



DOHA  
BRITISH  
SCHOOL

AIN KHALED

# Behaviour Policy



Last Review: June 2023

Next Review: June 2024

Reviewer: Policy Committee





## 1. Purpose

The purpose of the Behaviour for Learning Policy & Procedure is to:

- provide a positive system to manage behaviour so it is optimal for learning
- define acceptable standards of behaviour
- encourage consistency of response to develop optimal behaviour for learning
- ensure that the school's expectations and strategies are widely known and understood by staff, students and parents
- develop behaviours associated with the DBS character traits of Respect, Honesty & Integrity and Community Spirit

## 2. Scope

This applies to all pupils across all Doha British Schools.

The behaviour policy outlined in this document is expected all times during the school day including break-time, lunch-time, Extra-Curricular Activities (ECAs).

This procedure is also applicable whilst wearing school uniform, and when representing the school on trips, sporting-fixtures, competitions etc.

## 3. Policy statement

The school has the highest expectations of all of our students. As a result we expect impeccable behaviour that allows learners to be safe, treated politely and to learn without disruption. Learners have the responsibility to care for themselves, other people and their school. As per our Home School Agreement which outlines expected behaviours of the school, parents and students.

## 4. Ethos

At Doha British School we are committed to creating a safe and supportive learning environment where every student feels valued and respected. Our Behaviour Policy is based on restorative practices, which promote positive relationships and focus on repairing harm rather than punishment. Our policy also empowers teachers and adopts a staged approach to addressing student behaviour.

We believe that every student has the potential to learn from their mistakes and grow as individuals. When a student's behaviour falls short of our expectations, we aim to repair any harm caused and rebuild relationships through a restorative process. This involves giving students the opportunity to take responsibility for their actions, to understand the impact of their behaviour on others and to make amends. We believe that this approach not only helps to reduce negative behaviour but also fosters a sense of community and belonging.



Our approach to behaviour empowers teachers to take an active role in maintaining a positive and respectful learning environment. Teachers are encouraged to build positive relationships with their students, to set clear expectations for behaviour and to model the behaviours they expect from their students. In this first instance, teachers will look to recognise and reward expected behaviours.

## 5. Rewards

### House point system

- Rewards are given to students in the form of house points.
- House Points will be recorded;
  - via iSAMS for Secondary
  - via Class Dojo in Primary
- Various events, activities and awards will be in place to reward Students and Houses for points. These will take place throughout the year.
- Each week house points will be collated and a trophy will be awarded in assembly at the end of the Academic Year for the house with the most points.

### Character Development Trait Postcards

- Teachers will issue a postcard to a student that has demonstrated a character development trait.
- This is recorded via iSAMS/Spreadsheet.
- Upon 10 postcards for a trait a badge is awarded.

### Star of the Week

- Staff can nominate a student for Star of the Week on iSAMS if they feel a student has gone above and beyond within the school day.
- The students should be informed.
- Parents are informed.

### Headteacher Awards

- At times, individual learners will do so well that an immediate special award is needed.
- This may be for really special work or for excellent behaviour above and beyond normal expectations.

## 6. Consequences

**6.1** We take a staged approach to addressing negative behaviour. We believe that every behaviour is an opportunity to learn and grow, and our approach reflects this. When a student's behaviour falls short of our expectations, we follow a staged process. We believe that this staged approach helps to prevent negative behaviour from escalating and provides students with the opportunity to learn from their mistakes and make positive changes. All consequences should be appropriate to the incident.

Restorative conversations - **repair and rebuild should be at the core of every consequence.**



**6.2 Learning Reminders (LRs)** are given to ensure students remain on task and behave in a way that is conducive to a positive and safe learning environment. Consequences are clear and take a stage approach where a student chooses a behaviour that is inappropriate. It is best practice to administer consequences in a timely fashion as it is not the severity that makes an impact, it's the certainty. Decisions to withdraw a student from lessons must be made in consultation with key members of the Senior Leadership Team and the impact on learning taking into account.

**6.3 Reflection** forms are an integral component of our behaviour policy, serving as a valuable tool for self-awareness and growth. These forms provide a structured framework for students to reflect on their actions and consequences, fostering a sense of responsibility and accountability.

By using reflection forms, it encourages children to think critically about their behaviour, understand its impact on others, and take ownership of their actions. This process helps students develop crucial skills such as empathy, problem-solving, and decision-making. By reflecting on their behaviour, children gain insight into their emotions, thoughts, and motivations, enabling them to make more informed choices in the future.

They help to facilitate open and honest communication, allowing everyone to gain a deeper understanding of the student's perspective and provide appropriate support and guidance. This collaborative approach strengthens the school-home partnership and reinforces consistent behavioural expectations.

## 6.4 Primary Stages

<b>LR1</b>	<b><i>First warning: verbal warning, reminder of school rules.</i></b>
<b>LR2</b>	<b><i>Second Warning: verbal warning and reminder that next step is reflection time.</i></b>
<b>C1</b>	<b><i>10 minutes Reflection time with class teacher.</i></b>
<b>C2</b>	<b><i>20 minutes Reflection time with your year group partner.</i></b>
<b>C3</b>	<b><i>Reflection time with SLT</i></b>
<b>C4</b>	<b><i>Internal Isolation</i></b>
<b>C5</b>	<b><i>Suspension</i></b>
<b>C6</b>	<b><i>Permanent Exclusion</i></b>



## 6.5 Secondary Stages

<b>LR1</b>	<b>First Warning</b>
<b>LR2</b>	<b>Second warning (may involve being moved within the room) - Teacher discusses behaviour at the end of lesson.</b>
<b>C1</b>	<b>15 minute recall issued and administered by the Teacher and recorded on iSAMS**. This should take place as soon as possible after the incident ideally during break/lunch time.</b>
<b>C2</b>	<b>20 minute and 40 minute recall and recorded on iSAMS**. This should take place as soon as possible after the incident. These will be administered as per each school's capacity in regards to persons leading on this.*</b>
<b>C3</b>	<b>Internal Isolation (withdrawn from lessons) - supervised by House Leader/AHT/Deputy as applicable (see 6.6).</b>
<b>C4</b>	<b>Fixed term Exclusion</b>
<b>C5</b>	<b>Permanent Exclusion</b>

\*A 20 minute recall will be issued and supervised by the Subject Leader during Lunch time. A 40 minute recall needs to take place after school. This can be administered by Progress Leader/Head of House/SLT as required and in line with the role and responsibilities outlined in Section 7.

\*\*See Appendix 5 for recording consequences on iSAMS.

## 6.6 Planned Intervention Strategies

Punishment does not teach alternative behaviour or give a student practice at using more appropriate behaviour. When a student lacks skills in reading, maths or science our response is not to punish them, but to provide additional support so that they can achieve. Students who struggle to behave appropriately, need prompts and scaffolds to learn how to relate to others and function productively in the school (and later work) environment. The following is intended to provide a range of strategies and approaches that can be used;

- Behaviour Report: if a student's behaviour continues to be a barrier to their or another student's learning, then the Progress Leader/Head of House/Head of Key Stage will issue a behaviour report. A student who is on a behaviour report must improve their attitude to learning in order to pass the report. A report cycle lasts 2 weeks. If a student does not make progress whilst on that report, the report will be escalated to a 4-week period. If again a student does not make progress in terms of meeting their targets and making better choices, the report will be monitored by a Deputy Head/Head (as applicable to the school context). It is important that targets are SMART and discussed with the student/parents to ensure a common understanding of the expectations.
- Community service e.g. cleaning up graffiti, repairing things that have been damaged.
- Referral to school counsellor
- Involvement of SEND
- Parent meetings
- Removal of participation in ECA's/school event/representing the school



## 6.7 Fixed Term Exclusions

The school endeavours to provide a range of provision in order to support the different learning needs of students and in order to ensure that where possible students are included within the school community. However, at times it may be necessary to remove students from lessons who violate the school rules, or where the continued presence of the student is a serious threat to the safety and/or learning of others.

An exclusion could be between 1-5 days depending on the nature of the incident and previous concerns. Decisions on a fixed term exclusion take into account the severity of the incident(s), patterns of behaviour and the impact/harm caused. Whilst it is not possible to list every possible scenario the following examples help to provide factors for consideration ;

- Physical assault
- Willful damage to school property
- Threatening language
- On-line behaviour such as sharing inappropriate material
- Bullying
- Use of racial language
- In possession of contraband - weapons, smoking related, alcohol and drugs

## 6.8 Permanent Exclusion

In the event of a permanent removal from the school roll, meticulous evidence must be gathered. Records of communication to parents, phone call logs, emails, letters, meetings, interventions put in place etc must be made available in chronological order. Any request to remove a student from the school has to be presented to the MOE for approval. Communication must take place with the Admissions team before a decision is made in this regard.

## 6.9 Isolations

6.9.1 The decision to isolate a student is made in consultation with the Senior Leadership Team (SLT), designated individuals responsible for behaviour management and the Head of Learning Support where appropriate (i.e. if on SEND Register) ensuring a consistent and fair approach.

6.9.2 Isolation should serve a clear intention: to provide a structured and controlled environment where the student can reflect on their actions and behaviour. It is essential to communicate this intention to all relevant parties involved, including the student, their parents or guardians, teachers, and support staff. By doing so, we create transparency and foster understanding about the purpose and goals of the isolation period.

6.9.3 It is imperative to acknowledge the potential impact on the student's learning during the isolation period. While isolation separates the student from the main classroom environment, it should be accompanied by appropriate provisions for continued educational engagement. This may involve providing



materials, resources, or individualised instruction, ensuring that the student's academic progress is not unduly disrupted.

6.9.4 In addition to learning considerations, other circumstances should be taken into account when determining the appropriateness of isolation. Factors such as the severity and frequency of the student's behaviour, their age and developmental stage, impact on learning, and any underlying social or emotional issues should be carefully considered. It is crucial to approach disciplinary measures with a holistic perspective, prioritising the student's overall well-being and long-term growth.

6.9.5 The time spent in isolation must have a clear purpose. Rather than being a punitive measure, isolation should be utilised as an opportunity for reflection, self-regulation, and restoration of positive behaviour. The isolation period should be supported by appropriate interventions and strategies that help the student develop skills for managing their behaviour more effectively.





## 7. Roles and Responsibilities

Supporting our students to manage their behaviour and maintain high expectations is **everyone's responsibility**. A collaborative approach helps to ensure consistency, builds capacity and develops the confidence of staff in managing behaviour concerns.

Role	Responsibility/Expectations
Teaching Assistant	<ul style="list-style-type: none"> <li>Consistently follows the policies and procedures that are in place around behaviour.</li> <li>Communicates with the class teacher around behaviour concerns.</li> <li>Supports the class teacher in implementing interventions and consequences as needed.</li> </ul>
Form Tutor (Secondary)	<ul style="list-style-type: none"> <li>First point of contact for families.</li> <li>First level of pastoral care of students in the Form Class.</li> <li>Carrying out regular check-ins with students.</li> <li>Following up on concerns raised by parents, students, teachers.</li> <li>Working alongside the House Leader, AHTs and Deputy Head Pastoral in a professional and collegiate manner.</li> <li>Ensuring Form Time is meaningful, sets the standards around expectations of conduct and fosters a sense of community within the Form Class.</li> <li>Attending pastoral and parental meetings as required.</li> <li>Contributing to the process of monitoring lates and attendance and making contact with parents as required.</li> <li>Receiving and collating information from subject teachers and consulting with the Head of House as needed if behaviour concerns are escalating.</li> <li>Consistently follows the policies and procedures that are in place around behaviour.</li> </ul>
Class/Subject Teacher	<ul style="list-style-type: none"> <li>Responsible for the behaviour and conduct of students under their care.</li> <li>Intentional about building positive relationships with students and their families.</li> <li>Consistently follows the policies and procedures that are in place around behaviour.</li> <li>Ensures interventions and consequences are put in place when needed.</li> <li>Is proactive in terms of minimising the potential for disruption to lessons.</li> <li>Recognises and acknowledges students that are demonstrating our core values and character traits.</li> <li>Communicates to students with dignity and respect.</li> <li>Models the expectations for their students and supports them in making better choices.</li> <li>Seeks advice and guidance from colleagues as needed (HoD, other teachers of the class or student/Form tutor/Head of House).</li> <li>Is present in the corridor/outside classroom during lesson change over.</li> <li>Is proactive and looks to prevent and de-escalate misbehaviour.</li> <li>Responsibility for LR1, LR2, C1 &amp; C2 (20 Minutes).</li> </ul>
Head of Department (Secondary)/Progress Leader (Primary)	<ul style="list-style-type: none"> <li>Ensure school policies and procedures are being consistently applied across the department.</li> <li>Communication with parents, Form tutor and House Leaders in regards to behaviour/academic concerns.</li> </ul>





	<ul style="list-style-type: none"> <li>• Coaching and line managing teachers within the department on behaviour management practices.</li> <li>• Consistently follows the policies and procedures that are in place around behaviour.</li> <li>• Is present in the corridor/outside classroom during lesson change over.</li> <li>• Responsibility for C2.</li> </ul>
Head of House (Secondary)	<ul style="list-style-type: none"> <li>• Supports Form Tutors and Departments in managing behaviour that is consistent and progressive.</li> <li>• Is proactive in building positive relationships with students and families.</li> <li>• Is intentional and invested in building and maintaining a positive House ethos with high expectations.</li> <li>• Consistently follows the policies and procedures that are in place around behaviour and ensures Form Tutors, Subject Teachers and Departments are doing this also.</li> <li>• Monitors and tracks behaviour concerns to ensure timely and appropriate interventions can be put in place.</li> <li>• Investigates behaviour incidents to ensure a complete understanding of what has happened before applying a consequence.</li> <li>• Responsibility for C2 (40 minutes) and C3.</li> </ul>
Senior Leadership Team (Deputy and Assistant Heads)	<ul style="list-style-type: none"> <li>• Ensures the policy and procedures around behaviour are being consistently applied and upheld.</li> <li>• Supports the communication to parents and meetings where appropriate.</li> <li>• Provides advice, guidance and coaching to staff around behaviour management, interventions and consequences.</li> <li>• Empowers staff to tackle and manage behaviour expectations of students.</li> <li>• Holds staff accountable when the behaviour management policy and procedure is not being applied.</li> <li>• Supports the decision making process around consequences in regards to internal isolation and exclusion.</li> <li>• Supports C2 (40 minutes) and C3.</li> </ul>
Whole School SENCO	<ul style="list-style-type: none"> <li>• Consult with colleagues in decisions around sanctions for students on the SEND register.</li> <li>• Provide support, advice on interventions and coordinate support as part of a positive management approach.</li> </ul>
Head of School	<ul style="list-style-type: none"> <li>• Follows the expectations and responsibilities of the SLT.</li> <li>• Decision around fixed term exclusion in consultation with the VP/P.</li> <li>• Ensures consultation takes place with the Admissions team and MOE where and when applicable and always in regards to a consideration around the permanent removal of a student from the school.</li> </ul>
Vice Principal/Principal	<ul style="list-style-type: none"> <li>• Follows the expectations and responsibilities of the Head of School.</li> <li>• Makes the decision around a permanent removal from the school.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• As per the Home School Agreement</li> </ul>
Students	<ul style="list-style-type: none"> <li>• As per the Student Code of Conduct</li> </ul>



## 8. Related Document

SEND Policy & Procedures

Home School Agreement

Student Code of Conduct.



## Appendix 1 Primary Interventions

### Approaches to Behaviour at DBS

At Doha British School we are committed to creating a safe and supportive learning environment where every student feels valued and respected. Our Behaviour Policy is based on restorative practices, which promote positive relationships and focus on repairing harm rather than punishment.

#### Primary Interventions

##### BEHAVIOUR FOR LEARNING

Expectations:

Respectful: treat DBS facilities, rules, expectations and others with respect at all times.

Prepared: arrive at school and lessons on time prepared to learn

On task: be focused on your own learning and avoiding disruption of others' learning.

In uniform: adhere to the DBS uniform requirements for clothing and appearance.

##### UNIVERSAL INTERVENTIONS

Focus on prevention:

House point system

Character Development Trait Postcards

Star of the Week

Headteacher Awards

Relationships

##### TARGETED INTERVENTIONS

Strategies for students who continue to display inappropriate behaviour:

LR1 - First warning

LR2 - Second warning

C1 - 10 min recall

C2 - 20 min recall

##### ESCALATED INTERVENTIONS

For a one off serious incident and/or escalated behaviours ;

C3 - Reflection with SLT

C4 - Internal Isolation

C5 - Suspension

C6 - Permanent Exclusion

Supporting our students to manage their behaviour and maintain high expectations is everyone's responsibility. A collaborative approach helps to ensure consistency.



## Appendix 2 Secondary Interventions

### Approaches to Behaviour at DBS

At Doha British School we are committed to creating a safe and supportive learning environment where every student feels valued and respected. Our Behaviour Policy is based on restorative practices, which promote positive relationships and focus on repairing harm rather than punishment.

#### Secondary Interventions

BEHAVIOUR FOR LEARNING	UNIVERSAL INTERVENTIONS	TARGETED INTERVENTIONS	ESCALATED INTERVENTIONS
<p><b>Expectations:</b></p> <p>Respectful: treat DBS facilities, rules, expectations and others with respect at all times.</p> <p>Prepared: arrive at school and lessons on time prepared to learn</p> <p>On task: be focused on your own learning and avoiding disruption of others' learning.</p> <p>In uniform: adhere to the DBS uniform requirements for clothing and appearance.</p>	<p><b>Focus on prevention:</b></p> <p>House point system</p> <p>Character Development Trait Postcards</p> <p>Star of the Week</p> <p>Headteacher Awards</p> <p>Relationships</p>	<p>Strategies for students who continue to display inappropriate behaviour:</p> <p>LRI - First warning</p> <p>LR2 - Second warning</p> <p>C1 - 10 min recall</p> <p>C2 - 20/40 min recall</p>	<p>For a one off serious incident and/or escalated behaviours ;</p> <p>C3 - Internal Isolation</p> <p>C4 - Fixed term Exclusion</p> <p>C5 - Permanent Exclusion</p>





Supporting our students to manage their behaviour and maintain high expectations is everyone's responsibility. A collaborative approach helps to ensure consistency.



## Appendix 3 Secondary Classroom Poster

# Consequences

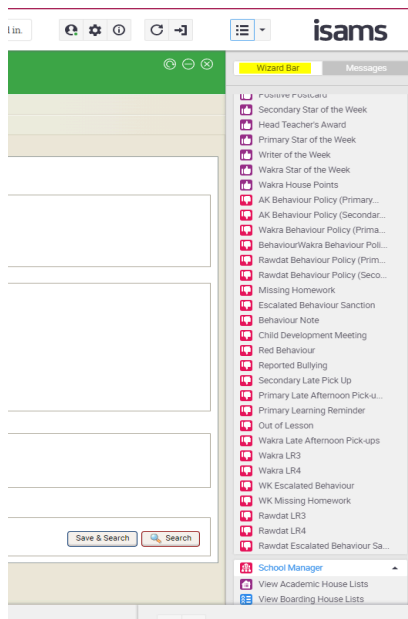
*Please note that the consequences will be given according to the severity of the behaviour and will not always escalate through the following stages.*

	<p><b>LR1 :</b> First warning. Given as a small learning reminder if a student is off task or demonstrating low level behaviour.</p>
	<p><b>LR2 :</b> Second learning reminder (may involve an action, for example being moved). Behaviour will be discussed at the end of the lesson.</p>
	<p><b>C1 :</b> A 10 minute recall with Subject Teacher (Break or Lunch Time) is issued as a consequence. This is recorded on iSAMS.</p>
	<p><b>C2 :</b> 20 minute (Subject leader) or 40 minute recall (Head of House/SLT) is issued as a second level consequence and recorded on iSAMS. A 40 minute recall will take place <u>after-school</u>.</p>
<p><b>C3: Internal Isolation</b> When a student is removed from lessons and supervised by the House Leader and/or member of SLT.</p>	<p><b>C4: Fixed Term Exclusions</b> When a student is asked not to attend school for a fixed period of time due to unacceptable behaviour. This will involve a meeting with parents and agreed terms for return.</p>

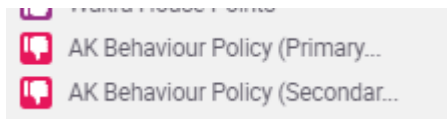


## Appendix 5 iSAMS

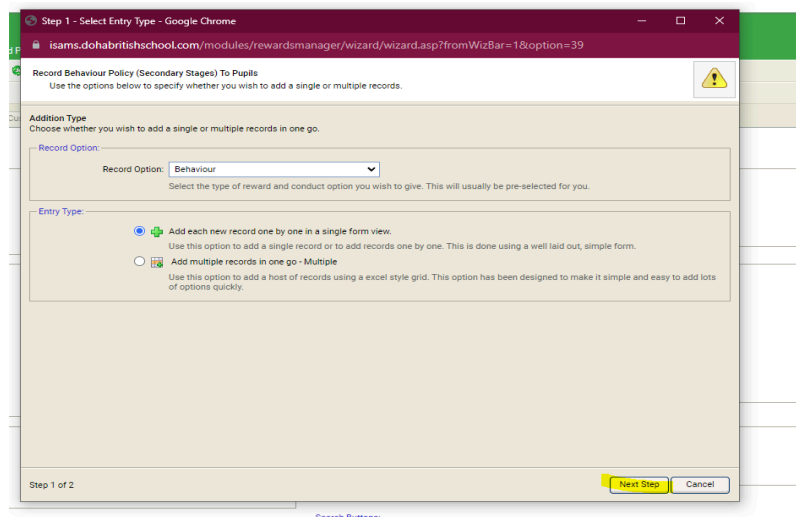
- On iSAMS locate the Wizard Bar on the right hand side.



- Click on AK Behaviour Policy (either Primary or Secondary)



- Then click on Next Step....





- Select Student and relevant consequence from the drop down options and add details in the description box;

- Then click Next Step to record your submission.





Thank you