

SECTION 8

STUDENT WELLBEING THROUGH PASTORAL CARE, INCLUSION, AND ACADEMIC SUPPORT

8.1 Student Wellbeing through Pastoral Care

At ISL Qatar, we believe that students who feel known, safe, happy, and connected with others at school are more likely to be, and feel, successful. Therefore, we prioritize **student wellbeing** and success through our commitment to building a greater sense of belonging and connectedness within our community and by our dedication to providing comprehensive **Pastoral Care** for our students.

Pastoral Care refers to the holistic structures and supports designed to promote the overall wellbeing, personal development, and academic success of students. It encompasses a range of services and practices, anchored in our ISL Qatar Mission, Vision, and Core Values, aimed at fostering an environment conducive to learning and addressing the emotional, social, physical and ethical needs of students.

While Pastoral Care is embedded in all aspects of school life, both in and out of the classroom, the following programs have student wellbeing and pastoral care at their core:

- Comprehensive Counselling
- School Nurse and Health Services
- Community Time program in MS and HS
- Homeroom and Wellbeing program in EY and PS
- Fox Athletics and Activities (ECAs)
- Inclusion and Academic Support services
- Student Ambassadors
- Student/Fox Councils

Prioritizing Pastoral Care within our community contributes to a safe, nurturing and inclusive environment where students can thrive both personally and academically.

8.1.1 Leading and Supporting Pastoral Care

All ISL staff support the pastoral care of students, serving in a range of capacities including as mentors, guides, models, thought partners, and champions. However, leadership of our varied pastoral programs is a collaborative effort from the following roles.

Early Years Pastoral Leads

- | | | |
|------------------------|---------------|--|
| • Head of Early Years* | Marwa Nsouli | mnsouli@islqatar.org |
| • Counsellor* | Lone Peterson | lpeterson@islqatar.org |
| • GLLS | | |

Primary School Pastoral Leads

- | | | |
|------------------------------|--------------------|--|
| • Head of Primary School* | Roula Ismail | rismail@islqatar.org |
| • Assistant Head of Primary* | Danielle Robertson | drobotson@islqatar.org |
| • Counsellor* (grades 1-2) | Lone Peterson | lpeterson@islqatar.org |
| • Counsellor* (grades 3-5) | Nora Hamdan | nhamdan@islqatar.org |
| • GLLS | | |

Middle School Pastoral Leads

- Head of Middle School* Leigh Anne Toler ltoler@islqatar.org
- Dean of Students & Pastoral Care* Dean Bleasdale
dbleasdale@islqatar.org
- Counsellor* Nadine Alaloul nalaloul@islqatar.org
- Grade 6 Team Leader Emma Sinclair esinclair@islqatar.org
- Grade 7 Team Leader Ahmed El Hadidi aelhadidi@islqatar.org
- Grade 8 Team Leader Adeeba Qazi aqazi@islqatar.org

High School Pastoral Leads

- Head of High School* Scott Schaffner
sschaffner@islqatar.org
- Dean of Students & Pastoral Care* Stephanie Goma
sgoma@islqatar.org
- Comprehensive Counsellor* Eiman Obaid eobaid@islqatar.org
- Comprehensive Counsellor* Sara Saify ssaify@islqatar.org
- Grade 9 Leader Thomas Robertson
trobertson@islqatar.org
- Grade 10 Leader Vanessa Zilio uzilio@islqatar.org
- Grade 11 Leader Lynette Brink lbrink@islqatar.org
- Grade 12 Leader Abena Baiden abaidan@islqatar.org

School-wide Pastoral Leads

- Head of Inclusion & Wellbeing* Reinette Evert revert@islqatar.org
- School Nurse* Ailsa Green nurse@islqatar.org
- School Nurse Nancy Carrasco Nurse@islqatar.org
- Director of Athletics & Activities Joseph Toler jtoler@islqatar.org

**SCAN (Suspected Child Abuse and Neglect) Team member, led by the Head of School, Dr. Sean Areais, as the Designated Safeguarding Lead and Ms. Ailsa Green, the Child Protection Officer.*

Safeguarding and Child Protection

All students, parents, visitors, and staff at the International School of London, Qatar are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others. This includes compliance with the ISL Qatar Safeguarding Policy that is based on national and international law and on The United Nations Convention on the Rights of the Child of which Qatar is a signatory.

The school takes seriously its responsibility to safeguard and promote the welfare of children and ensures adequate arrangements within our school to identify, assess, safeguard, and support those children considered at risk of harm.

- All staff at ISL Qatar receive training in Child Protection and Safeguarding and are required to complete relevant courses online through EduCare.
- To prevent abuse, neglect, and radicalization, all personnel are informed of their duty and legal right to make a referral.
- The school has an appointed SCAN (Suspected Child Abuse and Neglect) team, comprising of members of staff with the necessary training, experience, and status to fulfil the obligations of serving on this team.

Our SCAN Team is led by our Designated Safeguarding Lead, Dr. Sean Areias (Head of School), and our Child Protection Officer, Ailsa Green (School Nurse). The wider team consists of pastoral leaders from across the school who work together when a safeguarding or child protection concern is identified or reported. This team ensures the confidentiality of these sensitive situations and only communicates needed information to others if it is essential to ensure the safety of the child or provide the appropriate support measures.

We partner with several local organizations to further support students and families in situations where the response needed goes beyond the scope and/or capacity of our school-based professionals.

If you suspect a child might be at risk of harm or have any further questions about our Safeguarding and Child Protection philosophy or procedures, please contact a member of the SCAN team, as identified above.

By undertaking the commitments outlined in the policy, we believe that we are providing a safe environment to the best of our ability thereby supporting the wellbeing of children, allowing them to reach their full potential.

Counselling

ISL Qatar has full-time counsellors in each section of the school who work directly in supporting the pastoral care of students. In addition to supporting students and parents with social, emotional, and/or academic issues on a confidential basis, the counsellors also contribute to student wellbeing in the following ways:

- Leading the onboarding and support of new families into the ISL Qatar community
- Supporting the transition process for students and families leaving our community
- Supporting students and parents as they move from one section of the school to another
- Teaching/leading regular counselling lessons/assemblies to whole grade levels, specific classes, and small groups of students
- Communicating and liaising with parents and external organizations
- Leading information sessions with various members of the community
- Contributing to the development of Community Time (in MS & HS) program based on the needs of students
- Much, much more.

In the High School, our Comprehensive Counsellors also support the University and Career Planning for students, in addition to what is outlined above.

For further information, please contact the relevant Counsellor listed above for your child's grade level.

Health Services

The school employs two nurses available daily from 7:20am to 3:30pm. They are based in the nurse's room on the ground floor near the administration office. The nurses can be contacted via telephone or email nurse@islqatar.org. For more detailed information about our comprehensive health services, please see

Section 15.

8.2 What it Means to be a FOX!

A person's sense of belonging, wellbeing, and success can be significantly impacted by their own choices and by the choices of others. At ISL Qatar, we expect all students, parents, and staff to act in a manner aligned with our school Mission, Vision, and Core Values. Through the many aspects of providing pastoral care, we strive to ensure all members of our community understand **"What it Means to be a FOX"**, the choices, behaviours, and dispositions we expect in our school.

We believe that acting like an ISL Qatar FOX contributes to both personal and academic success and a greater sense of belonging in our community. **Being a FOX means WE:**

- **act with INTEGRITY** by
 - being honest and owning up to mistakes
 - abiding by school policies/expectations and following instructions
 - being where we are supposed to be and when we are supposed to be there
 - taking care of our items and spaces
 - doing our own work to the best of our ability and submitting tasks on time
- **demonstrate GRIT** by
 - learning from our mistakes
 - taking on appropriate challenges, setting goals, and taking steps to achieve them
 - Persevering even when something becomes more challenging
 - asking for help when we cannot *yet* do something ourselves
 - being positive and hopeful about what we can achieve (having a growth mindset)
- **act with KINDNESS** by
 - speaking kindly **to and about** others
 - respecting the rights and wishes of others
 - listening attentively when others are speaking
 - offering help to those who need it
 - being patient, empathetic, and understanding
- **contribute to a culture of BELONGING** by
 - working/playing well with others and making space for all who wish to contribute/play
 - recognizing when someone is being excluded and taking steps to include them
 - honouring the diversity of backgrounds, opinions, experiences, and skills of yourself and others
 - standing up for those who are being treated unkindly
 - expressing gratitude and showing appreciation for others

Through the many aspects of providing pastoral care to our students, we aim to create greater clarity and understanding of **What it Means to be a FOX**, as well as equip students with the tools and strategies needed to reflect upon and manage their choices. In situations where misaligned, inappropriate, and/or hurtful choices are made, we help students reflect upon their choices and take

steps towards repairing or restoring strained relationships.

With the addition of several new, pastorally-focused roles across the school, we are reflecting on our systems, practices, and procedures in our response to, and support of, student choices. Our current tiered response model is documented in our **Respect Policy**. What remains consistent is our commitment to helping all students grow and the belief that restorative practices are essential to building a strong, caring, compassionate, and inclusive community.

8.3 Anti-Bullying Policy

Bullying is repeated, intentionally unkind behaviour targeted towards one or more people that causes physical, emotional, and/or psychological harm to another person. Bullying exploits an imbalance of power due to strength, social status, or other advantages between two people/groups to intimidate, threaten, and/or harm the target. Bullying behaviours can take many forms, including (but not limited to) physical aggression, verbal harassment, intentional exclusion, rumour spreading, cyberbullying, and more. Bullying of any sort is not tolerated at ISL Qatar, as it impacts a person's sense of safety, belonging, and wellbeing in school and does not align with our ISL Core Values or "What it Means to be a FOX".

All members of the ISL Qatar community share responsibility for maintaining a safe and welcoming school environment. Monitoring and reporting are essential to addressing bullying. Staff are vigilant in looking for signs of bullying and always take reports of incidents seriously. Staff who witness suspected bullying behaviour are expected to intervene as the situation requires in the moment and should report the incident to a member of the Pastoral Leadership Team through the identified reporting system. Students are expected to report suspected bullying behaviours they experience or witness to a trusted adult in school immediately. Parents can support their children by urging them to tell someone at school if they are being bullied and reinforcing the message that keeping information from the school, or from their parents, will never help a problem to be solved and will likely prolong the period a student has to suffer. Parents should report suspected bullying to their child's homeroom teacher (EY and PS), Community Time Den Leader (MS), Community Time Mentor (HS) or any other trusted member of staff. In cases of cyber bullying, students are encouraged to keep text messages, social media feeds etc. as these are effective and helpful evidence which can be used to inform an investigation.

Actions in Response to Reported Bullying

When bullying behaviours are seen or reported, the necessary steps to investigate are taken by relevant members of faculty.

As part of an investigation, students and/or members of staff may be interviewed by a member of the Pastoral Team to gather a full picture of the incident. ~~The class teacher or homeroom teacher of the affected student is responsible for this and is required to give a copy of any report and the action taken to the respective Pastoral Leader.~~ Older students may also be asked to write a report themselves. Other evidence may be gathered, if available and

pertinent to the investigation.

Following an investigation, appropriate measures will be taken to provide support for the victim(s) and provide support, learning, and/or consequences for the individual(s) who exhibited the bullying behaviours. The measures enacted will be determined in alignment with the situation, and the scope and length of response will match the severity of the behaviours demonstrated. Consequences will follow our identified Respect Policy (or new behavioural response matrix once finalized). Repeated use of bullying behaviours will result in an escalation of consequences.

In situations of bullying, we believe a partnership with parents leads to more effective support for students and a greater likelihood of the expected changes in behaviour/choices. Parent-school communication via phone, email, and/or face-to-face will take place following incidents of bullying behaviours.

Actions to Prevent

We believe that a culture of belonging goes a long way to rooting out bullying. It takes the collective commitment of all members of our community to address bullying and ensure it has no place at ISL Qatar. It is essential for students to have the necessary skills, strategies, and vocabulary to distinguish between appropriate and inappropriate behaviours, to consider their own choices and their potential impact, as well as to resolve conflicts constructively. Towards this aim, we establish and consistently implement routines within all classrooms which prioritize connection-making, allow for needed practice to develop skills, and encourage reflection.

We leverage homeroom (EY and PS) and Community Time (MS and HS) as essential spaces for more targeted social-emotional learning, community-building, and personal development. During these experiences, students engage in activities and discussions that promote our ISL Qatar Core Values and foster compassion and understanding, helping students develop the tools and strategies needed to build positive relationships and manage conflict and adversity in healthy ways.

Additionally, our curriculum is designed to embed principles of inclusivity across all subjects, ensuring that lessons on collaboration, communication, and other affective skills are integrated into everyday learning. By creating a supportive and inclusive environment through consistent, school-wide efforts, we aim to empower students to stand against bullying and support one another in a positive and respectful community.

8.4 Harassment Policy

ISL Qatar is committed to maintaining a learning environment free of harassment. It refers to any unwelcome advances including, but not limited to, touching, leaning over, continuous encroachment of personal space, remarks, or questions which, after there has been a clear statement that the person should stop, is continued. The act or acts performed by the individual will substantially interfere with another's educational performance and/or their physical or psychological wellbeing.

As with reports of bullying, all reported harassment cases are taken seriously

and followed up on through an appropriate investigation by a member of the Pastoral Leadership Team or other relevant staff member. Students should report suspected harassment immediately to a trusted adult. Parents can support their children by urging them to tell someone at school if they are being harassed. Keeping information from the school, or from their parents, will never help a problem to be solved, and will likely prolong the period a student has to suffer. Students are encouraged to seek support from their classroom teacher, a Pastoral Leader, or any trusted adult member of the community. Parents should report suspected harassment to their child's homeroom teacher (EY and PS), Community Time Den Leader (MS), Community Time Mentor (HS) or any other trusted member of staff.

Following a thorough investigation, follow up actions for both the victim and the individual harassing the victim will be enacted as appropriate. Consequences will follow our identified Respect Policy (or new behavioural response matrix once finalized). Repeated use of harassing behaviours will result in an escalation of consequences.

In situations of harassment, we believe a partnership with parents leads to more effective support for students and a greater likelihood of the expected changes in behaviour/choices. Parent-school communication via phone, email, and/or face-to-face will take place following incidents of proven, and sometimes even suspected, harassment.

One case of bullying or harassment is one case too many, and we believe it is essential to routinely review this policy to ensure we remain aligned with best practice in our responses and preventative measures.

8.5 Aggressive and Anti-Social Behaviour

Every student and staff member who attends ISL Qatar has the right to a safe and secure environment free from any form of abuse from student, staff member or parent.

ISL Qatar will not tolerate any act whereby one or more students knowingly and deliberately engage in any form of physical, verbal, or psychological activities towards another person with a view to causing them abuse or distress. We seek to provide a loving, warm, safe, and secure environment which maximises student learning. Any student who acts against a fellow student undermines and destroys this assurance given by the school towards students and parents and is in violation of the trust placed in them by the school.

All incidents of such behaviour will be taken seriously by the school and all incidents investigated thoroughly. If it is established that such behaviour has taken place, action will be taken to eliminate such behaviour and parents will be informed. This may involve the student being excluded from the school. When the school is satisfied that such behaviour will not be repeated, the student may be readmitted to the school, on the understanding that any further occurrence of the behaviour may result in suspension or expulsion.

8.6 Uniform and Dress Code

While ISL Qatar does not have a school uniform, it does have a clear dress code. Clothing needs to be simple, modest, neat, and suitable for a range of school

activities and appropriate to a working and learning environment.

All students will dress in a manner that is both respectful to the host country and inoffensive to any individual in the community. Clothing which could be perceived as culturally insensitive is not allowed. This includes items of clothing with references to alcohol or drugs. Students are expected to demonstrate pride in themselves and the school community by their manner of dress and appearance.

All students should wear trousers or long shorts, although girls can opt to wear below-the-knee length skirts. Clothing should be opaque, and undergarments should not be visible. Trousers should be pulled up to the waist. Shirts and blouses should fully cover the midriff and cleavage. Singlet-type or strapless shirts and vests are not allowed. Ripped clothing of any description is not allowed.

Excessive use of jewellery and make-up is discouraged and, if worn, should be simple and discrete. Large earrings are not allowed on health and safety grounds. Ear studs may be worn as an alternative. Also unacceptable, are any of the following: artificial brightly coloured hair dyes and body piercings (other than studs).

Footwear must be safe for a school environment. There are special requirements in the science and technology rooms that must be observed. If there are violations of the dress code, then the student will be asked to change or be provided with temporary clothing. If the violation is repeated, the student may be required to return home and change their clothing or be excluded from class if returning home is not possible. Further violations will lead to further disciplinary action. The Head of School is the final arbiter on matters relating to the dress code.

8.7 Phone Policy

ISL Qatar is committed to supporting a culture of learning and wellbeing by providing a safe and conducive learning environment for all our students. We support the responsible use of technology to enhance learning through our Bring Your Own Device (BYOD) policy. Mobile phones, however, are neither an adequate nor appropriate tool to facilitate learning in our school context, particularly for our children and young adolescent learners.

Today's smart phones possess a range of educational and social tools which promote learning, yet also provide children with unfettered access to the open internet, targeted algorithms, and social media apps containing content and functions not designed for their age group. Children require guidance, structure, and support in understanding how to best use this tool and develop age-appropriate digital skills and competencies.

Research shows that phone use amongst children can negatively impact student learning and wellbeing, both at school and at home. Even the presence of a phone in the same room can be enough to impact a child's focus, attention, and ability to collaborate, as children's brains have not yet developed the ability to handle the volume and perceived "urgency" of notifications, messages, and content of the digital world. For more, please see this resource from Common Sense Media on phone use in the life of a teen.

As partners in supporting your child's learning and the development of age-appropriate social relationships, digital competencies and online practices, we as a school are committed to continual reflection and research to inform our policies and procedures. As such, our school phone policy is in line with what research tells us about child and young adolescent needs, as well as guidance from the Ministry of Education and Higher Education (MoEHE).

Students in all grades are discouraged from bringing a phone to school.

However, we understand that some students rely on their phones to coordinate transportation to and from school, or for medical use (in coordination with our school nurse). Therefore, we allow students to have their phones on campus, yet with developmentally appropriate use restrictions during the school day.

Students in Primary and Middle School (EC-Grade 8) are NOT allowed to access or use their phones for any reason during school hours. By the start of school hours, phones must be turned off and kept in their bag/backpack for the remainder of the school day, including during break times. Phone use during school hours is not allowed for any reason, including for payment at the school canteen or to contact their parents. The only exception for in-school phone use will only be allowed for those students who require their phone for medical purposes, have coordinated this through our school nurse, and are using the phone solely for their medical need.

Should parents need to contact their children during the school day for an emergency, they may do so by calling the Front Office. Students who wish to contact their parents for an emergency may go to the Primary or Middle School office to get a note from a member of a school leader. Students will then take that note to the Front Office where they will be allowed to contact their parents using the school phones. The school nurse may also give permission for a student to contact their parents in the event of a medical need.

High School students (Grades 9-12) should have their phones turned off and in their bags during all classes and may access their phones during designated break times. If any student has their phone out during a lesson when the teacher has not given permission for phones to be used, their phone will be confiscated and submitted to the High School Office. The student will need to retrieve their phone from the High School Office after school has been dismissed. Students having their phone confiscated multiple times may face the disciplinary consequences of an in-school suspension and possible out-of-school suspension if the phone continues to be confiscated.

Middle School Procedures - Supports and Responses for not adhering to the Policy

Students demonstrating the need for additional support to adhere to the phone policy will be provided the following responses and interventions, aligned with the recurrence and level of infraction.

1st INCIDENT– Loss of Phone for the Remainder of the Day: If the student is

found to be not adhering to the stated school policy,

The teacher will

- confiscate the phone and deliver it to the Middle School office for safekeeping for the remainder of the school day.*
- enter the student's name into the logbook within the office.

The student will

- immediately turn off the phone and give it to the teacher
- go to the school office at the end of the school day and wait for a member of the leadership team who will return the phone to the student.

2nd INCIDENT – Loss of Phone and Communication Home: If the student again is found to be not adhering to the stated school policy,

The teacher will

- confiscate the phone and deliver it to the Middle School office for safekeeping for the remainder of the school day.*
- enter the student's name into the logbook within the office.

The student will

- immediately turn off the phone and give it to the teacher
- go to the school office during the next 2nd break with their computer in order to speak with the Grade Level Leader about their behavior.
- while in the school office during break time, write an email to their parents, copying in their Grade Level Leader, to communicate that they have continued to not adhere to the phone policy and have lost their phone for a second time.
- go to the school office at the end of the school day and wait for a member of the leadership team who will return the phone to the student.

The school leader will

- during 2nd break time, discuss with the student the continued actions leading to their phone being confiscated.
- verify the student has written an email to their parents.

3rd INCIDENT – Loss of Phone, Loss of Break Time for ONE Week & Communication Home: If the student again is found to be not adhering to the stated school policy,

The teacher will

- confiscate the phone and deliver it to the Middle School office for safekeeping for the remainder of the school day.*
- enter the student's name into the logbook within the office.

The student will

- immediately turn off the phone and give it to the teacher
- go to the school office at the end of the school day and wait for a member of the leadership team who will return the phone to the student.
- for the next 5 days, submit their phone to the school office by the start of school day and collect it, as outlined above, at the end of each day.
- for the next 5 days, go to the school office during 2nd break for further reflection.

The school leader will

- email parents about their child's continued breaking of the phone policy, ask for continued support at home to ensure it does not happen again, and communicate that another infraction will lead to their child not being able to bring their phone to school for an identified amount of

time.

4th INCIDENT – No longer able to bring phone to school: If the student again is found to be not adhering to the stated school policy,

The teacher will

- confiscate the phone and deliver it to the Middle School office for safekeeping for the remainder of the school day.*
- enter the student's name into the logbook within the office.

The student will

- immediately turn off the phone and give it to the teacher.
- not be allowed to bring their phone for any purpose to school for a determined amount of time.

The school leader will

- email parents to request a face-to-face meeting to communicate that their child cannot bring their phone to school until a date set by the school leader AND that continued non-compliance will result in further escalated responses, including, but not limited to, external suspension.
- return the phone directly to the parent at this meeting.

Primary Procedures - Supports and Responses for not adhering to the Policy

Students demonstrating the need for additional support to adhere to the phone policy will be provided the following responses and interventions, aligned with the recurrence and level of infraction.

1st Incident – Loss of Phone for the Remainder of the Day: when a student does not follow the policy for the first time he/she will immediately turn off the phone and give it to the teacher. The student will then go to the school office at the end of the school day and wait for a member of the leadership team who will return the phone to the student.

2nd Incident – Loss of Phone and Student to Parent Communication: When a student does not follow the policy a second time, we will inform the parents that they need to come and collect the phone from school. The student will immediately turn off the phone and give it to the teacher. At the end of the school day the student will wait for their parent and a member of the leadership team who will return the phone to the student's parent.

3rd Incident – Loss of Phone and School to Parent Communication: When a student does not follow the policy a third time, the teacher will confiscate the phone and deliver it to the respective school office for safekeeping for the remainder of the school day.* The teacher will then follow up with a PSLT member. The student will immediately turn off the phone and give it to the teacher and wait for a PSLT member to meet with their parent, to return their phone. The school leader will email parents about their child's continued breaking of the phone policy and request an urgent meeting with them to discuss the policy and identify next steps to support the child.

4th Incident – No longer able to keep their phone with them during school hours: When a student does not follow the policy a fourth time, the teacher will

confiscate the phone and deliver it to the respective school office for safekeeping for the remainder of the school day. The student will immediately turn off the phone and give it to the teacher. Keep their phone with the Front Office at the start of each day and only collect it at the end of the day. The school leader will email parents to communicate that starting immediately, the child will be required to leave their cell phone with the Front Office at the beginning of each school day and collect it at the end of the day.

*The school will implement necessary measures to prevent loss, theft, or damage of confiscated mobile phones. However, it is important to note that the school cannot be held responsible for any loss, theft, or damage that may occur during confiscation.

We strongly recommend parents take time to reflect upon the expectations and support for at-home phone use for their child(ren).

8.8 Public Displays of Affection

At ISL Qatar, we welcome students from all over the world and enjoy working with and learning from one another. However, public displays of affection and physical contact, that may be acceptable in other cultures, are not acceptable in Qatar and therefore not allowed in school.

8.9 Smoking, Vaping, and other tobacco products

ISL Qatar is a non-smoking, tobacco-free campus. Everyone is required to observe the no-smoking rule at all times. Students are not allowed to smoke or vape on the school campus or during any school-sponsored activity, whether it takes place on the campus or elsewhere. Students found smoking or vaping, or in possession of any form of tobacco, while on the school campus or while participating in any school-sponsored activities either on, or away from the school campus, will be subject to disciplinary consequences, including suspension.

8.10 Substance Abuse

Misuse of illegal substances is against the law in Qatar. Any students suspected of involvement with such substances could face severe consequences according to school policy.

8.11 Chewing Gum

Chewing gum is not permitted on school grounds. Please respect our commitment to a clean and healthy environment by using the provided bins for all waste disposal. Students found with chewing gum will be asked to immediately throw it away. Students who repeatedly possess, use, or distribute chewing gum on campus will be subject to disciplinary consequences.

8.12 Off-Campus Behaviour on School Trips

During school trips, students are expected to behave well, follow all school rules, and be good ambassadors for the school. Students who fail to do so, especially those who do not observe safety rules, will be subject to disciplinary actions, and

may be excluded from subsequent trips. Specifically, students should:

- Be courteous and considerate to all
- Behave appropriately on public transport
- Stay with the group and not wander off alone
- Follow the instructions given by the teacher or coach in charge
- Listen politely to presentations and ask questions sensibly
- Return from free time-punctually and to the specified meeting place
- Not bring food, drink, money or belongings except as allowed by the teacher in charge.

8.13 Student Wellbeing through Inclusion and Academic Support

At ISL Qatar, we believe that student wellbeing is directly tied to their feeling of inclusion and success in the classroom. Because of this, we prioritize **student wellbeing** through our commitment to the philosophy of **Inclusion** and the belief that all students can learn and learn best when they feel seen, known, and empowered with strategies that work for them. Therefore, we embed, and continuously strive to expand, inclusive practices in all aspects of our community and offer a comprehensive range of **academic support** services for students with specific needs.

We recognize all children as individuals with a wide range of abilities and learning needs, but we also have a responsibility to address any concerns that may arise during a student's school career. The ISL Qatar code of practise for special needs and learning support is designed to ensure that appropriate provision is made for every student to realise his/her maximum potential in all areas of development. Our main aims are to work positively with students, parents, and carers, to keep them informed and acknowledge any issues.

In certain circumstances we may not be able to provide the appropriate learning support for students with very specific learning needs. In this case, the school will work with parents to find alternative schooling.

The learning support team consists of the Learning Support Coordinator, two Learning Support teachers, three learning Support Assistants and one mathematics learning assistant (50%) who works with secondary students. Referrals are generally made by class teachers and support is provided on an individual or small group basis according to the Learning Support policy. The Learning Support Coordinator is available for consultations and advice.

8.14 English as an Additional Language (EAL)

ISL Qatar offers a research-based, highly effective English as an Additional Language (EAL) programme for students who are new to learning in English or continue to benefit from English language support. The EAL department uses a range of assessments to determine placement in, and exit from, the EAL program.

The four domains of language (listening, speaking, reading, and writing) are taught as an integrated whole, rather than in isolation, linking language learning with academic content. This approach makes learning natural, providing reinforcement for all aspects of language learning. At ISL Qatar, we blend the school's curriculum continuum with English language proficiency

standards set by the World-Class Instructional Design and Assessment (WIDA) Consortium.

For more information, please contact Samir Valiyev (svaliyev@islqatar.org).

8.15 Information and Digital Literacy

Access to Learning Technologies

ISL Qatar adopts a blended learning approach to education, combining face to face instruction with the integration of web or 'cloud-based' learning tools, and carefully selected specialist tools that supports all teaching and learning.

In the primary school, all classrooms are equipped with 5 iPads and have 3 iPad class carts containing 24 iPads each as well as 2 laptop trolleys.

In middle and high school, all classrooms are equipped with digital display boards and classroom specific specialist equipment.