DOHA COLLEGE

BEHAVIOUR POLICY

W43

DOCUMENT CONTROL TABLE

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Linked documents and policies	Anti-Bullying Policy Safeguarding Policy ICT Acceptable Use Policy

Date	Comments
June 2020	Full Policy review
August 2024	Full policy review

CONTENTS

POLICY PURPOSE AND AIMS

The purpose of this behaviour policy is to promote a positive and respectful learning environment that supports children's well-being and academic success across the whole school. Our aims are to:

- Foster a culture of respect, integrity, perseverance and diligence
- Provide clear expectations for children's behaviour and help members of our community distinguish between what is acceptable and unacceptable behaviour
- Encourage positive behaviour through recognition and rewards
- Respond to inappropriate behaviour with consistent and fair consequences
- Provide support and interventions for children who require additional assistance
- Ensure that all stakeholders understand their roles and responsibilities in promoting positive behaviour
- Support effective teaching and learning
- Develop the inclusive nature of our school

RATIONALE

Every member of the Doha College community has the right to a safe and enriching educational setting. The foundation of this policy is the mutual respect shared among all individuals in the community. Doha College upholds a standard of exemplary conduct throughout the academic day, as well as during travel and on any external excursions.

Effective behaviour management includes modelling expectations and teaching, demonstrating, and rewarding good conduct, while addressing and disciplining inappropriate actions. Positive interactions amongst children are crucial for fostering good behaviour. Optimal learning occurs in a structured setting where high expectations for conduct and learning are set and consistently enforced should there be lapses.

Celebrating achievements and rewarding good behaviour are vital in boosting children's morale.

This policy recognises the rights and responsibilities of the college community, underscoring the need for precise and consistent routines both in and outside the classroom to foster a culture of achievement and success.

POLICY IMPLEMENTATION AND COMMUNICATION STRATEGY

- **Consultation Process:** This policy was created after thorough consultation with staff, children, parents/carers, and governors.
- **Student Communication**: The school will share its Behaviour Policy with children through the school's expectations, code of conduct, website, assemblies, and curriculum.
- **Staff Communication:** Teaching and non-teaching staff will receive the policy via staff training, electronically, and during new staff induction.
- **Parent Communication:** The policy will be shared annually with parents/carers via the school website and newsletter or upon request.

PRIMARY AND SECONDARY CODE OF CONDUCT

Rights and Responsibilities of all members of Doha College underpin our School Code of

Conduct (Appendices 1 and 2) and Core Values (Appendix 4).

DOHA COLLEGE'S BEHAVIOUR CURRICULUM

At Doha College, we view behaviour as a skill that must be taught and learned, just like any other subject. Our Behaviour for Learning approach fosters positive relationships, uses restorative strategies, nurtures healthy attachments, and encourages positive language.

1. **Teaching and Learning:** High standards of behaviour are promoted through clear guidance and consistent modelling by staff. We provide students with regular opportunities to practise and internalise positive behaviours within a supportive environment.
2. **Positive Relationships:** We believe strong relationships between staff and students create the foundation for a respectful learning community. Our staff are dedicated to building trust and understanding through active listening, empathy, and mutual respect.
3. **Restorative Approach:** Our restorative strategies help resolve conflicts constructively. We focus on repairing harm by fostering dialogue, encouraging accountability, and promoting reconciliation among those involved.
4. **Attachment Awareness:** Recognising the importance of secure attachments, we ensure every student feels valued and understood. This promotes emotional security, which is essential for positive engagement in the learning process.
5. **Positive Language**: We use affirmative language to guide behaviour, emphasising what students should do rather than focusing on what they should avoid. Positive reinforcement and constructive feedback encourage students to make thoughtful choices.

RESTORATIVE JUSTICE

Restorative justice is a conflict resolution approach that focuses on repairing relationships and addressing underlying issues. It brings together those who have been harmed and those who have caused harm in a supportive and respectful manner. Through open communication, active listening, and mutual respect, it encourages all parties to take responsibility for their actions and collaboratively address the harm caused. By emphasising relationship restoration and healing, restorative justice aims to create a more positive and inclusive community built on mutual understanding and empathy. This approach may be used in cases involving discrimination or instances of bullying.

See Appendix 6

CORE VALUES AND GUIDING BEHAVIOUR

We expect our core values to be reflected by students, staff, and parents in every aspect of school life, throughout every school day, across the curriculum and within extracurricular activities. At Doha College, the core values are:

- Excellence and Diligence
- Respect and Integrity
- Commitment and Accountability
- Perseverance and Honesty
- Fun and Enjoyment
- Challenge and Reward

These values are fundamental to encouraging positive behaviour and nurturing a safe, inclusive learning environment. We expect our core values to be reflected by all members of the Doha College community at all times. The following table provides guidance on how our school values will be demonstrated:

Acceptable Behaviour	
Respect for Others	- Treat peers, staff, and visitors with kindness, politeness, and consideration at all times. - Engage actively in lessons without disruptions. - Use electronic devices only for approved educational purposes.
Active Listening	Pay attention when others are speaking, avoid interrupting, and demonstrate understanding by engaging thoughtfully.
Follow Instructions	Listen to directions from all members of staff promptly and comply with classroom and school-wide rules.
Maintain Safety	Avoid actions that could endanger oneself or others and report any hazards or unsafe behaviour.
Responsible Communication	Use positive and respectful language in conversations and digital communications, refraining from hurtful comments.
Ownership of Learning	Come prepared with the necessary materials, complete assignments on time, and actively participate in lessons.
Care for Environment	Keep classrooms and school grounds tidy by disposing of litter correctly and handling school property with care.
Inclusion and Support	- Include and support classmates, celebrate diversity and offer help when needed and actively oppose racist, sexist, or discriminatory behaviour and promote equality. - Maintain a calm and inclusive atmosphere during breaks. - Stand against discriminatory behaviour and participate in diversity education.
Appropriate Presentation	Adhere to the school's dress code and present oneself neatly, reflecting pride in the school community.

Dignified and Calm Behaviour	● Move between lessons and during break time with dignity and composure, showing respect for the school community.

Unacceptable Behaviour	Serious Unacceptable Behaviour
Disrespectful behaviour: ● Using language or actions that leads to another member of the community feeling unsafe, upset or offended **Disruption:** ● *In Lessons:* Interfering with the teaching process by talking out of turn, making noise, or using electronic devices inappropriately. ● *In Corridors:* Running, shouting, or creating blockages that prevent others from moving safely between classes. ● *At Break and Lunchtimes:* Engaging in unsafe behaviour or group activities that disrupt the peaceful environment and safety of others. Not responding to instructions from staff members **Non-completion of Work:** ● *Classwork*: Failing to participate in class activities or complete tasks during scheduled class times. ● *Homework*: Not completing assigned homework or ELO, which impacts learning continuity and progress. **Poor Attitude:** ● Demonstrating a lack of enthusiasm or willingness to engage in school activities. ● Showing disrespect or indifference towards teachers, school staff, or fellow students. **Incorrect Uniform:** ● Wearing non-regulatory items of clothing or accessories. ● Consistently failing to adhere to the school's dress code standards. **Punctuality**: ● Persistently late to form ● Persistently late to lessons **Possession of Contraband:** ● Bringing or chewing gum on premises	● Repeated breaches of the school rules ● Serious breaches of ICT Acceptable Use Policy ● Any form of bullying ● Sexual harassment, meaning unwanted conduct of a sexual nature, such as: · Sexual comments · Sexual jokes or taunting · Physical behaviour such as interfering with clothes · Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content ● Vandalism ● Theft ● Fighting ● Smoking ● Racist, sexist or discriminatory behaviour ● Possession of any prohibited/banned items. These are: · Knives or weapons · Illegal drugs · Stolen items · Tobacco and cigarette papers · E-cigarettes or vapes · Fireworks · Pornographic images · Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the student).

- Use of mobile phones at the inappropriate time - Unauthorised selling of items in school	

ANTI-BULLYING STRATEGY

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Please refer to our anti-bullying policy for more information.

MOBILE PHONE POUCHES

General Guidelines
- Phones and smart devices (except iPads) are not to be used during school hours.
- Students who bring a phone into school must purchase a Pouch and store their phone and other smart devices such as a smartwatch in the Pouch for the entirety of the school day.
- Students are responsible for bringing their Pouch to school daily and maintaining it in good condition.

Daily Process	
Beginning of the Day	Students must bring their Pouch to school each day.
School Entrance Procedure	As students arrive at school, they will: 1. Turn off their phone and/or smart device. 2. Open their phone pouch by tapping it against the unlocking base. 3. Place their phone and/or smart device inside the pouch and secure it in front of school staff at the gate. 4. Store the pouch in their school bag for the day.
End of the Day **(This is classed at the time you are leaving the site. Pouches must NOT be opened before a CCA)**	Students will: 1. Tap against unlocking base 2. Open their pouch. 3. Remove their phone and/or smart device. 4. Close their Pouch (to prevent pin bending in the bag). 5. Keep the Pouch in their school bag overnight.

Late Arrivals or Early Departures	Students arriving late or leaving early will pouch/unpouch their phones in the school reception.

Violations

Pouches will be checked for damage by form tutors as part of the weekly equipment check.

Pouch Damage or Loss	• The phone and/or smart device will be collected, and a parent will be contacted for pickup. • The student will face an internal exclusion • A replacement fee will be charged. Examples of Damage: • Ripped fabric • Cuts • Torn sections • Bent/cut pin • Force applied to the black button on the flap • Damage to the black ball • Pouch opens without using the unlocking station
Phone Seen During School Hours	• If a student is found with a phone outside a Yondr Pouch, the phone will be confiscated, and the student will receive a one-day internal exclusion.
Forgotten Pouch	• If a student forgets their pouch, their phone will be collected, and the office will call home to remind the parent of the policy. • The phone will be returned at dismissal. • Consistently forgetting the pouch will be treated as a lost pouch, following the lost pouch policy above.
Unauthorised Unlocking Stations	• Possession of a Yondr unlocking station or a similar magnet will be considered a serious offence and will lead to external exclusion.
Accidental Damage	• Notify the school immediately, explaining what happened. • If damage is found during a pouch check and has not been reported, it will be considered intentional.

RESPONSIBILITIES

The following parties have responsibilities in implementing this behaviour policy:

- **Education Leadership Team (ELT):** Ensure effective implementation and regular review of the policy

- **Staff**: Model positive behaviour, enforce the policy and report incidents of unacceptable behaviour
- **Students**: Follow the policy, treat others with respect, and report incidents of unacceptable behaviour
- **Parents**: Support their child's positive behaviour, communicate with the school, and reinforce the policy at home

STAFF GUIDANCE: POSITIVE BEHAVIOUR FOR LEARNING AND CLASSROOM MANAGEMENT

Doha College uses positive behaviour for learning strategies to encourage positive behaviour. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Strategies include:

- Creating and maintaining a stimulating environment that encourages students to remain engaged in their learning
- Addressing poor behaviour in the moment and ensuring high expectations for behaviour are consistently applied at all times

- Developing a positive relationship with students, which includes:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - The use of seating plans
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption through consistent use of whole-school tools (e.g. reference to the school values or the DC Diamond in Secondary)
  - Using positive reinforcement systems such as house points, Dojo points, certificates, phone calls and emails home, postcards and recognition in assemblies.
  - Restorative approaches to resolve conflicts and repair relationships (See Appendix 6 on restorative practices)

STUDENT SUPPORT

Doha College School provides a range of support services for students who require additional assistance with their self-regulation or behaviour, including:

Whole School

- A robust pastoral care system, encompassing a multi-layered approach, that provides support for all students
- Additional, specialised support for students with SEND and/or EAL needs
- Counselling and mental health support services including emotional literacy support assistants across the college (ELSA)
- Two full-time school counsellors
- Academic support to address underlying causes of behaviour issues
- Referral to external agencies
- Individual Education Plans (IEP)
- Individual Learner Plans (ILP)

Primary	Secondary
- Listening boxes/Listening Monsters in EYFS - Daily parental updates on behaviour choices - Safe 5 - who to talk to - Solution-focused behaviour plans - Adapted/personalised timetables	- Mentoring/buddying - Positive Report - Individual Education Plans (IEP) - Individual Learner Plans (ILP) - Time out - In some cases it may be necessary for a department to remove a student to another classroom - Adapted/personalised timetable

SAFEGUARDING

The school recognises that behaviour changes may indicate that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to suffering or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to external services is appropriate.

Please refer to our child protection and safeguarding policy for more information.

REWARDS: RESPONDING TO GOOD BEHAVIOUR

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise this with positive recognition and reward. This allows all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

- Verbal praise and recognition from staff
- Communicating praise to parents/carers via a phone call or written correspondence
- House points and Dojo points that contribute towards end-of-term rewards
- Certificates and postcards for achievements and positive contributions

- Special events and activities that celebrate students' success
- Leadership opportunities

CONSEQUENCES: RESPONDING TO MISBEHAVIOUR

Doha College responds to inappropriate behaviour with consistent and fair consequences. When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in the moment in order to restore a calm and safe learning environment, and to prevent the recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them meet behaviour standards in the future.

Please refer to our ladder of consequences, Appendix 1.

Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to student s for online misbehaviour when:

- It poses a threat or causes harm to another child or member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the EDSL/Principal will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [insert link].

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the student who made the allegation is in need of help, or the

allegation may have been a cry for help. If so, a referral to the school councillor or external agencies may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.
Please refer to our child protection and safeguarding policy and managing allegations against staff policy for more information on responding to allegations of abuse against staff or other students.

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that **not** every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (this is in line with the UK Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (in line with the UK Children and Families Act 2014)
- If a student has an Individual Education Plan (IEP) or Individual Learning Profile (ILP), the provisions set out in that plan must be secured.

As part of meeting these duties, the school will anticipate, as far as possible, any preventative measures that will take into account the specific circumstances and requirements of the student concerned.
This could include but is not limited to:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long, where appropriate and can be facilitated.
- Supportive seating plans
- Training for staff in understanding conditions such as autism and ADHD
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

ADAPTING CONSEQUENCES FOR STUDENTS WITH SEND

When considering a behavioural consequence for a student with SEND, the school will consider whether it is appropriate to implement a sanction and if so, whether any reasonable adjustments need to be made to this.

For a fixed term exclusion, the Director of Learning Support must sign that the behaviours exhibited from the child with a need, were not as a result of the condition.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's Director of Learning Support/Head of Primary Learning Support may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from the school nursing team and counsellors, external medical practitioners and/or any relevant external agencies to identify or support specific needs. When acute needs are identified in a student, we encourage and support parents to liaise with external agencies and plan support programmes for that child.

Please refer to our SEND policy for more information.

INVESTIGATIONS AT DOHA COLLEGE

Doha College conducts thorough and fair investigations for all serious behavioural incidents. The investigation process includes:

- **Prompt Communication:** Informing parents about the incident and outlining subsequent steps as soon as possible, by phone call as a preferred option.
- **Evidence Collection through fact-finding:** Gathering information from witnesses and those directly involved.
- **Interviews**: Conducting interviews with witnesses and relevant parties to gain a comprehensive understanding of the incident.
- **Underlying Causes:** Identifying any underlying causes or contributing factors to the behaviour.
- **CCTV Review:** Utilising CCTV footage under our CCTV policy to aid the investigation.
- **Consequences:** Determining appropriate consequences based on the findings.

Investigations may be necessary post-school hours when incidents occur at the end of the school day or after hours. If a student is required to participate in such an investigation, parents/guardians will be notified at the earliest opportunity. In certain cases, it may be more appropriate to conduct the investigation the following day. there may be a need for students to remain in internal exclusion whilst an investigation is taking place.

POWERS OF SEARCH AND CONFISCATION

On extremely rare occasions, it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or students as appropriate. This is related to the principle of safety for all members of the Doha College community.

Confiscation of possessions may be necessary when they are used inappropriately. In order to ensure a safe and positive learning environment, students are expected to use their possessions responsibly and in accordance with school policies. If a possession is being used in a way that disrupts learning or violates school policies, it may be confiscated by a staff member. Parents will be informed as soon as this takes place, and confiscated possessions will be stored safely and returned to the student or parent/carer at an appropriate time.

Confiscation

Any prohibited items (listed in the section: Unacceptable Behaviour, Prohibited Items) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:
- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section: Unacceptable Behaviour, Prohibited Items) and items identified in the school rules.
A member of staff can search a student's possessions when the student and another member of staff are present.
If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in Unacceptable Behaviour, Prohibited Items
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in the section: Unacceptable Behaviour, Prohibited Items), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section: Unacceptable Behaviour, Prohibited Items).
A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to the school councillor is appropriate.

Positive Handling/Reasonable Force

Doha College promotes positive handling techniques that prioritise the safety and well-being of all students. On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent students from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within Doha College. 'Reasonable force' should be **proportionate and necessary,** and should never impact breathing, cause deliberate pain or a sense of violation.

Parent Meetings

Doha College will communicate any concerns related to behaviour or well-being promptly and clearly. This may take the following forms:

- Informal communication with parents to discuss behaviour concerns
- Formal meetings to discuss behaviour issues and interventions
- Regular communication through parent-teacher conferences and reports
- Written communication for more serious concerns including internal/external exclusions and suspensions

Secondary Detentions

Students may be placed in detention as a consequence of poor behaviour. Detentions will take place at break time or after school. If a detention clashes with another commitment (e.g. Sports, Trip, Music etc.) staff will discuss which event takes the president applying professional judgement. The aim of placing a student in detention is to provide students with an opportunity for reflection and to enable staff to coach students to ensure that future behaviour meets expectations. Staff will refer to our core character values of Respect, Integrity, Diligence and Perseverance to ensure that common language is used when coaching students. During lunchtime or after school, students can engage in productive activities such as completing missed assignments, reflecting on their actions, or receiving additional academic or pastoral support.

Detentions should be utilised as teachable moments, time for restoration and students should leave detentions understanding feeling positive and with clear guidance on how to meet expectations in the future.

- Break time detentions take place in the longer break and will last no longer than 20mins which will allow students enough time to eat and use the toilet
- After-school Detentions last one hour.

Secondary Report Cards

The school operates a system of report cards for students who are experiencing behavioural difficulties. This is a supportive measure and a way of working in partnership with parents to ensure that the student's behaviour is modified. It allows close monitoring by staff and parents on a daily basis.

The different types of Report Cards are as follows:

- **Tutor Positive Report Card:** used for low-level disruption (this can be issued by the tutor following a discussion with Head of Year)
- **Head of Year Report Card:** for students who are exhibiting more serious behavioural concerns
- **Head of Department Report Card:** used for students who are only disrupting in one subject (this is issued by the Head of Department following a discussion with the head of Year, in case it is apparent that similar behaviours are occurring in more than one subject.)
- **SLG Report Card:** for students who have returned from a suspension and/or at risk of further suspensions or permanent exclusion (this is issued following a discussion between the relevant Head of Year and member of SLT).

Students should be on report cards for a minimum of two weeks. It is good practice for parents to be notified when the student is issued with a report card and the procedure explained. There should be a maximum of three targets on the report cards that should be focused on improving the student's behaviour, attitude and progress.

Failure to meet expectations on report, e.g. failure to get it signed/lost reports will result in further breaktime detention held at the Key Stage office.

Exclusions

Where a student persistently misbehaves or behaves in a manner deemed to be contrary to school values, the Head of School and the Principal will be informed. The decision may be made to temporarily (fixed term) or permanently exclude the student. Parents will be informed of the behaviour and the possibility of a permanent exclusion. Fixed-term exclusions will also be followed by a meeting with the child/children and their parents before re-admittance into school. In some cases, the Principal may choose to permanently exclude the student.

APPENDIX 1: SECONDARY SCHOOL LADDER OF CONSEQUENCES

LOW LEVEL		
All incidents of low-level behaviour should be dealt with by the member of staff who is present at the time		
Team around the child	**What types of behaviour fall into this category? (list NOT exhaustive)**	**Response and/or consequence**
Lead Member of staff who encounters the behaviour	**Punctuality**	Late Marked on the Register by the teacher 2 or more lates to lessons - Monday 30 minute after school detention (ASDT) set by AHT
Lead Member of staff who encounters the behaviour	First instance of: ● Low-level chatting / Silliness ● Lack of concentration ● No/incomplete/poor standard homework ● Calling out ● Talking over others/teacher	**C1 - Code of Conduct Reminder** The staff member present will use effective behaviour strategies to support the child in making positive behaviour choices.

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	• Disruption • Failing to stop when asked by a teacher • Inadequate equipment • Incorrect uniform • Jewellery	

Lead Member of staff who encounters the behaviour **Wider team** Form Tutor Parent	Repeated instances of all of the above, as well as: • Late to lesson/form • Misuse of technology (iPad/laptop/computer) • Disrespectful/rudeness to another student (not discriminatory) • Plagiarism/deliberate misuse of AI • Failure to wear lanyards	**C2 - Consequence Point (recorded on iSAMS)** Automatic after school detention ASDT triggers with two lates. The staff member present will continue to use effective behaviour strategies to support the child in making positive behaviour choices and/or identifying any need within the child for support.

<mark>Students who acquire 3 or more consequence points in a term will start the reporting card process</mark>

MEDIUM LEVEL

All incidents of medium behaviour should be dealt with by the member of staff who is present at the time as well as HOD and/or HOY/DHOY

Team around the child	What types of behaviour fall into this category? (list NOT exhaustive)	Response and/or consequence
Lead Member of staff who encounters the behaviour / HOY **Wider team** Form Tutor Parent HOY/HOD DHOY	Persistent instances of all of the above. • Inappropriate language, rudeness to an adult (not discriminatory or insulting) • Defiance to a staff member • Culturally inappropriate clothing on non-school uniform days	**C3 - Detention (recorded on iSAMS)** 20-minute detention held by the lead member of staff with a restorative conversation. Parents notified via iSAMS
Lead Member of staff who encounters the behaviour **Wider team** Form Tutor Parent Head of Year/HOD Deputy Head of Year	• Non-attendance of detention • Truanting • Minor vandalism to school property/graffiti • Rudeness or inappropriate language that is discriminatory or insulting • One-off incident between students deemed serious for referral to Senior Staff • Consistent failure to meet expectations on report	**C4 - After School Detention (ASDT) (recorded on iSAMS)** Internal exclusion depending on context and repeated offence.

HIGH LEVEL 1

All incidents of high-level behaviour should be dealt with by a member of the Senior Leadership Group		
Team around the child	**What types of behaviour fall into this category?** **(list NOT exhaustive)**	**Response and/or consequence**
Lead Senior Leader **Wider team** Form Tutor Parent Head of Year/HOD DHOY	● Bullying - see anti-bullying policy* ● Aggressive defiance ● Wilful vandalism to school / another student's property ● Premeditated or one-off assault on another student ● Smoking/vaping ● Inappropriate language or rudeness that is <u>deliberately</u> discriminatory, e.g. racial, misogyny ● Theft (dependent on nature) ● Bringing school's name into disrepute (dependent on nature) ● Exam malpractice or suspicion of malpractice ● Not adhering to the mobile phone policy ● Cheating/plagiarism	**Internal / External Exclusion** *In extreme cases, if bullying persists despite repeated intervention by members of staff, a fixed-term or permanent exclusion could be used.*

HIGH LEVEL 2

All incidents of high-level behaviour should be dealt with by the Senior Leadership Group		
Team around the child	**What types of behaviour fall into this category?** **(list NOT exhaustive)**	**Response and/or consequence**
Lead Senior Leader **Wider team** Parent HOY	● Possession/intoxication of illegal substances ● Serious and ongoing bullying ● Serious assault on a student / a staff member ● Extremely serious damage to property or building ● Serious threatening behaviour towards a member of staff ● Disrupting the internal exclusion space or not following instructions when internally excluded ● Theft (dependent on nature)	**Fixed-term Exclusion** Depending on circumstances could lead to permanent exclusion or managed transfer. Length is dependent on the incident.

HIGH LEVEL 3

All incidents of high-level behaviour should be dealt with by the Senior Leadership Group

Team around the child	What types of behaviour fall into this category? (list NOT exhaustive)	Response and/or consequence
Lead Head of Secondary **Wider team** Parent HOY Senior Leader	- Persistent from all of the above - Being in possession of an offensive weapon - Dealing of illegal substances - Theft (dependent on nature) - Sexual or indecent assault	**Permanent Exclusion**

- The list of behaviours and appropriate responses guides staff for consistent responses while allowing flexibility for restorative practices and consideration for students with additional needs.
- Consequences should be either developmental or protective. Developmental consequences help individuals understand and change anti-social behaviour, while protective consequences ensure safety. Avoid applying developmental consequences to whole classes, as they are not therapeutic.
- Best practice involves informing and involving parents as often as possible. This responsibility lies with classroom teachers, not just HOD and HOYs. **The consequences are under continuous review.**

APPENDIX 2: SECONDARY SCHOOL PROCESS FOR ACCUMULATION OF CONSEQUENCE POINTS

Termly *Process will reset at the beginning of each term*		
Number	**Action**	**Responsibility**
3	Phone call home	Form tutor in consultation with HOY/DHOY
5	Positive Report (Tutor)	Form tutor in consultation with HOY/DHOY
10	HOY report	HOY/DHOY
15	Assistant Head Report	AHT
20	Deputy Head Report	DHT
25	Head of School Report	HOS

*The numbers in this table are a guide. Context and professional judgement may be applied to situations for example, students' personal circumstances, and patterns in the allocation of

consequence points. The decisions taken to place a child on report will always consider the child's needs and what is best for the child.

	Academic year	
Number	**Action**	**Responsibility**
10	Meeting with HOY/DHOY. Followed by a supportive letter.	DHOY/HOY
20	Meeting with AHTS. Followed by a warning letter requesting improvement.	AHT
25	Meeting with DHT followed by a letter warning of risk to the child's place.	DHT
30	Meeting with the Head of school. Child's enrolment for next academic year to be considered.	Head of school

APPENDIX 3: PRIMARY SANCTIONS CHART

LOW LEVEL		
All incidents of low-level behaviour should be dealt with by the member of staff who is present at the time		
Team around the child	**What types of behaviour fall into this category?**	**Response and/or consequence**
Lead ● Member of staff who encounters the behaviour **Wider team** ● Class teacher ● Parent	● Not completing sufficient work in class ● Not paying attention or deliberately distracting others ● Talking at the inappropriate time ● Use of iPad or other electronic device at the inappropriate time	● The staff member present will use effective behaviour strategies to support the child in making positive behaviour choices

	• Incomplete ELOs • Littering • Moving unsafely around the school • Deliberately failing to follow instructions • Unkind words used towards another member of the school community	

MID LEVEL		
Persistent low-level behaviour or a single act of mid-level behaviour will be referred upwards to a HOY or AHT		
Team around the child	**What types of behaviour fall into this category?**	**Response and/or consequence**
Lead • HOY or AHT **Wider team** • Class teacher • Parent • Head of Learning Support when required	• Repetition of any low-level behaviour • Deliberately damaging college property or the property of another student • Repeated verbal abuse directed towards a member of the community • Verbal abuse which is directed towards a member of the community through the use of the internet • Using inappropriate language indirectly or where there is a lack of understanding/knowledge regarding the meaning of the vocabulary • Misuse of technology within school or outside of school (iPad/laptop/computer)	• An in-person meeting to be held with parents and the lead member of staff • Details of incident/s to be recorded in CPOMS • Daily update provided to parents where required • Restorative meeting to be held between child and any others involved in the incident

MAXIMUM LEVEL		
Any final decisions on a permanent exclusion will be made by the Head of Primary and Principal		
Team around the child	**What types of behaviour fall into this category?**	**Response and/or consequence**

Doha College

Lead	● Repetition of any high-level behaviour	● External fixed term exclusion - length of time decided by Principal and Head of Primary in conjunction with DHT Pastoral
● Principal, Head of Primary and DHT Pastoral **Wider team** ● AHT ● HOY ● Class teacher ● Parents ● Head of Learning Support where required	● A single act of extreme misconduct	● In rare cases, a permanent exclusion with appropriate educational provision sought in an alternative setting

APPENDIX 4: STAFF GUIDANCE ON RESTORATIVE JUSTICE PRACTICES

Overview of Restorative Justice:

Restorative justice is a conflict resolution approach that focuses on mending relationships and addressing root causes of conflict. It prioritises restoring relationships over merely assigning blame or punishment, engaging affected parties and the community in healing harm and rebuilding trust.

Key Principles:

1. **Repairing Relationships:** Focuses on repairing the damage to relationships by facilitating open, honest dialogue about the impact of harmful behaviour.
2. **Addressing Underlying Issues:** Identifies and addresses underlying causes, promoting a deeper understanding among all involved.
3. **Inclusive Dialogue:** Brings together those harmed and those responsible in a controlled, respectful setting to discuss the impact and repair strategies.
4. **Mutual Respect:** Treats all parties with dignity and respect, fostering an environment conducive to honest and productive communication.
5. **Accountability**: Encourages individuals who have caused harm to accept responsibility and actively contribute to the healing process.

6. **Community Healing**: Acknowledges that harm affects not just individuals but the broader community, incorporating community perspectives in the resolution process.
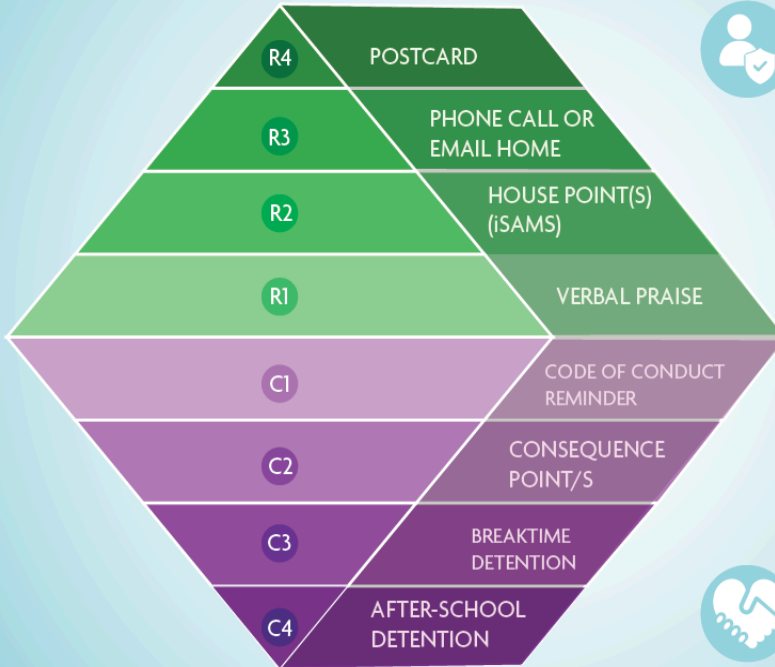
Application in Schools:

Restorative justice is effective in addressing issues like bullying, vandalism, classroom disruptions, and discrimination. It allows students to understand the effects of their actions and fosters accountability and empathy.

Implementing Restorative Practices:

- **Facilitated Discussions:** Hold meetings for open discussion about the incident and its effects
- **Community Circles**: Use community circles to discuss broader impacts and involve classmates in the healing process.
- **Action Plans:** Develop clear action plans to repair harm, including apologies, community service, or other restorative actions.
- **Follow-Up:** Ensure ongoing support and monitor the restoration process, making necessary adjustments.

These practices help create a school environment where students learn from their mistakes, understand the impact of their actions, and develop stronger, healthier relationships within the community

APPENDIX 5: Secondary Doha College Diamond

APPENDIX 6: SECONDARY CODE OF CONDUCT

DOHA COLLEGE

Doha College Secondary Student Code of Conduct

All students at Doha College are expected, at all times, to act in an appropriate manner in their daily activities, including their interactions with other students, staff, the local community and outside agencies. Students are expected to be positive role models for others and ambassadors for the school during school hours, when representing the school at events, and in their online presence.

The following student-school agreement was developed in collaboration with the Secondary student council.

Student-School Agreement

As a member of the Doha College community, I will:

- Take pride in being a member of Doha College
- Adhere to Doha College Policies
- Be open-minded, respecting the rights of others and report unwanted and inappropriate behaviour to an adult
- Follow the expectations of acceptable and appropriate behaviour at all times
- Arrive at school every day on time and avoid being late for my lessons
- Bring the right books and equipment for each day, including a fully charged iPad
- Keep myself and others safe from the risk of harm
- Demonstrate a positive attitude towards learning through High Performance Learning (HPL) and the core values of Doha College
- Act in a manner that allows students, including myself, to learn and teachers to teach
- Wear my uniform correctly and take pride in my appearance
- Show kindness and consideration for all members of the college and respect for their property
- Avoid violent, threatening or discriminating behaviour
- Make the most of my time at school

STUDENT SIGNATURE OF AGREEMENT 2020 - 2021

I have read the information contained within the Doha College Student Code of Conduct and the Student-School Agreement and agree to follow them.

Student's Name (please print): _____

Tutor Group: _____   Date: _____
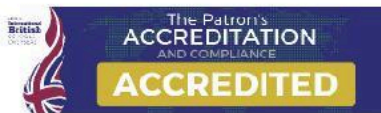
Student's Signature:	Parent's Signature:	Form tutor/teacher Signature:

Doha College

DOHA COLLEGE

Accredited by

BSME | Accredited Member
BRITISH SCHOOLS IN THE MIDDLE EAST

British School Overseas
BSO Inspected

CIS WE ARE AN ACCREDITED SCHOOL

The Patron's ACCREDITATION AND COMPLIANCE ACCREDITED

HPL Membership Network

Eco-Schools

About Doha College

Vision
To enable personal growth, instil a passion for learning and create aspirational minds.

Mission
With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.

Core Values
Excellence and diligence
Respect and Integrity
Commitment and Accountability
Perseverance and Honesty
Fun and Enjoyment
Challenge and reward

Behaviour Policy

Reference Number: W43

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Effective date: February 2020

Once PRINTED, this is an UNCONTROLLED DOCUMENT. Refer to Google Drive for latest version
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A BRITISH INTERNATIONAL SCHOOL