



Doha Academy

Primary Al Waab

Behaviour Policy

2023-24

Last review: September 2023

Next review: May 2024 or as required

Policy Statement

It is the policy of the Primary Section that all students should be polite, well mannered, considerate to others and friendly. The school's values and student learning outcomes encourage students to be respectful of their environment and be aware of their impact on it.

Students and staff are expected to create and contribute to a positive, caring and responsible environment in which students feel safe and which will support the teaching and learning. The policy is designed to promote the school's mission, core values and Islamic ethos.

Both inside and outside the classroom it is the duty of every member of staff to maintain discipline and positively develop the spiritual, moral and well-being of our students to become global citizens.

Aims

- to create a community where students and staff feel valued and respected and where positive relationships can develop;
- to ensure students and staff are working in a safe and happy environment;
- to teach values and attitudes that promote responsible behaviour, self-discipline, respect for others and the environment, in line with the Islamic ethos of the school;
- to ensure that the policy is applied fairly and consistently to all students by all staff members.

Communication

Adults can maintain an outstanding learning environment through a range of means. Being positive, calm and consistent is the basis of our School's approach. Students are informed about what they are expected to do, dealt with fairly and, most importantly, hear good behaviour celebrated at every opportunity.

Rules

The Primary Section's expectations are displayed in classrooms and communal areas as a **code of conduct**. Adherence to the expectations should be rewarded and encouraged by all staff. All members of staff should set an example of respectful, polite, caring behaviour.

1. We will be polite at all times
2. We will work quietly and not disturb others
3. We will listen respectfully when others are talking
4. We will be friendly to fellow classmates
5. We will be honest and trustworthy
6. We will respect our teacher and other adults
7. We will be prepared for class every day
8. We will arrive to class on time
9. We will co-operate with others
10. We will always do our best

The following are not tolerated in school:

- Cursing - whether in Arabic or English
- Fighting - including 'play fighting' in the playground
- Aggressive or threatening behaviour – towards peers and staff members
- Bullying – physically, verbally or online
- Racist behaviour – between nationalities / races
- Spitting or throwing water
- Running inside the school building
- Chewing gum
- Carrying mobile phones or toy guns / anything deemed a weapon
- Glass bottles or cans of soft drink

Recognition of good behaviour - Positive Reinforcement

The basis of our rewards system continues to be positive descriptive praise. We recognise that often a smile; a “well done”, high five or thumbs up, can be hugely rewarding and motivating for students. Staff should try and be pro-active, positive and praise good behaviour wherever possible. In addition to this we recognise good behaviour in the following ways:

Individual rewards

1. Verbal praise
2. Dojo points to share success
3. House Points
4. Certificates - Stars of the Week / Islamic Ethos / Attendance / Kindness / Dojo Tally
5. Messaging on Class Dojo and MS Teams
6. Individual class behaviour charts/ stickers/ rewards including Golden Time
7. Meeting with Deputy/Headteacher
8. Blue light (Traffic Lights) – positive phone call home

Once the above have been awarded, ideally they cannot be removed as a punishment. 2, 3, 4 and 5 will focus on agreed areas of good behaviour or work. This might include, for example, behaviour in assembly, work presentation, kindness in the playground, respect shown during prayer time etc.

(2) Dojo Point system

Dojo points can be recorded throughout lessons with immediate gratification as teachers can award these via their desktop, which will make notification sound alerts through the IWB indicating to students that this has been done. Accumulated Dojo points are celebrated in individual classes through class reward systems i.e. house points, treats, certificates, activities, additional playtime etc. The highest scoring Dojo point winners from each class are also recognised as Dojo Champions with a possible breakfast opportunity with

Yls or an SLT member. Recognising whole-class efforts is also important and this can be done through a class party or Golden Time.

Please see Class Dojo Policy.

(3) House Points

Dojo points earned directly relate to House Points earned. Again, awarding of points has been linked explicitly with the school's learner outcomes and values.

Students who achieve 50 house points will receive a special bronze certificate to be presented by the class teacher. Silver and Gold certificates are also presented for 100 and 150 house points.

Class teachers are also encouraged to inform parents and SLT of individuals who consistently show positive behaviour so they can be encouraged and promoted to their peers.

(4) Certificates

We recognise our Stars of the Week during whole year group assembly. Teachers select 2 students who have done a piece of learning/work particularly well as well as keeping to the rules and demonstrating positive behaviour during the week. They have their picture displayed on Year Group boards and on Class Dojo to recognise their achievement.

Within the Celebration, certificates are also awarded for highest class attendance, showing kindness, displaying Islamic Ethos, most Dojo points and subject awards for Arabic and Maths.

(5) Message to parents on Class Dojo

Teachers may write a message on Class Dojo to parents of a student to show recognition for a particular area of strength or to give positive praise.

(6) In class

Classes that have well-organised and prepared lessons tend to have fewer disciplinary problems as a calm, controlled learning environment is conducive to learning and helps to give students stability with routines.

Students are not allowed in class without a teacher or an assistant present. All rules are expected to be adhered to within the classroom. No student should be sent to stand outside the classroom or asked to sit on the floor or stand against the wall as a form of discipline. The student should be spoken to in a firm, but controlled voice. The student needs to realise that they are responsible for the consequences of their actions.

Teachers should refrain from shouting to control the class. All students should be treated with respect to maintain and raise self-esteem. Staff should always be looking for opportunities to comment on the positive behaviour of students and diffuse potential problems before they arise. Where negative behaviour is to be addressed, staff should ensure they focus on the behaviour rather than the student and that their response is consistent with all the students. It is important that any significant incidents should be recorded in the Incident Record – which is uploaded onto iSAMS in the pupil notes module - to ensure all staff are aware of students with particular behavioural difficulties and what is being done to address problems.

Behaviour such as bullying, fighting and rudeness is never acceptable and should be addressed whenever encountered. Anti-Bullying Week is a good opportunity to address these behaviour patterns.

See Anti-Bullying Policy.

The use of physical punishment is not permitted and will not be supported under any circumstances.

Consequences of deliberate rule breaking

All classrooms should have on display the school's "Stay on Green" policy – please see appendix 1. This is to be used with the **Traffic Light** behaviour system employed within the classroom - with names displayed on green card/paper to be moved to yellow or red when dealing with negative behaviour. This is to ensure a consistent approach for all students across the school – please see appendix 2 for table of traffic-light behaviour system.

Having tried friendly, more discreet approaches to dealing with disruptive behaviour, follow the guidelines below in instances where it persists:

- Verbal warning making clear to the student what they are doing is wrong and that if the behaviour continues they will be moved to yellow.
- Second warning informing pupil of action that could follow and getting the student to move their own name to yellow to disrupt their behaviour. The teacher may move the student's name if this is not possible – yellow warnings warrant a reflection timeout within the class of 5 minutes.
- Third warning verbally given and if necessary move the student to another area within the classroom.
- Final warning requiring the students to move their name to red (or the teacher if the student is too young) and informing them that any further warning will result in them being sent to a senior member of staff. At this stage, if appropriate, the teacher may wish to employ an external time-out/reflection – this could be within a 'buddy class' (not outside of the classroom door). For younger students, it may be necessary for the assistant to be with them.
- Teachers should use their discretion to move the student's name back to green if behaviour improves – focusing on a small positive and moving back to the green light should encourage better behaviour.
- Further disruptive behaviour may result in the student being sent to a senior leader who will speak to the student about their actions and determine what the cause/problem is. The senior leader may, at their discretion, give the student a reflection timeout or a break detention and the student will then be returned to the classroom. The student's name should be moved to green and the above process repeated if necessary.
- A further visit to the Deputy Head will automatically result in a break-detention and a time-out with the Deputy Head.
- Severe disruptions are recorded on the Incident Record and communicated to parents. Teachers must record details of the behaviour.
- The safety of students is paramount in all situations. If a student's behaviour endangers the safety of others, they should be immediately moved to red, removed from the classroom and sent to the Deputy Head, who will thereafter follow the policy. The Deputy Head, in consultation with the Primary Head, will determine if the student should be returned to the classroom.
- In the EYFS, all classes employ a "time-out" system - students who reach red are placed in time-out within the class and will only be allowed to join the rest of the class after some thinking time. They will then be moved back to green, but if they reach red for a second time, they are removed from the room to a buddy classroom and the details are recorded on iSAMS. A third time on red during the

day or week results in the student being sent to the Foundation Head and this is recorded on the Incident Record and iSAMS.

- In all cases, the teacher should ensure they explain to the students what they have done wrong and why they are being punished.

Note: For a detailed breakdown of choices made by pupils and their consequences, please see appendix 3.

An indication of the behaviours that would result in students moving up the traffic lights is given below. The list is not exhaustive and staff will exercise their professional judgement.

Please see appendix 3.

Verbal Warning	Amber	Red
First instance of... <ul style="list-style-type: none"> - Being rude (dependent on severity) - ‘Silliness’ or inappropriate behaviour - Talking when others are - Name calling - Not getting on with work - Disrupting others’ learning - Shouting out 	<ul style="list-style-type: none"> - Repeated behaviour following a verbal warning - If a grown-up has to speak to you while you are on green - Being rude (dependent on severity) - Inappropriate language - Name calling (dependent on severity) 	<ul style="list-style-type: none"> - Bullying - Fighting - Deliberately hurting another student - Putting others at risk - Deliberately damaging property - Being offensive to staff

Persistent Disruptive Behaviour

- If a student is being sent regularly to a Deputy Head or has “detentions” in close proximity, the Deputy Head will arrange a meeting with the parents and the student will be placed on a behaviour chart. This will be recorded on the Incident Record and on iSAMS.
- The targets for the behaviour chart are agreed with the student and is reviewed by the teacher and the Deputy Head at the end of the day.
- The student will remain on the behaviour chart for a minimum of one week and may be removed at the discretion of the Deputy Head in consultation with the class teacher.
- If behaviour doesn’t improve, a further meeting between the parents and the Deputy Head will take place and the student may be placed on a Behaviour Report.
- There will be 3 targets set and each day’s report must be signed by both Class Teacher and Deputy and shared with parents on-a-daily basis.
- The Deputy Head, in consultation with the Primary Head may consider and approve regular meetings between the student and social worker. These meetings will be recorded on iSAMS and the social worker will liaise with the SLT and class teacher to provide details of any concerns.
- Meetings and agreed actions will be recorded on ISAMS and parents will be informed confirming the school’s actions.

- Should there be no improvement in the student's behaviour, the school will consider whether they should be allowed to register for the following academic year. The parents and students may be required to sign a behaviour contract in order to continue within the school that recognises the agreed actions that will be taken in the future should the disruptive behaviour continue.

Note: please see appendix 4 for Reflection Sheets to be used during timeout of lessons.

Social Worker Support

It is the policy of the Primary Section to provide support and employ all resources to help deal with behavioural issues without resorting to exclusion. Should teachers feel that there is no improvement in behaviour or there are sufficient indicators pointing to a student needing additional support, for example anger management – they should be referred to the SENCO and Pastoral lead. All referrals must be supported by incident notes and will be subject to assessment.

Once approved – students will receive individualised support, including one-to-one counselling, group therapy and meetings with the Social Worker.

Reflection Timeout

In the case of a student being severely disruptive, parents will be contacted by phone to let them know their child has received a reflection timeout. Out-of-class reflection timeouts are given for very poor behaviour. They are to be used in conjunction with the Red Primary Traffic Light system and recorded in the Incident Record.

Behaviour Reports

Students may be placed on one of three types of report:

Green – to be set up and monitored daily by Class Teacher with 3 targets – at end of week hand in to SLT member to decide on whether to stop / continue / next level.

Yellow – to be set up and monitored daily by Year Leaders with 3 targets – at end of week bring to SLT member to decide on whether to stop / continue / next level.

Red – to be set up and monitored daily by SLT with 3 targets – at end of week bring to the Head and decide on moving forward.

All reports will give specific targets that students are expected to achieve. This is an important communication tool that we expect parents to sign at the end of each day to say they have seen the report.

If a student has a poor green report they will move to a yellow report. If they have a poor yellow report they will move to a red report. If a student is placed on red report they are expected to go to an SLT member to have their report signed. If the report is not good, we will contact parents to discuss the report and request them to attend a meeting.

At any point during the year, if a student is constantly falling below the expected behavioural expectations, and continues to perform poorly on the red report, the school will request a meeting with parents. The outcome of this meeting will determine whether they are readmitted to the school the following year.

Note: please see appendix 5 for sample Behaviour Report Cards

Internal Suspension / External Suspension

While the focus of the behaviour policy remains on reflection and positive reinforcement, in serious cases, where students are a danger to themselves or others, they may be placed in internal suspension. A student may be isolated for a half-day, a full day or for such period as the school sees necessary to help before re-integrating in the classroom. During this period of internal suspension the focus will be on the continuation of studies and pastoral support.

External suspension will be a last resort.

Readmission for Next Academic Year

Doha Academy reserves the right not to readmit any student whose disciplinary record is poor.

Specialist Staff/Cover Teachers

Whilst the class teacher has primary responsibility for the students in their class, any specialist teachers within the classroom for lessons in Arabic, Religion, Quran, Qatar History, ICT, French and PE as well as cover teachers are responsible for applying this policy when teaching the students and also informing the class teacher of any incidents and resulting action.

Arabic staff should employ the Class Dojo rewards and traffic-light system and apply the same procedures.

In the Playground

To supervise effectively, staff on duty should be in their designated area in good time. They should actively patrol their designated area and be on the lookout for potential problems. Any large confrontational groups should be dispersed.

Students need to stay in the play areas as stipulated. They are not allowed back into the school building unless they are going to the nurse or accompanied by a teacher, except in the designated areas for toilets.

In Years 1-3, the 'five finger rule' (1. Look away, 2. Walk away, 3. Say 'please stop' 4. Say 'STOP!' 5. Tell the teacher) should be implemented in any minor confrontational situations. The rules should be discussed with younger students. Five minutes time out should be given to students who are playing in a rough way. This can either be done by standing with the teacher or for the student to be escorted to a buddy teacher inside. In Years 4-6, students should be monitored as needed and issues addressed as they arise.

Any physical assault of other students will result in an immediate removal from the playground and placement in the Deputy's office at break time for a period of time at the discretion of the duty-staff.

The whistle will be blown at the end of playtime for students to stand still. When the second whistle has blown, all the students walk to line up. Students are expected to stand quietly. The teacher will be at the head of the line and lead in ensuring students walk up the stairs in a quiet, orderly fashion.

In the Canteen

Students are not allowed in the canteen areas unsupervised. Staff on duty should ensure they arrive in good time and patrol the floor area.

Any students purchasing items from the canteen must queue in an orderly fashion and wait their turn. No students have priority depending on their age and staff must not send students to the canteen to buy food for them.

During break times, students are not allowed to return to the classroom – they must remain in the canteen until it is time to go to the playground.

Staff should ensure students are seated when they are eating and that any rubbish is thrown away in the bins. Tables and chairs should be left tidy.

Once the playground is open, any students who have finished eating must leave the canteen and go to the playground. Lunch boxes and drinks can be left in the designated area in the playground. There is to be no eating on the playground, but students may drink water.

Staff should ensure that all students have left the canteen for the playground at least 3 minutes before the end of break time to give the students time to line up.

In the Corridors

When moving around the school with classes, staff should ensure students are walking in a line quietly. The teacher should always walk at the head of the line to avoid students getting too far ahead and ensure they can stop the line if students are failing to keep up.

Students are not permitted to run in the corridors or on the stairs. It is the responsibility of all staff to warn students if they see this happening.

No students are allowed to use the external corridor on the second floor or the external fire escapes. Warnings are clearly displayed on the fire doors and all staff must remain vigilant and ensure they stop students who may attempt to use them.

Students are not permitted to use the lifts without an adult under any circumstances.

Students may not enter the EYFS area without an adult or special pass indicating they have been given permission. Passes must also be worn indicating permission given by a class teacher to use the toilet, get some water or to visit the nurse.

Green Light Expectations:

Aiming high

1. Learn to the best of your ability

Doing our best

2. Listen respectfully
3. Try, try again

Caring for each other

4. Be kind, helpful and gentle
5. Be honest and responsible
6. Stay safe and care for people and property

The 'Stay on Green' as part of our Traffic Lights System should be printed and put up in every classroom

Stay on Green System – to be used with Class Dojo Points

The system is designed so:

- 1 All students have the opportunity to make positive choices about their behaviour and influence outcomes
- 2 Students who regularly meet and go beyond the school's 'Green Expectations' are recognised and celebrated
- 3 Teachers integrate a consistent system within daily teaching in order to promote positive behaviours
- 4 Develop effective behaviour management skills

Appendix 2 – Traffic Light Actions

Traffic light actions

Behaviour Light	Action	Who Involved?
Blue	In the event a student(s) has behaved or done something exceptional within the school day - teachers are encouraged to move them up to blue. If so: Message sent home on Dojo: <i>"Your child has impressed the teachers at school today and has done really well in all lessons"</i> If consistently achieving Blue - phone call home.	Class Teacher HOY SLT Parent / Carer
Green	Praise given in class Children to enjoy 30 minutes 'Green Time' each week	Class Teacher to provide planned 'Green Time' session for 30 minutes e.g. football / canteen / class party
Warning	Child is reminded of Green Light Expectations. Appropriate time given for child to address behaviour.	Adult in class / on break duty
Amber	Child must move away from main class group to time out area for 5 minutes. Pupil is expected to listen to teacher during this time but not join in.	Class Teacher
Warning	AS ABOVE	Adult in class / on break duty
Red	Child is sent with their learning or reflection sheet to partner class for 10 minutes reflection time. After this time, child returns to class. Teacher welcomes back positively and reminds child of 'Green Expectations'. Child moves back to Green. Child is given opportunity to join class and address behaviour. 5 minutes off 'Green Time'. Message sent home on Dojo: <i>"Your child made some poor choices today at school but has understood how they can make better ones. Tomorrow will be a fresh start."</i>	Class teacher Other Class teacher / HOY SLT Parent/Carer
Warning	AS ABOVE	Adult in class / on break duty
Purple	In an emergency or if a child refuses to follow adult instruction at red light level. If child refuses to leave, class teacher will send two pupils to SLT. Member of SLT will come and collect the child. Parental contact - phone call / letter / meeting Possible detention / isolation / suspension depending on severity.	

Appendix 3 – Clarification of Consequences

Level 1

Clarification of Consequences

If a student does not meet Doha Academy's required expectations, inevitably there must be a consequence that is in proportion to the choice made. Different levels of student choices have been categorised and defined, as to ensure consequences are issued fairly. Students and parents will be made aware of levels, categories and consequences to avoid any confusion if expectations are not met. As part of the policy at the Primary Al Waah, we aim to help children understand their role and responsibilities in the school community – staff will do their best to exhaust positive strategies to help children make better choices before issuing sanctions.

Level One Descriptors

Choice made	Definition	Consequence
Disruptive behaviour	Causing the breakdown of the orderly process of teaching and learning, and/or other school activity	- Tactical ignoring – see if it stops - Non-verbal reminder – pause, facial expression, directed look - Verbal reminder – reminder of classroom rules / Stay on Green / praising other student - Verbal warning – continuing to do so will result in moving to Amber / timeout - Amber light = time out in class (5 minutes in designated space with reflection sheet) - Red light = time out in another class (10 minutes) with a reflection sheet NOTE: on re-joining class from timeout all children to be placed on Green and welcomed
Inappropriate Uniform	Uniform incorrect – please see uniform policy	Verbally – remind politely of correct uniform for school / PE days / boys tucking shirts in
Littering	Throwing, dropping or leaving rubbish or unwanted material anywhere in the classroom or around the school	Verbally – remind students to respect their school and environment and pick any litter up Non-verbally – model expected behaviour (picking up the litter) and praising others that join in and help
Refusal to do work	Refusing to complete class or homework – or any reasonable instructions	- Ignore at first – ensure others are working and on task / return to check on pupil - Approach child personally / check if help/support required or any difficulty that day - Verbal warning – reminder of Stay on Green system - Amber light = time out in class (5 minutes in designated space with reflection sheet) - Red light = time out in another class (10 minutes) with a reflection sheet
Failing to follow classroom rules	Failing to follow rules, written or otherwise (i.e. shouting out, getting out of seat without permission, not following teacher's reasonable instructions	- Non-verbal reminder – pause, facial expression, directed look - Verbal reminder – reminder of classroom rules / Stay on Green / praising other students - Verbal warning – continuing to do so will result in moving to Amber - Amber light = time out in class (5 minutes in designated space with reflection sheet) - Red light = time out in another class (10 minutes) with a reflection sheet NOTE: on re-joining class from timeout all children to be placed on Green and welcomed
Encouraging others to break rules	Whether co-operatively or verbally	- Verbal reminder – reminder of classroom rules, why are they important? / Stay on Green / praising other students for respecting rules and following them - Verbal warning – to both the one encouraging rules to be broken and one following - Amber light = time out in class (5 minutes in designated space with reflection sheet) - Red light = time out in another class (10 minutes) with a reflection sheet
Arguing (with another student)	Verbally arguing in an aggressive / threatening manner with another student	- Verbal warning - Amber light = time out in class (5 minutes in designated space with reflection sheet) - Red light = time out in another class (10 minutes) with a reflection sheet Failure to stop = record Primary Red Card on iSAMS.
Inappropriate behaviour	Behaviour determined to be inappropriate by staff	- Verbal reminder - Verbal warning AT THIS LEVEL SHOULD BE ENOUGH – SEE LEVELS TWO/THREE FOR FURTHER ACTION
Use of lift without permission	Using the lift without an adult – either parent/carer or staff	- Verbal reminder - Verbal warning AND escort them to the staircase
Refusal to sit in assigned seat	Refusal to sit in an assigned seat or refusal to move to designated seat in event of disruption	- Verbal reminder – classroom rules / Stay on Green / Praise of other child doing it right - Verbal warning – this would be breaking the rules of listening and respecting teacher - Red light = time out in another class (10 minutes) with a reflection sheet Failure to respond = record Primary Red Card on iSAMS. If disruption stopped but refusing to move = record Primary Red Card and ignore Failure/refusal to move AND disruptive = Purple light = send two children to SLT to attend (removal for 30 minutes)
Eating or drinking in class	Eating or drinking without permission	- Tactical ignoring – if it appears to be hidden and close to stopping (rather than drawing others' attention to it) - Verbal reminder – ask children when is the correct time/place for eating? - Investigate why student is eating in class? Are they hungry? Do they need timeout? - Verbal warning – put the food away and sit ready to learn
Possession of banned items	Banned items include any electronic devices – including mobile phones/video games related; chewing gum	- Verbal warning – put devices /banned items away - If a risk, remove device from student and explain it will be returned at end of day - If necessary, speak to parent to make aware that child is bringing in banned item
Sleeping in class	Sleeping in class as a pattern of behaviour	- Tactical ignore – let child sleep to begin with before approaching them to ask why tired? - If persisting, speak to parents about routines at home and child needing to sleep earlier
Not bringing HW in or being unprepared for lessons	Not bringing in homework or books unless with a valid reason	- Verbal reminder – Stay on Green expectations / school expectations - Verbal warning – student to complete homework by set time - Speak to parents – why is homework not being completed?

A Red light = time out in another class (preferably HOY/suitable class) with a reflection sheet AND if behaviour continues = record Primary Red Card on iSAMS.

For children refusing to move to another classroom / persisting in behaviour = Purple Light = send two children to SLT member to attend

For children who receive:

- 1 Primary Red Card on iSAMS in a week = miss some break (Y1-4) / miss break (Y5-6)
- 2 Primary Red Cards on iSAMS in a week = miss break (Y1-4) / detention (Y5-6)
- 3 Primary Red Cards on iSAMS in a week = phone call home / behaviour report card
- 4 Primary Red Cards on iSAMS in a week = isolation room (at SLT discretion – half day) / behaviour report card
- 5 Primary Red Cards on iSAMS in a week = internal suspension (at SLT discretion – full day) / behaviour report card
- 6 Primary Red Cards on iSAMS in a week = external suspension

There are 3 categories of report card – to be completed over a week and filed for each student:

Green – to be set up and monitored daily by Class Teacher with 3 targets – at end of week hand in to SLT member to decide on whether to stop / continue / next level

Yellow – to be set up and monitored daily by HOY with 3 targets – at end of week bring to SLT member to decide on whether to stop / continue / next level

Red – to be set up and monitored daily by SLT with 3 targets – at end of week bring to Head and decide on moving forward

Appendix 3 – Clarification of Consequences

Level 2

Level Two descriptors

At this level, contact with the parents is likely to be immediate. Notes should be made on iSAMS in case of any of the following violations. It is advisable that teachers keep a behaviour book and record incidents down to pass onto HOY / SLT. HOYs and SLT are likely to intervene at this level. Repeated choices made at this level could result in students being put on a report card immediately - students being suspended internally, externally and/or recommended for expulsion.

Choice made	Definition	Consequence
Use of inappropriate language	Using any form of foul language (swearing / cursing) in any language, including the use of hand and body gestures	Depending on severity/at discretion of teacher to decide where to start: - Amber light = time out in class (5 minutes in designated space with reflection sheet) - Red light = time out in another class (10 minutes) with a reflection sheet If Red light violation – record Primary Red Card on iSAMS - Failure to move from class / continue swearing = Purple Light = send two children to find SLT to attend (remove for at least 30 minutes) - Record in behaviour book / Contact parents
Lying	Proven to have intentionally been lying/providing untrue or misleading information	Discretion of teacher: - Red light = time out in another class (10 minutes) with a reflection sheet - Record Primary Red Card on iSAMS - Write up in Pupil Profile Notes for student on iSAMS
Insubordination	Refusing to listen and comply, either verbally or non-verbally with a direct (reasonable) request from staff	- Red light = time out in another class (10 minutes) with a reflection sheet - Record Primary Red Card on iSAMS - Failure to comply = Purple Light = send two children to find SLT to attend (remove for at least 30 minutes) Record in behaviour book / Contact parents
Intimidation against another student	Any student physically or verbally intimidating another student	- Investigate what has taken place – use time in class / PSHE to address issues arising between students If necessary, - Red light = time out in another class (10 minutes) with a reflection sheet - Record Primary Red Card on iSAMS - Failure to move from class / continue threatening behaviour = Purple Light = send two children to find SLT to attend (remove for at least 30 minutes) Record in behaviour book / Contact parents
First offence bullying verbally, physically or emotionally including cyber bullying (proven)	Causing distress to other students through physical, verbal or emotional means. Verbal and emotional abuse could be communicated through social media or otherwise online	- Investigate what has taken place – remind students of rules relating to caring – explore what bullying is? How does it affect others? - Use time in class / PSHE to address issues raised with students - Record Primary Red Card on iSAMS / complete notes on iSAMS - Failure to stop bullying = Purple Light = send two children to find SLT to attend (remove for at least 30 minutes) If necessary, record in behaviour book / Contact parents / Report Card
Inciting others to emotionally, physically or verbally intimidate or isolate another student	Encouraging other students to hurt or join in on hurting another student	- Red light = time out in another class (10 minutes) with a reflection sheet - Record Primary Red Card on iSAMS - If severe – Purple light - Record in behaviour book / Contact parents
Encouraging other students to break school rules (higher severity than level one)	Encouraging others – whether by participating in breaking of school rules or verbally expressing it	- Verbal Warning – remind children of school rules and why they are in place – for safety of children - Red light = time out in another class (10 minutes) with a reflection sheet - Record Primary Red Card on iSAMS - Failure to stop / continue breaking rules = Purple Light = send two children to find SLT to attend (remove for at least 30 minutes) - Record in behaviour book / Contact parents
Damage or destruction of property	Causing, attempting to cause or threatening to cause damage to the school or others' private property – including minor damage or defacing of school property	- Record Primary Red Card on iSAMS - Update Pupil Profile notes on iSAMS - Purple light – send two children to find SLT to attend (remove for at least 30 minutes – talk to about respecting others' property) - Contact Parents
Misuse of equipment	Use of school equipment / online services for illegal, inappropriate or obscene purposes	- Record Primary Red Card on iSAMS - Purple light – SLT to remove from room - Contact parents - Internal Suspension
Truancy	Being absent during school hours without authorisation or without teachers being aware as to whereabouts	- Record Primary Red Card on iSAMS - Purple light - Contact parents - Internal Suspension
Physically fighting	Engaging in hitting, punching, slapping, kicking or any form of physical attack whether initiating or retaliating	- Record Primary Red Card on iSAMS - Positive handling – separate students fighting - Purple light – send two boys for SLT member to remove - Contact parents - Internal suspension
Arguing (with school staff)	Verbally arguing in an aggressive manner with any school personnel	- Record Primary Red card on iSAMS - Purple light - Contact parents - Internal suspension

At this level all actions should be recorded in iSAMS notes (in behaviour book for the immediate) and a Primary Red Card given.

Purple lights in case of full-on fighting or a severe case of any of the above.

Behaviour report cards are likely to be put in place immediately in these instances.

(See footnote at end of Level One descriptors for sanctions based on Primary Red Cards)

Appendix 3 – Clarification of Consequences

Level 3

Level Three descriptors

Level three choices are considered by the school to be extreme and warrant serious consequences immediately. A student may face immediate isolation, suspension up to 5 days and a recommendation for expulsion. Students expelled from Doha Academy will not ordinarily be readmitted at a later date. The appropriate authorities will be notified in the event that a student commits an illegal act. Parents will be required to meet with school personnel and / or authorities involved.

Choice made	Definition	Consequence
Intimidation or menacing incitement	Threatening another, either verbally or non-verbally by inflicting fear or damage to property, instigating or encouraging acts of misconduct to another	In the event of any of Level Three choices being made: <ul style="list-style-type: none"> - Incident recorded in behaviour book - Notes to be updated on <u>iSAMS</u> - Purple light - two children to send for SLT to attend (removal of offending student immediately) - Letter to parents - internal suspension / isolation - External suspension - Expulsion
Arson	Utilising unauthorised fire, smoke, or explosive material. Setting off emergency equipment. Causing or potentially causing harm to people or damage to property.	
Assault	Striking with a weapon (any object used) with the intent to inflict bodily harm	
Vandalism	Destroying or causing significant damage, or defacing school or private property in a wilful / malicious manner	
Offensive material	Producing, possessing or distributing materials/information (in any form) that offend common decency or morals of anyone in the school community	
Repeated bullying	Second offence of bullying as described in level two	
Possession of or concealment of a weapon or otherwise dangerous instrument or substance	Using, possessing, attempting to possess, brandishing or concealing a weapon / dangerous instrument / substance / device, including replicas and anything deemed to be dangerous including a knife	
Obscenities, verbal abuse, vulgarity	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial / sexual / anti-religious or ethnic slurs (written or verbal) towards other students or any adult member of the school staff. It shall include use of obscene gestures that wilfully intimidate, insult or in any manner abuse others	

THINK SHEET

Name: _____ Date: _____

What were you feeling?

Sad 	Frustrated 	Confused 	Worried 	Angry 
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What happened? (Can be dictated to adult)

What did you want?

<input type="checkbox"/> Attention	<input type="checkbox"/> To cause a problem	<input type="checkbox"/> Control	<input type="checkbox"/> To get out of work
<input type="checkbox"/> Challenge a teacher	<input type="checkbox"/> To get even or revenge	<input type="checkbox"/> To talk to a teacher	<input type="checkbox"/> Other: _____

How did your behavior make other people feel?

<input type="checkbox"/> Happy	<input type="checkbox"/> Sad	<input type="checkbox"/> Confused	<input type="checkbox"/> Angry
<input type="checkbox"/> Scared	<input type="checkbox"/> Unsafe	<input type="checkbox"/> Worried	<input type="checkbox"/> Frustrated

Did you use a coping strategy? Yes or No? If Yes, which one? If No, which one could you have tried?

<input type="checkbox"/> Take 3 deep breaths	<input type="checkbox"/> Ignore	<input type="checkbox"/> Count backwards
<input type="checkbox"/> Move somewhere else	<input type="checkbox"/> Self-talk	<input type="checkbox"/> Do something else
<input type="checkbox"/> Think calm thoughts	<input type="checkbox"/> Talk to teacher	<input type="checkbox"/> Chill - Take a break

What do you need to do now to correct the problem?

<input type="checkbox"/> Apologize (say sorry)	<input type="checkbox"/> Clean up	<input type="checkbox"/> Complete work
<input type="checkbox"/> Make a plan	<input type="checkbox"/> Problem solve	<input type="checkbox"/> Do something nice

Adult Signature: _____ Date: _____

Time in: _____ Time out: _____

Reflection Sheet

1. Think about what happened. Describe it using your words.

2. How does your behaviour need to change?

3. Why does your behaviour need to change?

4. What will you do differently next time?

5. Are you ready to rejoin the class and try again? _____

Everyone needs time away from a situation to think about the expectations. Give yourself a chance to return to the class now and be successful.

Pupil Name/Class _____

Adult Signature _____

Time out of Class _____

Appendix 5 – Behaviour Report Cards

Green Report Card



Name: Class: Teacher: Date:

Reason for report:

- Targets for the day:
- 1
 - 2
 - 3

If all 3 targets are met - teachers to sign in box ONLY.

If a target NOT met - teachers to sign in box and write target number underneath signature - this indicates target NOT achieved.

	7.15 - 7.45	7.45 - 8.15	8.15 - 8.45	8.45 - 9.15	9.15 - 9.45	9.45 - 10.15	10.15 - 10.45	10.45 - 11.15	11.15 - 11.45	11.45 - 12.15	12.15 - 12.45	12.45 - 1.30
Sunday												
Monday												
Tuesday												
Wednesday												
Thursday												
Daily Parent Signature												

Note to parent

Your child will be expected to report to their pastoral leader to discuss progress or strategies for improvement. This form is designed to assist our students' education. We would request that you sign the report as confirmation of seeing it and we invite you to add any additional comment that you may consider helpful.

Parent Signature:

Comment:

Report reviewed by:

Class Teacher Signature:

HOY / SLT Signature:

Any further comments:

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Appendix 5 – Behaviour Report Cards

Yellow Report Card



Yellow Behaviour Report Card

Name: Class: Teacher: Date:

Reason for report:

- Targets for the day:
- 1
 - 2
 - 3

If all 3 targets are met - teachers to sign in box ONLY.
 If a target NOT met - teachers to sign in box and write target number underneath signature - this indicates target NOT achieved.

	7.15 - 7.45	7.45 - 8.15	8.15 - 8.45	8.45 - 9.15	9.15 - 9.45	9.45 - 10.15	10.15 - 10.45	10.45 - 11.15	11.15 - 11.45	11.45 - 12.15	12.15 - 12.45	12.45 - 1.30
Sunday												
Monday												
Tuesday												
Wednesday												
Thursday												
Daily Parent signature												

Note to parent

Your child will be expected to report to their pastoral leader to discuss progress or strategies for improvement. This form is designed to assist our students' education. We would request that you sign the report as confirmation of seeing it and we invite you to add any additional comment that you may consider helpful.

Parent Signature:

Comment:

Report reviewed by:

HOY Signature:

SLT Signature:

Any further comments:

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Appendix 5 – Behaviour Report Cards

Red Report Card



Red Behaviour Report Card

Name: Class: Teacher: Date:

Reason for report:

- Targets for the day:
- 1
 - 2
 - 3

If all 3 targets are met - teachers to sign in box ONLY.

If a target NOT met - teachers to sign in box and write target number underneath signature - this indicates target NOT achieved.

	7.15 - 7.45	7.45 - 8.15	8.15 - 8.45	8.45 - 9.15	9.15 - 9.45	9.45 - 10.15	10.15 - 10.45	10.45 - 11.15	11.15 - 11.45	11.45 - 12.15	12.15 - 12.45	12.45 - 1.30
Sunday												
Monday												
Tuesday												
Wednesday												
Thursday												
Daily Parent Signature												

Note to parent

Your child will be expected to report to their pastoral leader to discuss progress or strategies for improvement. This form is designed to assist our students' education. We would request that you sign the report as confirmation of seeing it and we invite you to add any additional comment that you may consider helpful.

Parent Signature:

Comment:

Report reviewed by:

SLT Signature:

Any further comments:

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