



Behaviour Policy

W43

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BEHAVIOUR POLICY 1.0

STATEMENT OF INTENT

- 1.1. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour and sanctions policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2. Doha College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to maximize opportunity, minimise risk and continuously promote a culture of safeguarding amongst our workforce and school community.

POLICY AIMS

- 2.1 The school has a number of school's rules and expectations, but the primary aim of the behaviour and sanctions policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 2.2 The school expects every member of the school community to behave in a considerate way towards others.
- 2.3 We treat all students fairly and apply this behaviour policy in a consistent way.
- 2.4 This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.
- 2.5 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

SCOPE

- 3.1 The Behaviour and Sanctions Policy will be applied to all students on college premises but will also form the foundation for acceptable behaviour outside the college, including where students are in uniform and / or taking part in organised trips and events. It will also be applied when Doha College student behaviour is violent, illegal, or when it may bring the reputation of the college into disrepute or place other students at risk. This may be at any time of day, whether

inside or outside of school and including school holidays and may include online activities as well as in person/face to face.

- 3.2 By its design the Behaviour and Sanctions Policy is intended to describe acceptable behaviour of Doha College students. We expect our students' parents to support and model acceptable behaviour themselves.
- 3.3 If a parent of a student at Doha College displays aggressive, abusive, or unlawful conduct towards a member of staff or student, we reserve the right to permanently exclude that parent's child as our responsibility has to be to ensure the safety and well-being of all members of the college.
- 3.4 Whilst we are a British International school, we are guests in a Muslim country. Local traditions and practices prevail, and all members of the school community are expected to be considerate of the traditions and culture of our host country.

EXPECTATIONS

- 4.1 Staff are expected to:
 - Establish and maintain clear and consistent expectations and boundaries that are in line with our core values and philosophy of High-Performance Learning.
 - Show respect and promote positive behaviour.
 - Discuss with students when and how they could have made more positive choices when something goes wrong.
 - Encourage self-motivation and independence.
 - Promote self-esteem and self-respect in students.
 - Celebrate their student's efforts and achievement.
 - Maintain well organised learning environment and appropriately challenging or supportive learning opportunities.
 - Respect students and listen to their views without discrimination.
 - Model high standards of presentation, respect and learning behaviours.
 - Adhere to anti-bullying and behaviour and discipline procedures.

- Ensure that the school rules are enforced in the College and that their class behaves in a responsible manner during lesson time and throughout the day.
- Liaise with Heads of Year, Assistant Head Teachers, Deputy Head Teachers and Vice Principals or other relevant staff members, as necessary, to support and guide the progress of each student.
- Report to parents about the progress of each child in their class, in line with school policy.
- Ask for support from the parents concerning their child's behaviour.

4.2 Students will:

- Show respect to staff, each other, and their learning environment.
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site.
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member.
- Be treated fairly and equally and involved in creating their own classroom rules.
- Have a member of staff who will provide them with consistent POSITIVE encouragement to motivate them to behave.
- Know what behaviours will help them to succeed in the school.

4.3 Parents are expected to:

- Support the college's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate.
- Encourage respect for their child's school, staff and their child's classmates.
- Show respect and support for the school's Anti Bullying policies.
- Keep the school informed about any issues that arise that might affect their child's work or behaviour.

CODE OF CONDUCT

5.1 The foundations of our policy are based on our Code of Conduct. It outlines the behaviour we expect from students, and it defines the rewards and sanctions that will be used. It is essential that this code be regularly imparted with students. Students need to see the code being used consistently and fairly.

The Code of Conduct should be displayed in all classrooms and common spaces and is signed by all students, with parents agreeing to support this ethos.

At Doha College we strive to maintain a positive learning environment within our well-established HPL philosophy which enables all students to flourish through effective and multi-layered approaches to positive behaviour management strategies. A key element of this is a strategic overview of the extrinsic rewards that students can receive as recognition of their positive behaviour and attitude towards learning. Our core values underpin the types of attitudes and attributes we would expect students to present.

Students' behaviour and attitude towards the Code of Conduct is closely monitored and tracked as are changes in behaviour. Further support may be needed to help understand the reason for these changes, establish a possible underlying safeguarding concern, or set up coaching to help modify the behaviour. This will be organised by the welfare team.

PRIMARY REWARDS

6.1 In Doha College Primary we strive to maintain a positive learning environment within our well-established HPL philosophy which enables all students to flourish through effective and multi-layered approaches to positive behaviour management strategies. A key element of this is a strategic overview of the extrinsic rewards that students can receive as recognition of their positive behaviour and attitude towards learning. Our core values underpin the types of attitudes and attributes we would expect students to present. House Points are given associated to one of the Values, attitudes, and attributes (VAA's) such as a student displaying excellent perseverance, or one of the Advanced Cognitive Performance Characteristics (ACPS) such as outstanding big picture thinking.

6.2 These are:

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

6.3 The table in Appendix 1 outline the types of rewards that students in Primary may receive and the types of behaviours that may warrant a reward. This is not an exhaustive list and teachers will make professional judgements based on the age, stage, and context of each student. There is an

expectation that student's behaviour will generally sit in the 'good' category and consistent 'satisfactory' and 'poor' behaviour will be monitored and acted upon in line with this policy.

PRIMARY SANCTIONS

- 7.1 The school employs several sanctions to enforce the school rules, and to ensure the safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- 7.2 The escalation pathway for Primary sanctions in Appendix 2 is to be used to support staff when considering the appropriate escalation for dealing with any form of challenging behaviour. It must be emphasised that a staff member's professional judgement must be used in the application of the escalation pathway. At all times, the age and stage of the student, as well as the context within which the behaviour has occurred should be considered before any sanctions are considered.
- 7.3 Repeated or escalated behaviours will be monitored and interventions via the Head of Learning support may be used to ensure that the student is supported.
- 7.4 The table is not an exhaustive list but indicative of the types of behaviors and the subsequent response and/or sanction.

SECONDARY REWARDS

- 8.1 Positive comments recorded on Sims along with house Points. Phone calls, e-mails and letters home are all important strategies.
- 8.2 House Points are awarded for occasions such as outstanding pieces of work, outstanding progress, and exemplary behaviour above what is normally expected from a student at Doha College. These are given associated to one of the VAA's such as a student displaying excellent perseverance, or one of the ACP's such as outstanding big picture thinking.
- 8.3 House points are recorded under behaviour on Sims and students receive certificates to celebrate their success. In Key Stage 4 there is also a raffle for students who have achieved 10 or more house points, and in the 6th Form there are other rewards for students who have achieved 10 or more house points on an accumulative system.

SECONDARY SANCTIONS

- 9.1 Examples of misbehavior and sanctions are given in APPENDIX 1. This is by no means an exhaustive list. Repetition of similar misbehavior, lying about incidents and failing to comply with

instructions when challenged regarding behaviour, will raise the level of sanction issued. Mitigating circumstances may reduce the level of sanction issued.

- 9.2 While misbehavior outside the classroom may not directly impact teaching and learning, it does damage the ethos and social structure of the college community and will be taken just as seriously.
- 9.3 Where new examples of misbehavior are identified they will be periodically added to the grid.
- 9.4 Both students and parents should be aware that a student's behaviour record may be taken into consideration should a student seek a senior position within the school such as Head Boy/Girl, Prefect or House Ambassador. When writing a student reference, the college may be obliged to disclose disciplinary issues should the reference directly ask for this information.

SERIOUS INCIDENTS

- 10.1 Serious examples of poor or disruptive behaviors e.g., fighting, swearing, disrespect should be reported immediately to the Assistant Principal. The Principal will be informed at the discretion of the Assistant Principal and actions will be taken. Parents will be informed at this stage. These incidents will be recorded.
- 10.2 In severe cases of poor behaviour, the Head of School may find it necessary to refer to the Principal for a temporary or permanent exclude. The Principal will make the final decision about the length of the exclusion.
- 10.3 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all students attend school free from fear (see W11_Anti Bullying Policy).

REASONABLE FORCE

- 11.1 On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school. 'Reasonable force' should be proportionate and necessary, and should never impact breathing, cause deliberate pain or a sense of violation.

POWERS OF SEARCH

- 12.1 Again, 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 the safety of all members of the school community.

ALLEGATIONS OF ABUSE

- 13.1 Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. This is set out in the Bullying and Safeguarding policies.
- 13.2 Every effort will be made to maintain confidentiality.
- 13.3 Serious action will be taken against students who are found to have made malicious accusations against school staff including exclusion.

EXCLUSIONS

14.1 Where a student persistently misbehaves or behaves in a manner which is deemed as extreme, 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 which will be done following the guidelines set out by the Ministry of Education in consultation with the Board of Governors. These extreme behaviours might include (although not exhaustive):

- Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence.
- Physical abuse of children and adults.
- Persistent racist remarks or behaviour.
- Persistent and deliberate hurting of other children.
- Persistent defiance to adults, both verbally and non-verbally.
- Persistent disregard of other people's/school property.
- Bringing the school into disrepute or causing harm to others by actions carried out inside or outside the college.

Please note any of these actions can be online or face-to-face.

14.2 Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

CONCLUSION

- 15.1 Every member of staff must work closely with students and parents to achieve the aims set out in this policy. This should lead to high levels of respect and behaviour management. This policy is intended to ensure that Doha College continues to have the warm, pleasant environment that we are all proud to be associated with.

Appendix 1 - Primary Rewards Chart

Outstanding						
Reward	Types of behaviours, attitudes, and attributes					
	Excellence & Diligence	Respect & integrity	Commitment & Accountability	Perseverance & Honesty	Fun & Enjoyment	Challenge and Reward
Head Teachers awards (Termly) Outstanding Key Stage Student Nomination(annually) Head Teachers - Comment in report (annually) Any of the previous rewards may also be given	<ul style="list-style-type: none"> Acts as a role model by being independently prepared for all learning and being positive about their learning experiences. Uses a range of strategies to persevere through difficulties. Independently undertake and seek opportunities to improve themselves. Consistently seek to go beyond expectations in all areas. 	<ul style="list-style-type: none"> Naturally applying HPL skills, attributes, and attitudes with automaticity Inspiring others Being consistently respectful to all e.g.: excellent listening, tolerance for others. Goes above and beyond for other people. Inclusive and thoughtful of others (high 	<ul style="list-style-type: none"> Demonstrates a sustained commitment to roles and responsibilities both in and out of school. Completes all roles and responsibilities with a high level of efficacy and engagement. Proactively seeks opportunities to demonstrate commitment to their own progress and that of others. 	<ul style="list-style-type: none"> Has a self-awareness that allows them to be honesty in adversity. Perseverance in all risk-taking activities Resilience in challenging circumstances 	<ul style="list-style-type: none"> Setting their own high expectations to influence others. Being gracious in victory and defeat Proactive in seeking to include others. Demonstrate Enthusiasm in all areas. Knows boundaries and applies them appropriately to all settings and situations. 	<ul style="list-style-type: none"> Always challenges themselves in class to identify next steps in learning. Always completes extension tasks and extends themselves to the most appropriate challenging tasks. Demonstrate s strong intrinsic motivation to engage in learning.

	<ul style="list-style-type: none"> • Demonstrate a range of strategies to promote positive behaviour. • Show an intrinsic motivation to achieve. 	<ul style="list-style-type: none"> • Always upholds expectations regardless of what, when, who is present. 			<ul style="list-style-type: none"> • Promotes the fun and enjoyment of others 	
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Excellent

Reward	Types of behaviours, attitudes, and attributes					
	Excellence & Diligence	Respect & integrity	Commitment & Accountability	Perseverance & Honesty	Fun & Enjoyment	Challenge and Reward
Star of the week Visit the Headteacher, DHT, AHT or HOY for positive praise and acknowledgment	<ul style="list-style-type: none"> • Will independently be prepared for all lessons. • Independently undertakes opportunities to improve themselves. 	<ul style="list-style-type: none"> • Consistently displaying respect inside and outside the classroom towards all adults and peers. • Responsible e.g., will put away/pick up 	<ul style="list-style-type: none"> • Demonstrates a sustained commitment to specific roles and responsibilities either in or out of school. • Completes all roles and responsibilities with efficacy and engagement. 	<ul style="list-style-type: none"> • Perseveres in all areas of the curriculum both Academic and Pastoral. • Perseveres through difficulties beyond the curriculum 	<ul style="list-style-type: none"> • Demonstrates positive behaviour and is a role model to others. • Behaves appropriately with all adults and students. 	<ul style="list-style-type: none"> • Consistently challenges themselves to identify next steps in learning. • Consistently completes extension tasks and extends themselves to the most

Any of the previous rewards may also be given.	<ul style="list-style-type: none"> Consistently meets targets in all areas 	<p>even if not theirs.</p> <ul style="list-style-type: none"> Always displays courtesy and manners e.g., holding the door open without being prompted. Shows awareness and consideration towards others 	<ul style="list-style-type: none"> Proactively seeks opportunities to demonstrate commitment to their own progress or that of others 		<ul style="list-style-type: none"> Initiates own fun and enjoyment 	<p>appropriate challenging tasks.</p> <ul style="list-style-type: none"> Demonstrates intrinsic motivation to engage in learning
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Very Good

Reward	Types of behaviours, attitudes, and attributes						
	Excellence & Diligence	Respect & integrity	Commitment & Accountability	Perseverance & Honesty	Fun & Enjoyment	Challenge and Reward	

<p>Visit the Head of Year or other middle leader for positive praise and acknowledgement.</p> <p>A parent message to highlight the positive behaviours demonstrated.</p> <p>Any of the previous rewards may also be give</p>	<ul style="list-style-type: none"> With minimal prompting is prepared for all learning, undertaking opportunities to improve themselves (meet targets in all areas) 	<ul style="list-style-type: none"> In most situations will display respect inside the classroom and around the school. Upholds Integrity in different settings 	<ul style="list-style-type: none"> Demonstrates a sustained commitment to a role or responsibility either in or out of school. Completes all roles and responsibilities with efficacy and engagement. Proactively seeks opportunities to demonstrate commitment to their own progress 	<ul style="list-style-type: none"> Building trust will persevere through difficulties. Taking feedback graciously Demonstrating growth mindset in all curriculum. 	<ul style="list-style-type: none"> Engage in all activities in a positive manner. Learns from disappointment/defeat 	<ul style="list-style-type: none"> Usually challenges themselves to identify next steps in learning. Usually completes extension tasks and regularly extends themselves to the most challenging tasks. Is usually intrinsically motivated to engage in learning
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Good

Types of behaviours, attitudes, and attributes								
Reward	Excellence & Diligence	&	Respect & integrity	&	Commitment & Accountability	Perseverance & Honesty	Fun & Enjoyment	Challenge and Reward

<p>House point/ dojo point.</p> <p>Stickers</p> <p>Any of the previous rewards may also be given.</p>	<ul style="list-style-type: none"> When prompted, will be prepared for learning. will usually take opportunities to improve themselves e.g., completing ELO'S and spelling, improving handwriting, working on target areas. 	<ul style="list-style-type: none"> Expected behaviour in class (in line with student character) Polite and respectful towards familiar adults and peers 	<ul style="list-style-type: none"> Demonstrates a commitment to a role or responsibility either in or out of school. Completes all roles and responsibilities with appropriately. With support and guidance will use opportunities to demonstrate commitment to their own progress 	<ul style="list-style-type: none"> Can modify behaviour based on feedback. Will usually perseveres through difficulties. 	<ul style="list-style-type: none"> Engage in most activities in a positive manner. Self regulates to ensure the fun and enjoyment for others. 	<ul style="list-style-type: none"> Sometimes challenges themselves to identify next steps in learning. Sometimes completes extension tasks and sometimes extends themselves to the most challenging tasks. Is sometimes intrinsically motivated to engage in learning and sometime engages in learning due to extrinsic motivation
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Satisfactory							
Verbal praise	<ul style="list-style-type: none"> Be prepared for learning with adult support, will sometimes undertake opportunities to improve themselves, will sometimes meet targets 	<ul style="list-style-type: none"> Needs reminding of acceptable behaviour and attitudes around school, and occasionally in class 	<ul style="list-style-type: none"> With guidance and support maintains a commitment to a role or responsibility either in or out of school Completes all roles and responsibilities appropriately. With support and guidance will use opportunities to demonstrate commitment to their own progress 	<ul style="list-style-type: none"> With guidance, support, and reassurance the students will attempt to persevere to stay on task. With adult support will sometimes persevere through difficulties. 	<ul style="list-style-type: none"> Remains on task when prompted. Enables the fun and enjoyment of others with support 	<ul style="list-style-type: none"> Rarely challenges themselves by identifying next steps in learning. Rarely completes extension tasks and rarely attempts the most challenging tasks. Requires extrinsic motivation to engage in learning. 	
Reward	Types of behaviours, attitudes, and attributes						
	Excellence Diligence	&	Respect integrity	&	Commitment & Accountability	Perseverance & Honesty	Fun Enjoyment & Challenge and Reward

Verbal praise	<ul style="list-style-type: none"> • Be prepared for learning with adult support, will sometimes undertake opportunities to improve themselves, will sometimes meet targets 	<ul style="list-style-type: none"> • Needs reminding of acceptable behaviour and attitudes around school, and occasionally in class 	<ul style="list-style-type: none"> • With guidance and support maintains a commitment to a role or responsibility either in or out of school • Completes all roles and responsibilities appropriately. • With support and guidance will use opportunities to demonstrate commitment to their own progress 	<ul style="list-style-type: none"> • With guidance, support, and reassurance the students will attempt to persevere to stay on task. With adult support will sometimes persevere through difficulties. 	<ul style="list-style-type: none"> • Remains on task when prompted. • Enables the fun and enjoyment of others with support 	<ul style="list-style-type: none"> • Rarely challenges themselves by identifying next steps in learning. • Rarely completes extension tasks and rarely attempts the most challenging tasks. • Requires extrinsic motivation to engage in learning
Poor						
Reward	Types of behaviours, attitudes, and attributes					
	Excellence & Diligence	Respect & integrity	Commitment & Accountability	Perseverance & Honesty	Fun & Enjoyment	Challenge and Reward

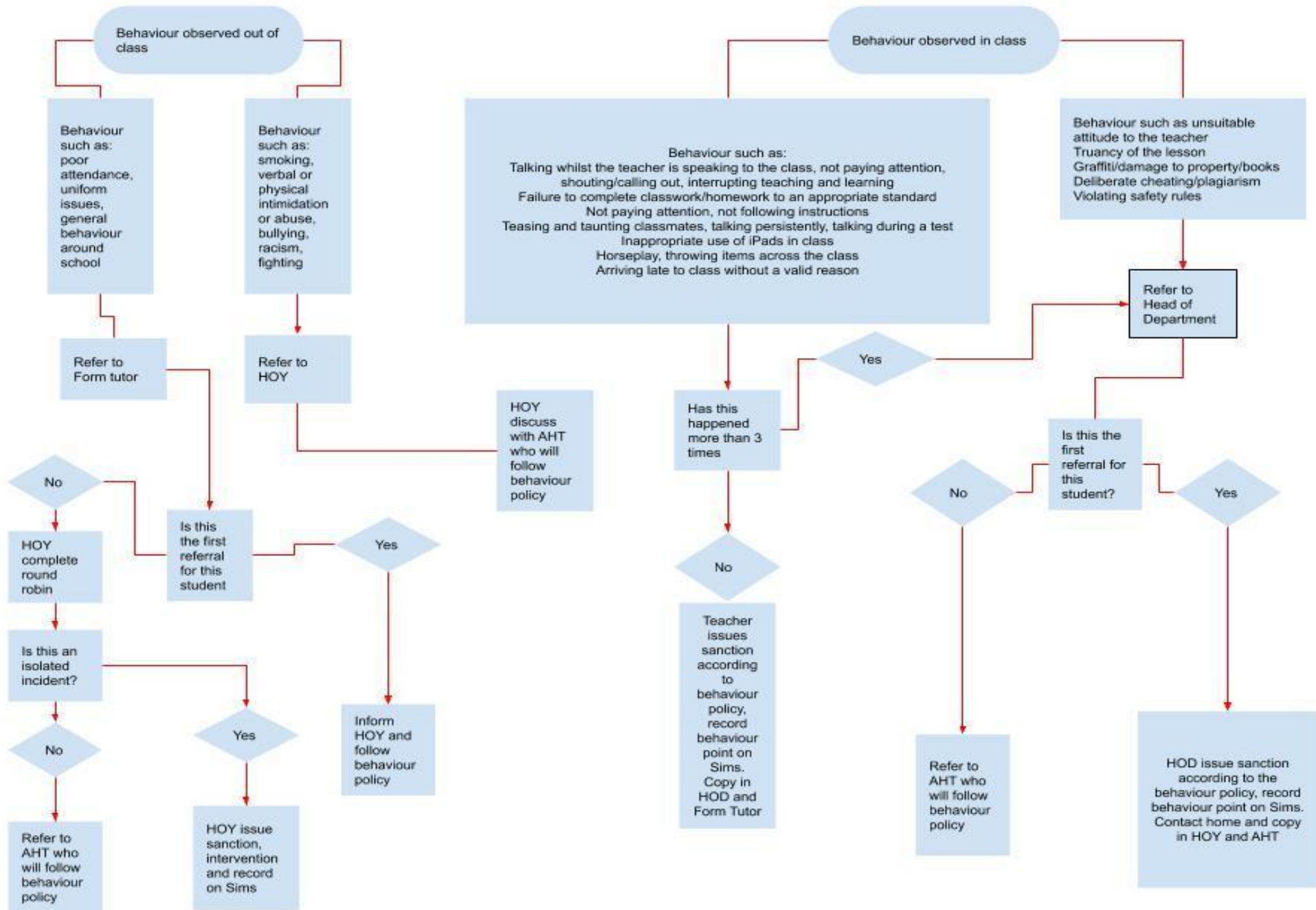
N/A	<ul style="list-style-type: none"> • Unprepared for learning • Work is rarely completed with full effort. • Will rarely meet targets. • Formal plan in place to deal with behaviour 	<ul style="list-style-type: none"> • Disrespectful towards adults and peers. • Ignores boundaries and rules. • Disrespect's school resources/ property and resources/ property of others 	<ul style="list-style-type: none"> • Even with guidance and support struggles to maintain a commitment to a role or responsibility in school. • Completes roles and responsibilities appropriately with support and guidance. • With support will use opportunities to demonstrate commitment to their own progress 	<ul style="list-style-type: none"> • Fixed mindset • Not taking responsibility for their actions. • Unable to modify behaviour after feedback. . 	<ul style="list-style-type: none"> • Refusal to engage. • Does Not collaborate. • Stops the fun and enjoyment of others. • Needs constant reminders to stay on task 	<ul style="list-style-type: none"> • Never challenges themselves by identifying next steps in learning. • Never completes extension tasks and never attempts the most challenging tasks. • Is not motivated to engage in learning
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Appendix 2 - Primary Sanctions chart

LOW LEVEL		
Low level behaviour should be dealt with by the member of staff that encounters them		
Team around the child	What types of behaviour fall into this category?	Response and/or sanction
<p>Lead</p> <ul style="list-style-type: none"> • The member of staff who encounters the behaviour. <p>Wider team</p> <ul style="list-style-type: none"> • Class teacher • Parent 	<ul style="list-style-type: none"> • Not completing sufficient work in class • Throwing items in the classroom (or other inappropriate areas of the school) • Failure to complete work to an appropriate level • Not paying attention • Talking in inappropriate times 	<ul style="list-style-type: none"> • Class teacher would use agreed behaviour strategies to support the learner in making positive behavioural choices. • This may include: <ul style="list-style-type: none"> o An extended pause o Eye contact

	<ul style="list-style-type: none"> ● Use of the iPad (or other educational equipment) at an inappropriate time. ● Not completing ELOs ● Littering ● Running in the corridors ● Not lining up quietly ● Failing to be in appropriate uniform ● Deliberately failing to follow instructions. ● Unkind words used towards another student/staff member. ● Teasing/taunting classmates 	<ul style="list-style-type: none"> ● This may then lead to a: <ul style="list-style-type: none"> ○ Verbal Warning ○ Reminder of expectations (Phase appropriate) ○ Time out within the classroom as ‘thinking time’ to try and make better choices moving forwards. ● This will be followed up with a discussion with the teacher if necessary
MID LEVEL		
Persistent low-level behaviour or single acts of mid-level behaviour will be referred upwards to a HOY/AHT		
Team around the child	What types of behaviour fall into this category?	Response and/or sanction
<p>Lead</p> <ul style="list-style-type: none"> ● HOY/AHT <p>Wider team</p> <ul style="list-style-type: none"> ● Class teacher ● Parent ● Head of Learning Support (external agencies) 	<ul style="list-style-type: none"> ● Repetition of any low-level behaviour ● Disrespecting a member of the DC community ● Deliberately damaging college property or the property of another student ● Repeated verbal or physical abuse towards a member of the community (including via the internet). 	<ul style="list-style-type: none"> ● Verbal face to face communication with parents and the lead member of staff ● HOY will communicate with AHT and Head of Learning Support If needed. ● HOY/AHT to document on SIMS ● This may also lead to a student with responsibility being removed from their role.

HIGH LEVEL		
Team around the child	What types of behaviour fall into this category?	Response and/or sanction
Lead <ul style="list-style-type: none"> DHT/HOP Wider team <ul style="list-style-type: none"> AHT/HOY Class teacher Parent Head of Learning Support (external agencies) 	<ul style="list-style-type: none"> Repetitions of any mid-level behaviour Racist behaviour – Derogatory or discriminatory language and actions towards any DC stakeholder. Serious or repeated intimidation Physically assaulting another student or staff member Theft Accessing or sharing inappropriate material on the iPad 	<ul style="list-style-type: none"> An internal exclusion (of up to 5 days) may be applied. Structured behaviour plan may be put in place via the Head of Learning support Referrals may be made to external agencies. Internal/external exclusion may be applied. This may also lead to a student with responsibility being removed from their role.
MAXIMUM LEVEL		
The final decision on a permanent exclusion will be made by the HOP and the Principal		
Team around the child	What types of behaviour fall into this category?	Response and/or sanction
Lead <ul style="list-style-type: none"> Principal & HOP Wider team <ul style="list-style-type: none"> DHT AHT/HOY Class teacher Parent Head of Learning Support (external agencies) 	<ul style="list-style-type: none"> Repetition of any high-level behaviours Any single act of extreme misconduct 	<ul style="list-style-type: none"> External fixed term exclusion The sanction is ultimately applied by the Principal. (Parents may appeal to the college's Board of Governors against a permanent exclusion) Appropriate educational provision sought in an alternative setting.



Responsibility and levels of inappropriate and unwanted behaviour in Secondary.

LOW Levels 1 to 4					
Within the Classroom – Managed by Teacher with support from Head of Department	Outside the Classroom – Managed by Tutor with support from Head of Year	Level 1- Teachers/Tutors	Level 2 - Teachers/Tutors	Level 3 - Teachers/Tutors	Level 4 - Teachers/Tutors
<ul style="list-style-type: none"> ● Talking whilst the teacher is speaking to the class. ● Failure to complete work to an appropriate standard ● Not paying attention ● Not following instructions ● Teasing and taunting classmates ● Talking persistently ● Inappropriate use of iPads in class ● Talking during a test ● Horseplay, throwing items across the class. ● Arriving late to class without a valid reason ● Shouting/calling out and interrupting teaching and learning. ● Not completing homework ● Chewing gum 	<ul style="list-style-type: none"> ● Lateness to college ● Poor attendance ● Inappropriate use of mobile devices outside of lesson time ● Uniform infringements ● Inappropriate behaviour around the college such as running in the corridor, persistent pushing in the tuck shop queue, littering, throwing food in the courtyard 	<p>The teacher will respond to poor behaviour (e.g., an extended pause, a look, a verbal warning).</p>	<p>The teacher will explicitly remind the student of the agreed rules and protocols</p>	<p>The teacher will move the student to another seat within the room.</p>	<p>The student will be asked to leave the room for a short time and the teacher will explain their expectations before the student is re- admitted to the classroom. If appropriate, the student may be sent to a partner classroom for the remainder of the lesson</p>

If level 3 or 4 is reached, the teacher may give a break time detention. Parents are informed via email or phone call home. A note is placed on the student's electronic record (SIMS) which staff and parents will be able to see through the parent portal describing the incident and the outcome/sanction given. The student will also be given a behaviour point on SIMS. Behaviour points are used to track a student's behaviour across the school, they are not the sanction.

Behaviour points will be dealt with as below.

Behaviour Points	Action
<10	Coaching by the Form Tutor to correct inappropriate behaviour or lack of organisation
10-19	Coaching by the Head of Year (HOY) to correct inappropriate behaviour or lack of organisation
20-29	Intervention by Assistant Head Student Welfare (AHSW)
30-39	Intervention by Vice Principal Student Welfare (DHTSW)

Unresolved incidents or persistent incidents in class will be reported to the Head of Department, who may give a break time or after-school detention whilst informing the Head of Year.

Unresolved incidents or persistent incidents across subjects or general school misbehaviour outside the classroom will be reported to the Head of Year, who may give a break time or after-school detention whilst informing teachers of the student.

Detentions should be meaningful and help students reflect on their inappropriate behaviour, set targets for improvement, and be used to complete or enrich the curriculum.

Any investigations relating to level 5-7 behaviour will be led by the Head of Year/Head of Department who reports their finding to the Assistant Head Student Welfare and DHSW.

Any investigations relating to level 8 and level 9 behaviour will be led by the Deputy Head – Pastoral and supported by Vice Principal Student Welfare. The Head of Secondary will be informed.

All recommendations of a permanent exclusion will be discussed and agreed with the Principal.

MID Levels 5 to 7				
<ul style="list-style-type: none"> ● Within the Classroom - managed by Head of Department, supported by Head of faculty 	<ul style="list-style-type: none"> ● Outside the Classroom - managed by Head of Year in consultation with Assistant Head Student Welfare 	<ul style="list-style-type: none"> ● Level 5 ● HOD - class based behaviour or academic centred. ● HOY – Pastoral centred or across several subjects 	<ul style="list-style-type: none"> ● Level 6 - ● HOD in consultation with Head of Faculty ● Head of Year in consultation with AHT 	<ul style="list-style-type: none"> ● Level 7 – ● AHT in consultation with DHSW
<ul style="list-style-type: none"> ● Repetition of any Level 1 to 4 behaviours ● Unsuitable attitude with the teacher ● Deliberate cheating/plagiarism ● Deliberate damage to college property such as graffiti (e.g., on desks) ● Deliberate damage to textbooks or another students' work ● Behaving in a way that is likely to cause injury to oneself or others. ● Abuse towards the teacher ● Selling of any articles/food items etc 	<ul style="list-style-type: none"> ● Repetition of any Level 1 to 4 behaviours ● Truancy ● General misuse of the iPad, including removal of MDM. ● Vandalism ● Verbal or physical intimidation amounting to bullying both in person and over the internet. ● Behaving in a way that is likely to cause injury to others. ● Serious verbal abuse of another student or member of staff ● Graffiti (e.g., walls, toilets) ● Acting in a manner that is likely to bring the reputation of the college into disrepute. 	<ul style="list-style-type: none"> ● Persistent poor behaviour will result in the involvement of the Head of Year if it is across several areas or the Head of Department if it is persistently within one subject area. ● The Head of Year (general based issues)/Head of Department (class-based issues) will arrange a break time or after-school detention with the student/s. ● The student/s may be placed on a Head of Year/Head of Department academic/behaviour report which will be monitored daily. Parents will be contacted by telephone at the start of the process and a meeting at the completion of the report period to discuss progress and future targets. ● Parents will be kept informed via phone-calls with a follow up 	<ul style="list-style-type: none"> ● Serious or persistent misbehaviour, or poor behaviour in a number of subject areas results in the involvement of the Assistant Head Student Welfare. ● The Assistant Head Student Welfare will organise an after-school detention. ● Parents will be informed via phone-calls with a follow up e-mail. ● The student may be placed on an academic/behaviour report which will be monitored daily, and parents will be contacted on completion of the report period to discuss the progress made. ● In the event of repetition of this behaviour, a Saturday detention may be organised 	<p>Internal exclusion up to 5 days</p> <ul style="list-style-type: none"> ● Will be used if sufficient improvement is not being made. It may also be used if a student needs to be isolated from their classmates. Internally excluded students will be supervised as they complete their work in the Student Welfare Office. ● This sanction may also be used for serious incidents of misconduct and uniform / hair-style issues or as a “cooling down” mechanism. <p>Parents will be contacted by telephone if an</p>

	<ul style="list-style-type: none"> Selling of any articles/food items etc 	<p>e-mail at the start of this process.</p> <ul style="list-style-type: none"> This may also lead to a student with responsibility being removed from their role. 	by the Vice Principal Student Welfare.	internal exclusion takes place.
HIGH level 8				
All behaviour at this level is managed by the Deputy Head - Pastoral and Vice Principal Student Welfare in consultation with Head of Secondary				
<ul style="list-style-type: none"> Repetition of any Level 4 to 7 behaviours or any single acts that are deemed more serious. Racist/discriminatory/prejudice behaviour in accordance with Equality Act 2010 Serious or repeated physical intimidation Engaging in sexual behaviour Actual assault/fighting Possession of alcohol, weapons, pornography, or drugs Smoking (including possession of tobacco or related items such as pipes, cigarettes, vapes) Petty theft 				
MAXIMUM level 9				
All behaviour at this level is investigated at DHT and VP level supported by the Head of Secondary. Final decisions at this level would be approved by the Principal.				
<ul style="list-style-type: none"> Repetition of any Level 8 behaviours, or a single act of extreme misconduct such as Deliberately setting off the fire alarm leading to a full school evacuation Causing a threat to other students, where the trust has been broken with the students/staff Actions that would be classed as a deliberate hate offence Being a danger to themselves or others Engaging in illegal activity as outlined by UK or local law 				
<p>External (fixed term) exclusion up to 5 days</p> <ul style="list-style-type: none"> Will be used in more serious cases of misbehaviour (as highlighted in the Behaviour and Sanctions Policy) and ultimately determined by the Assistant Head with discussion with the leadership team. Parental involvement is key where the level of behaviour is such that a fixed term exclusion is given. This sanction is seen as a last opportunity for a student to modify their behaviour before a permanent exclusion from the college is applied. Parents are expected to attend school on the student's return. <p>Permanent exclusion</p> <ul style="list-style-type: none"> Will result if a student persistently exhibits serious unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so. Will result if a student commits an illegal act (according to UK or local law), whether the act takes place inside the college or elsewhere, or if the nature of the behaviour is such that the student's return to college would put other students at risk. The sanction is ultimately applied by the Principal. 				

- Parents may appeal to the college's Board of Governors against a permanent exclusion.

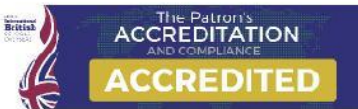
RECORD OF REVISION

Revision Date	Description	Sections Affected
August 2021	Section moved from Primary to whole school New section added	5.1
	This is set out in the Bullying and Safeguarding policies – added in	13.1

Accredited by



Accredited Member



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

Doha College

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 **A BRITISH INTERNATIONAL SCHOOL**
Effective Date: March 2021

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