



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL

Behaviour Policy



Last Review: April 2022

Next Review: June 2023

Reviewer: Policy Committee





1. Purpose

The purpose of the Behaviour for Learning 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;
- encourage the involvement of both home and school in the implementation of this procedure and in support of pupils attaining expected behaviours;
- develop behaviours associated with the DBS character traits.

2. Scope

This procedure applies to all pupils across all Doha British Schools.

The codes of behaviour include those that apply while in the care of the class teacher and those that apply during break times.

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

3. Policy statement

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our learners and to support them to learn how to manage their behaviour appropriately. We give learners choices and are clear about the consequences of the choices that they make. Learners have the right to be safe, treated politely and to learn without disruption. Learners have the responsibility to care for themselves, other people and their school.

4. Sanctions

Learning Reminders (LRs) are sanctions that students are given to ensure they remain on task and behaving in an appropriate way. Sanctions are clear and escalated fairly and consistent by all staff where a student chooses a behaviour that is inappropriate.

LR1	<i>First Warning</i>
LR2	<i>Second warning (may involve being moved within the room) - Discuss behaviour at the end of lesson</i>
LR3	<i>15 minute lunchtime detention the next day with a Progress Leader (recorded on iSAMS)</i>
LR4	<i>Displaced to departmental area - 45 minute after-school detention on a Thursday. (Recorded on iSAMS)</i>



- If a student accumulates three LR3 sanctions in any half-term they will be required to complete 45 minute after school detention. Placed on behaviour report by the Progress Leader.
- If a student accumulates six LR3 sanctions in any half term they will be required to complete a day in an isolated room and they will be monitored on an SLT Behaviour Report.
- If a student accumulates nine LR3 sanctions in any half term they will be required to complete two days in an isolated room.

If a student fails to attend lunchtime detention without permission of a Progress Leader/Assistant Headteacher they will be required to complete a 45 minute after school detention. If they fail to complete this detention, then they will undergo a period of internal isolation.

4. Behaviour Report

If a student's behaviour continues to be a barrier to their or another student's learning, then the Progress Leader or Assistant Headteacher will issue a behaviour report. A student who is on a behavior report must improve their attitude to learning in order to pass the report. A report cycle lasts 2 weeks. If a student fails that report, the report will be escalated to a 4-week report. If a student, then fails they will progress onto the SLT report.

5. Expectations in the classroom

- Arrive on time, fully equipped, in full school uniform and ready to start the lesson in silence with your planner open on the desk
- Listen carefully (without talking) when a member of staff or another pupil is talking to the class
- Do as you are told by a member of staff without discussion

6. 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 seriously violate the school rules, or where the continued presence of the student is a serious threat to the safety and/or learning of others.

DBS implement an escalation exclusion system that includes:

- 1 day Fixed Term exclusion
- 2 day Fixed term exclusion
- 3 day Fixed term exclusion
- 5 day fixed term exclusion

The fixed term exclusion will also depend upon the severity of the offence. This will be at the discretion of the Principal/Vice Principal



7. Rewards

House point system

- Rewards are given to students in the form of house points.
- These are awarded at the teacher's discretion and added to iSAMS to keep a total of all house points earned.
- Each week house points will be collated and a trophy will be awarded in assembly for the house with the most points. A running total is shared with the students
- Individual students will also receive a certificate for reaching 50, 100, 150 etc house points.

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.
- One student per year group is chosen per week and their parents are contacted. Certificates are given out in assembly and all nominations are shared via the schools marketing team.
- Winners are also shared on social media platforms.

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.

Character Development awards

At Doha British School we seek to promote not only outstanding academic progress for the young people in our care but also their development as well-rounded individuals. We believe that character development is highly important, intrinsic to our work and reflects and promotes our school values.

Teachers promote and reward students for displaying the following personality traits:

- Resilience

More information about character development can be obtained from the Character Development Policy.



Doha British School

INCIDENT MANAGEMENT

The following steps should be followed by House Leaders and SLT Links, if an incident occurs.



1 Immediate Action

Led by House Leader or SLT Link
Inform other House Leaders if it involved students from multiple Houses
Isolate the students who are involved – pending investigation
Mobile phones should be temporarily confiscated
Students should be isolated separately and kept under supervision

- Physical Assault
- Fighting
- Racism/ extreme language
- Verbal Abuse
- Bullying/ Cyber Bullying
- Vandalism

2 Taking Statements

All statements should be made on the DBS student statement form
Statements should be taken from all sides and any witnesses
Anyone completing a statement should be away from any influence
Once each statement is completed, read it and clarify any points – asking students to add to it where necessary

3 Contacting Parents

Parents of any students involved should be contacted on the same day
This may be to inform them that an incident has happened and we are investigating it and will call them to update them the following day
Statements should be collected before contacting parents

4 Applying Sanctions

Once all statements have been collected and a clear picture of the course of events is established please speak to the Deputy Head of Pastoral to confirm the sanctions
All sanctions should be recorded on isams and sat the following day
Students and parents should be informed clearly of the sanction and the reason for this decision
Fixed Term Exclusions will be managed by the Head of School or Deputy Headteacher.

5 Restorative Practice

Following any incident it is important that restorative conversations take place
This should be with the House Leader/ SLT link
Discussion surrounding the incident should be led by the member of staff with the view to reinforce what could have been done differently
Any students who have hurt or upset someone else should apologise
Boundaries should then be established and expectations reinforced moving forward



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Thank you