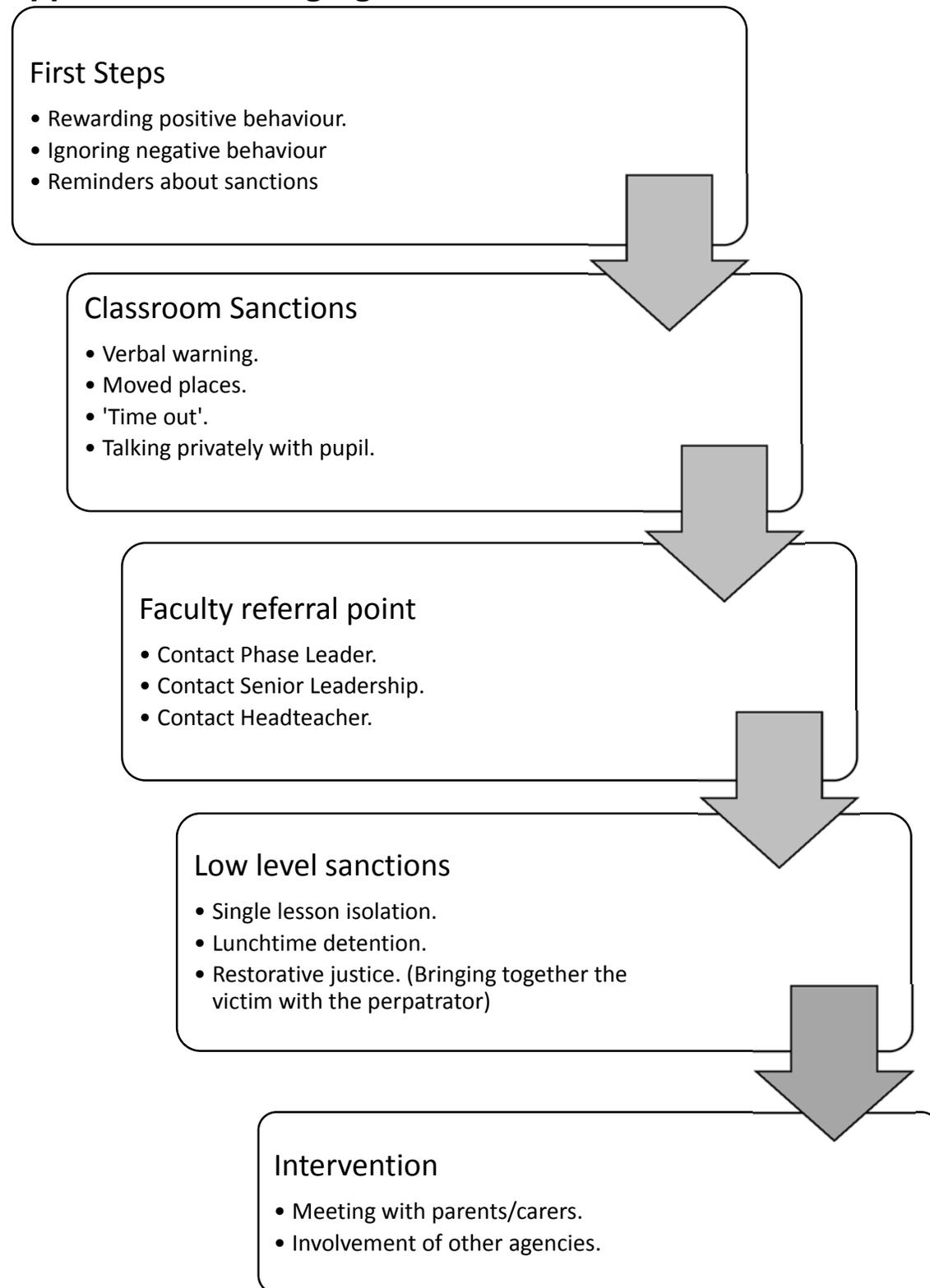
- 6.1. There is no corporal punishment at DESS.
- 6.2. Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.
- 6.3. Low level unacceptable behaviour – At DESS teachers have the freedom to impose sanctions as they see fit dependent on the behaviour of the pupil.
 - In the first instance, the teacher will tell the pupil to stop the behaviour.
 - If the behaviour continues, the teacher will give a final warning, advising that if the behaviour continues, they will receive time out (this could be from break time/ sent to another class/ sent to the Phase Leader/Senior Leader-Assistant Headteacher, Deputy Head or Headteacher) dependent on the scope of the misdemeanour.
 - If the behaviour continues following the final warning, the teacher will follow through on the stated sanction.
 - If a pupil is sent to another class or to a member of the Management team, the teacher will contact the pupil's parent/carer to advise them of the behaviour and sanction.
 - Following a sanction, further misbehaviour will be considered cumulatively and may lead to a "serious unacceptable behaviour" sanction.
- 6.4. Serious unacceptable behaviour – At DESS, we take serious behaviour breaches very seriously. We will not hesitate to act in the best interest of the pupils within the school.
 - Following an allegation of serious unacceptable behaviour, the pupil will be placed with a Senior Member of the Management whilst an investigation takes place.
 - If, following an investigation, the allegation is found to be accurate, the Senior Leadership team has a number of disciplinary sanctions that they may adopt.

7. **Outside school and the wider community**

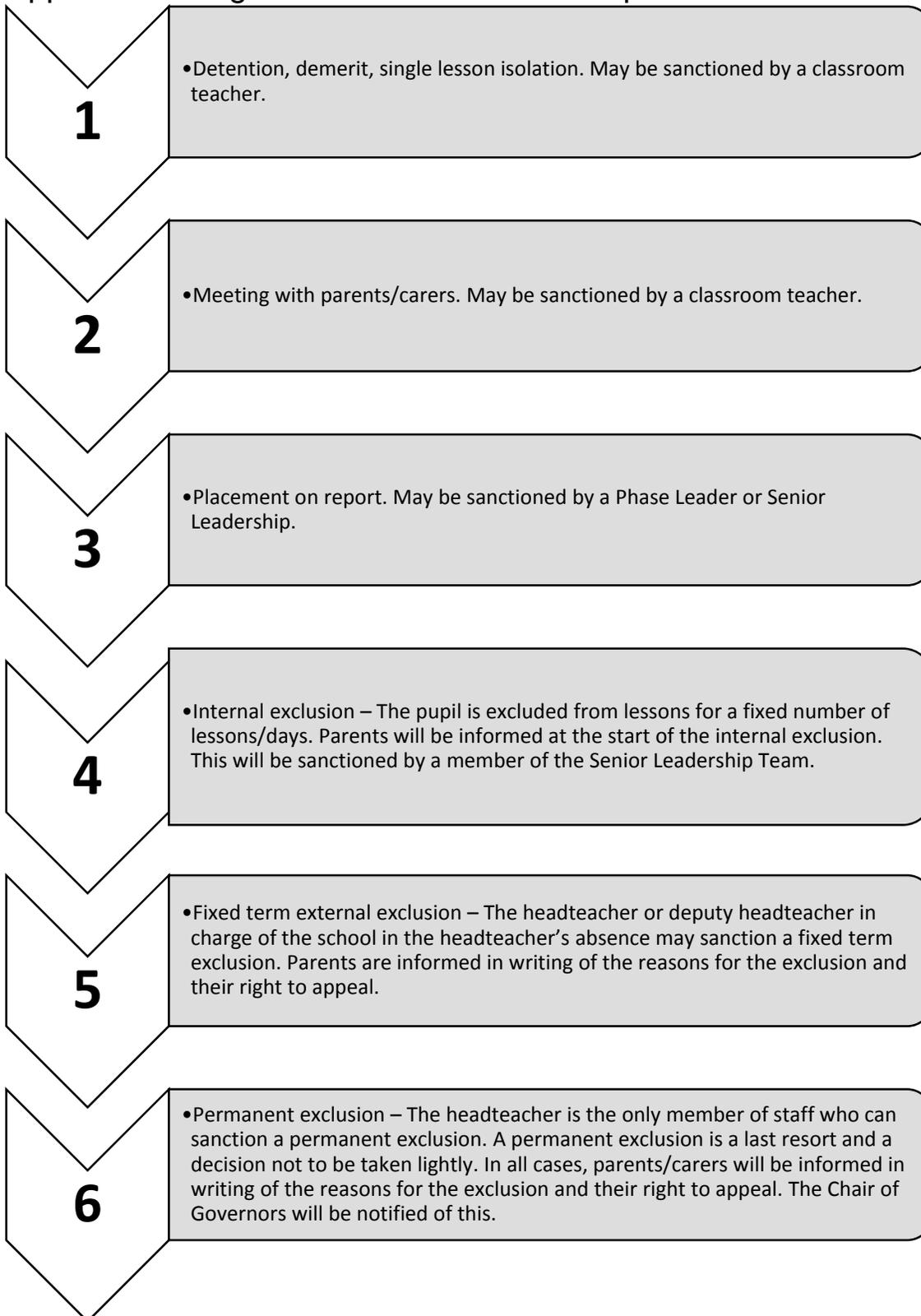
- 7.1. DESS has developed a good reputation over the years.
- 7.2. Pupils at DESS must agree to represent the school in a positive manner.

- 7.3. The guidance laid out in the DESS code of conduct applies both inside school and out in the wider community, particularly where pupils are dressed in school uniform.
- 7.4. Complaints from members of the public about bad behaviour from pupils at DESS is taken very seriously and will be fully investigated.

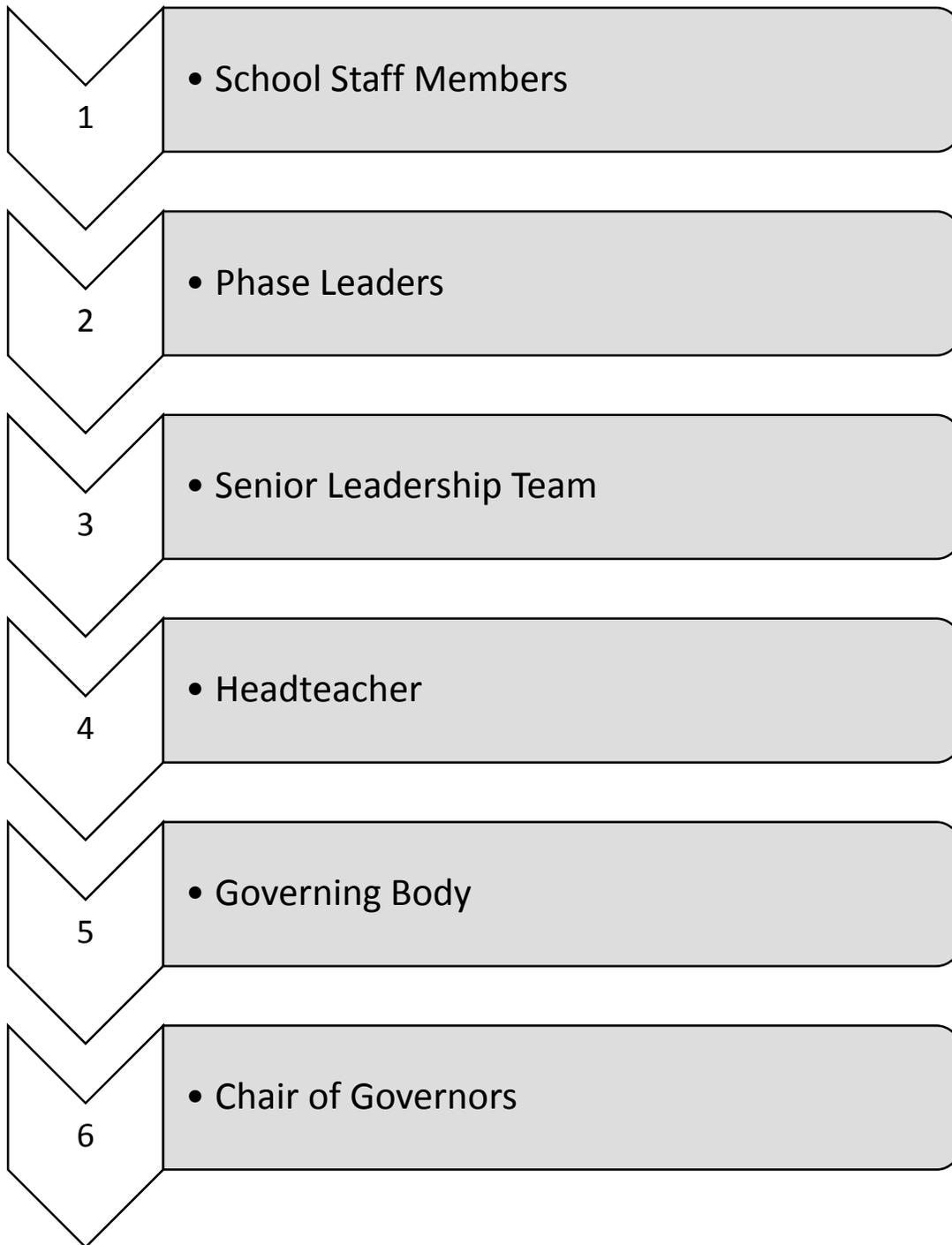
Appendix 1 – Managing in-class incidents flowchart.



Appendix 2 – Agreed sanctions for unacceptable behaviour.



Appendix 3 – Behavioural reporting structure





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Appendix 4 - Reward and Incident forms

	Name	Class
	Date	Issuing Teacher
 Positive Behaviour Form	Reason	

	Name	Class
	Date	Issuing Teacher
 Behavioural Incident Form	Reason	Sanction
	_____	_____
	_____	_____
	_____	_____
	_____	_____



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Appendix 5 – Behaviour Management Form

Child's name: _____

date: _____ time: _____

Place of observation: _____

Observer name: _____

Antecedents: What led to the behaviour?

Behaviour: What exactly did the child do?

Consequences: What happened afterwards?

Additional Comments:

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Appendix 6 - Behaviour Management Observations Review Form

Child's name: _____ Date: _____

Does there appear to be any patterns or triggers to the child's unacceptable behaviour?

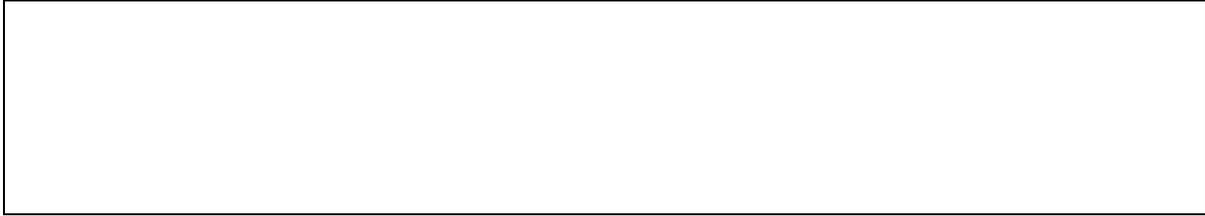
Do our existing management strategies seem to be effective?

Could we put achievable targets in place for the child to work towards?

What are the child's strengths/positives?

What effective strategies could we adopt to help the child achieve a target?

Additional comments



Appendix 7 - Pupil/School Agreement Letter



Code of Conduct Agreement

I, _____ agree to abide by the terms of the school code of conduct and understand the consequences if I break the school rules.

Signed by

Pupil	Date:
Parent/Carer	Date:
Class teacher	Date:



Code of Conduct Agreement

I, _____ agree to abide by the terms of the school code of conduct and understand the consequences if I break the school rules.

Signed by

Pupil	Date:
Parent/Carer	Date:
Class teacher	Date: