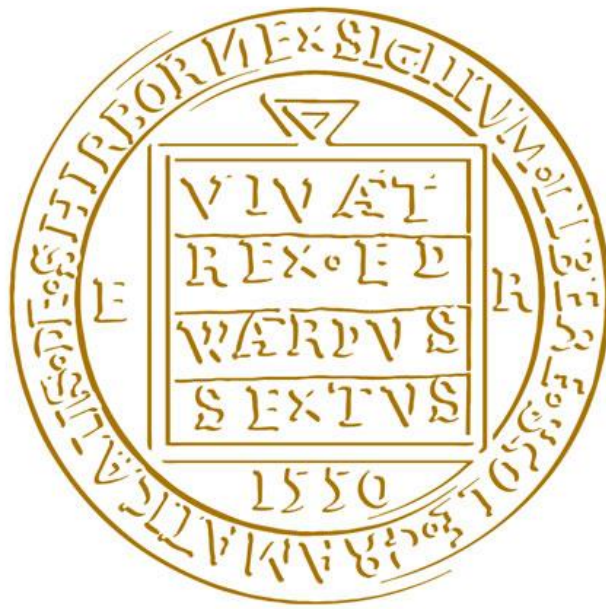


Behaviour for Learning Policy



SHERBORNE
SENIOR SCHOOL

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1. Introduction

The phrase *"Praise me more, criticise me less, I'm still learning"* is often cited, for good reason, in school behaviour policies. Our efforts should be focused on praise and encouragement and as a school we seek to celebrate success at every opportunity. That said, our standards and expectations of work and behaviour should also be clear and high.

The Sherborne Senior School 'Behaviour for Learning Policy' creates the conditions for outstanding learning and the encouragement and development of our pupils into:

"Well-educated, well-rounded individuals who have high aspirations and achieve their potential, in a happy and nurturing school."

Whilst striving for the highest academic standards we want to nurture responsible, compassionate, confident and emotionally intelligent global citizens.

At the heart of what we do are our core values:

- Respect
- Honesty
- Kindness
- Perseverance
- Responsibility
- Teamwork

We want these core values to become the essence of our school, reflecting what we live and work by.

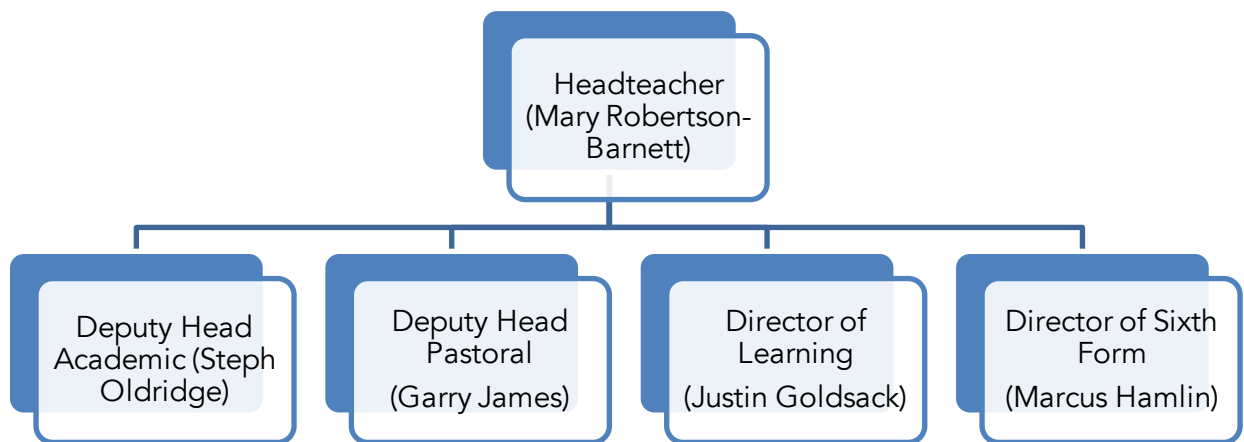
We appreciate the importance of working closely with families - home and school share the responsibility for a child's education and effective home school partnerships are based on mutual trust and respect. Home and school working closely together is essential if we are to have an effective and positive behaviour policy, which helps nurture the personal development of all.

As a community it also is essential that we recognise that the behaviour policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents / carers and visitors) as well as to our pupils. Only by example, by modelling the behaviour that we expect from our pupils, can we teach and demand good standards of behaviour from those whose education is entrusted to us. The Qatar National Schools Association (QNSA) and British Schools Overseas (BSO) inspections of Sherborne Senior School in the 2021/22 academic year judged the behaviour in Sherborne Senior School as "excellent". The BSO report (April 2022, page.12) stated that "The spiritual, moral, social and cultural development of the pupils ... is a key strength of the school" and that "The

school fosters and enhances a feeling of togetherness and friendship". Everyone has a part to play in keeping it that way.

During this policy the members of the Senior Leadership Team (SLT), and their responsibilities with regards to behaviour management at Sherborne Senior School, are frequently referred to.

Senior Leadership Team (SLT)



At Sherborne Senior School pastoral care is primarily overseen by the appropriate Head of Year (HOY) in Years 7, 8, 9, 10 and 11.

The Deputy Head Pastoral supports, and line manages, the Heads of Year and has overall responsibility for the behaviour of pupils in Key Stage 3 (Years 7, 8 and 9) and Key Stage 4 (Years 10 and 11).

The Director of Sixth Form has overall responsibility for pupil behaviour, and progress, in Years 12 and 13 (collectively known as the Sixth Form or Key Stage 5) but is supported by the Deputy Head Pastoral with regards to pastoral and behavioural matters.

When reference is made in this document to the roles of the Heads of Year, the Director of Sixth Form undertakes these duties for the Year 12 and Year 13 pupils.

2. Roles and Responsibilities

In the case of people acting on behalf of A, B and C below, they will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender or disability. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

A. Governing body

The Principal will ensure that the policy is communicated to pupils and parents, through the school's SLT, that it is non-discriminatory and that the expectations are clear.

Governors will support the school in maintaining high standards of behaviour.

B. Headteacher

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

The Headteacher will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

C. Staff, including teachers and support staff

Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied to all pupils. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which pupils develop self-discipline and personal responsibility.

For consistency, there are some basic classroom protocols that must be present in all lessons:

- Lessons should be carefully planned, appropriately pitched, have clear objectives, be varied in tasks/activities and have pace.
- Teachers are expected to welcome pupils and nurture a positive learning environment.
- Pupil progress should be carefully monitored, targets set and monitored and accurate and timely data should be provided to colleagues, pupils and parents.
- Teachers are expected to differentiate activities where appropriate.
- Teachers are expected to consistency apply the Sherborne Senior School behaviour expectations.

D. Pupils

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Pupils are expected to read (with their parents) and sign the Home School Agreement (please see next pages).

E. Parents and carers

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour. The success of the policy depends on the full support of parents. To this end the Home School Agreement has been drawn up which reflects the expectations of Sherborne Senior School.



HOME SCHOOL AGREEMENT

Sherborne Senior School will make every effort to give all pupils the opportunity to realise their full potential. We believe that a partnership between home and school is essential if we are to realise that aim. Therefore, we ask all families to sign this agreement.

The Senior School will:

- provide a safe, happy and stimulating learning environment in which we encourage all pupils to do their best in all situations.
- provide a broad and balanced curriculum which challenges all pupils to fulfil their potential.
- provide parents with information about the curriculum.
- keep parents informed about their children's progress and alert them to potential problems.
- set appropriate homework.
- encourage pupils to demonstrate the school values, showing friendship towards and respect for others.
- encourage pupils to adhere to the school's behaviour policy.
- welcome parents when they visit the school and respond to enquiries or concerns in a timely fashion.
- keep parents informed about activities and events through Parents' Notices, letters and messages, and via the iSAMS Parent Portal and other platforms used by the school.

Parents will:

- take an active role in their children's education - understanding that when school and parents work together, children have a far better chance of realising their full potential and being happy at school.
- use the Parent Portal to access school reports.
- accept the school's aims and values, and positively support the school.
- ensure that their children arrive punctually every day.
- ensure that their children attend school every day that the school is in session (including Sports Day and times of annual observance), unless there is a good reason for absence (e.g., illness). The minimum acceptable attendance is 90%, equivalent to 162 of 180 school days in the academic year. This includes making every effort to avoid disruption by arranging medical and dental appointments out of school hours.

Home School Agreement
Last updated 11.05.23

- note that leave of absence must be applied for by sending an email to the Form Tutor at least 24 hours in advance, with a valid and good reason; and accept that it is at the school's discretion whether this leave is granted and understand that any absence, other than a school activity, is 'unauthorised' (as we cannot encourage any absences from school).
- notify the Form Tutor by email, giving the reason, in the event of any unexpected absence.
- encourage their child(ren) to take advantage of the enrichment opportunities on offer.
- support the school by encouraging their children to fully support all House events in terms of attendance and participation.
- keep informed of, and monitor the completion of, all homework/coursework via Microsoft Teams.
- support the school's policies on learning, behaviour, uniform and other rules. This includes ensuring that their children are dressed appropriately each day and have all the necessary books and other equipment.
- in addition to the above, support the school with any action taken with regards to an inappropriate use of social media in or out of school hours.
- attend parents' meetings, and other meetings (whether remotely or in person), to which they are invited.
- inform the school of any matters which may affect their children in school.

Pupils will:

- do their best to attend school every day and be punctual.
- wear their uniform properly at all times.
- not use mobile phones / smart watches between entering the school building and the end of the school day. Mobile phones must be turned off and out of sight during this time. *Mobile phones can be used to contact drivers / parents at the end of the day/end of enrichment). Sixth Form pupils are permitted to use their mobile phones in the Sixth Form Centre.*
- adopt an 'I can' growth mindset and do their best in everything they do in school and complete all homework / coursework on time.
- take advantage of the enrichment opportunities on offer.
- fully support all House events in terms of attendance and participation.
- demonstrate the school values and take responsibility for their actions.
- take pride in their school and celebrate their own and others' successes.
- follow all school rules (including the ICT Acceptable Use and Social Media Policy).
- not share any material on social media (inside or outside of school) which may cause offence.
- do whatever is reasonably asked of them.
- represent the school with dignity whenever at events, on trips or when wearing the school uniform in the wider community.

3. The system for managing positive behaviour at Sherborne Senior School

As a school we believe that praise is the biggest motivator and rewards should be recognised and recorded. Success is to be celebrated at all levels and teachers should use verbal praise as much as possible wherever and whenever it is appropriate. Merits should be awarded (and recorded) to pupils for excellent work, good behaviour and when pupils exemplify our school values.

Teachers should aim to award no less than one merit per week for each class where groups are taught more than once per week, and a minimum of one per fortnight where classes are seen only once a week. Please see the categories below, along with a description of the kind of behaviour that would warrant the awarding of a merit:

- Outstanding work - A single piece (or sustained level) of work over and above expectations.
- Outstanding behaviour or attitude - A stand out or sustained level of behaviour or attitude beyond expectations.
- Outstanding effort - Effort which is clearly beyond expectations.
- Community service - A stand-out act (or sustained contribution to) a worthy cause.
- Behaviour / actions that exemplify our school values:
 - Respect
 - Honesty
 - Kindness
 - Perseverance
 - Responsibility
 - Teamwork
- Enrichment - Outstanding achievement in (or commitment to) an after-school activity.
- School representation - sustained commitment to represent the school either locally or internationally.
- House contribution - a single act (or sustained contribution) to any aspect of the House.
- Academic target achieved - a pupil has achieved their end of year target early. New aspirational target has been set but recognition, here, for surpassing expectations.

Earning merits entitles pupils to a number of different rewards, including reward trips at the end of an academic year (when permitted to do so). The school celebrates the awarding of merits through Termly Awards and The House Cup (with merits equating to fortnightly House points).

The role of the Tutor

The Tutor will be notified automatically via email from iSAMS whenever a merit has been awarded to one of their tutees. On a regular basis, the Tutor will be expected to display the totals to their tutor group and point out significant achievements – using this as a way to positively reinforce the system. This will be repeated through House assemblies once a month (every other Thursday Week B).

Tutors are responsible for monitoring the total number of merits and must inform the Head of Year when thresholds are met so that appropriate rewards can be issued. The Tutor may also award a merit to a pupil in their tutor group for prolonged commitment to attendance and punctuality. The Tutor should also give weekly updates regarding the tutor group total and Heads of Year should make reference to this in year group assemblies so that the whole year group can see how the merit totals for each tutor group are progressing. The Tutor should issue merits to their tutees for 100% attendance and 100% punctuality (one for each) every half term. Reports to be provided by the Head of Year (HOY) to enable this.

This data will also be useful for reports, parents' meetings, pastoral interviews and other home contacts.

3.1 Awarding of Colours

At Sherborne Senior School, we strive to recognise excellence in our pupils both within and beyond the classroom. The Colours system is a public acknowledgement of outstanding achievement in 5 key areas:

- Academic
- Service and Charity
- House
- Sport
- Enrichment

Therefore, the Colours awards, established in 2018/2019, identify and celebrate success in a range of areas, and support our philosophy that every pupil can succeed in one or more areas. The aim is to reinforce our efforts to promote the ambitions of the whole child and foster a 'can do' attitude.

To achieve Half and/or Full Colours, a pupil must meet set criterion as well as upholding the Sherborne values and school rules to the highest regard. This includes excellent attendance, a record of excellent conduct in school and an attitude that befits a pupil that's to be regarded as a role model for other Sherborne Senior School pupils.

Half Colours will be awarded based on continued contribution over 3 years (or as long as a pupil has been at Sherborne Senior School). This will usually mean pupils will be considered for Half Colours at the end of Year 9. Full Colours will be awarded for a further

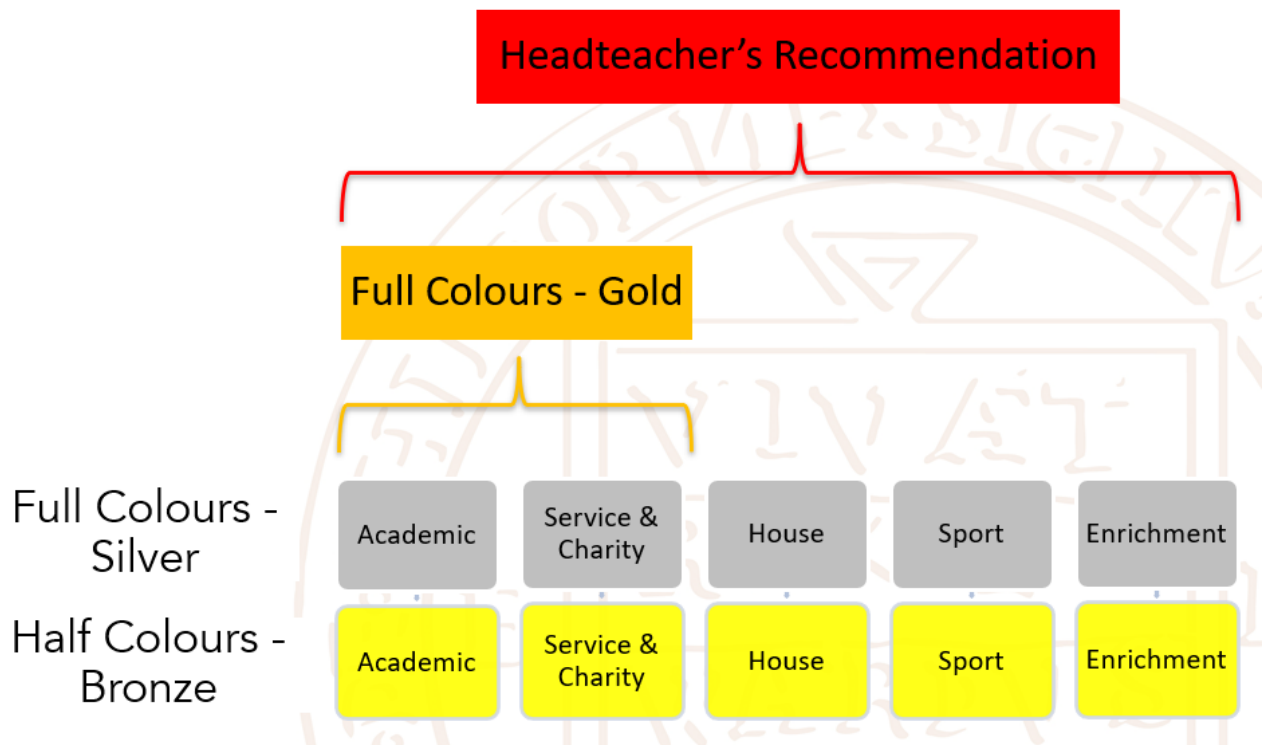
two years of outstanding contribution. This will usually mean pupils will be considered for Full Colours at the end of Year 11.

A committee has been created that is responsible for monitoring the progress of pupils towards Half and Full Colours, raising the profile of Colours within their area and liaising with relevant staff members to ensure eligible pupils are being considered for Colours.

Colours will be awarded during a new celebration assembly held in the start of Term 1 of the following year (e.g., Half Colours will usually, but not exclusively, be awarded at the start of Year 10, Full Colours at start of Year 12).

There are four types of awards:

1. Half Colours - will be acknowledged by the presentation of a bronze Sherborne penny and names will be added to records of achievement in iSAMS.
2. Full Colours - will be acknowledged by the presentation of a silver Sherborne penny and a Colours Tie, and names will be added to an Honours Board.
3. Full Colours in multiple areas – pupils that achieve Full Colours in 2 or more areas will be awarded a gold penny to signify that achievement. They will also be awarded a Colours Tie and their name will be added to an Honours Board.
4. Headteacher Recommendation - The Headteacher's Recommendation will be awarded to those pupils who achieve Full Colours in all 5 areas. In addition to the Sherborne gold penny and Colours Tie, recipients will receive a letter of recommendation outlining their outstanding achievements across all Colours.



4. Behaviour expectations

The systems for managing pupil behaviour are only effective if they are applied **consistently to every pupil by every teacher**.

It is important for pupils to consistently see the transparency, fairness and speed of the behaviour management policy. For a pupil to meet expectations it must be made clear where they are getting it right and what it is they need to change.

The Sherborne Senior School behaviour policy applies in school, on any school-related activity or trip, and in public when wearing the school uniform.

4.1 The school day

Start of the school day

- If pupils arrive early, they wait in the Cafeteria or outdoor Courtyards, other than Sixth Form pupils who can go to the Sixth Form Centre.
- At 7.05am (school bell) pupils should be outside their first lesson classroom.
- If pupils arrive between 7.05am and 7.10am they will be marked 'late' for Period 1 by their teacher. Repeated late arrivals (2 or more times in a week where no valid excuse has been given) will be investigated by the Tutor / HOY and may result in a sanction being imposed.
- Pupils arriving after 7.10am will immediately go to 'late room' which is held in the school cafeteria. A register will be taken and recorded on iSAMS. Continued lateness will result in HOY intervention and sanction issued accordingly. When pupils attend late room, they are expected to work independently and in silence.
- Pupils will then be allowed to proceed to Period 2.
- Any pupil arriving after the start of Period 2 will be recorded with subsequent HOY intervention and sanction issued accordingly. Repeated late arrivals will result in a parent meeting to discuss the concern further.

Please see '4.2 Lateness Policy' (below).

End of School Day

- Pupils should leave the school premises as soon as possible after finishing lessons or after extra-curricular activities (if applicable).
- If parents/drivers are late then pupils must go to the Cafeteria and begin homework.
- Pupils still on site after 1.45pm, that are not involved in an enrichment activity or wait in the Cafeteria.
- Once pupils have left school they are not expected to return (e.g., they cannot go to the Mall of Qatar for food and come back).

- Pupils using the Metro service, located in the Mall of Qatar, are reminded of school expectations whilst still in uniform and representing the school.

Exceptional circumstances

In the event of heavy rain or any other unusual circumstance the Principal or Vice Principal, subject to a full risk assessment, will make the decision on whether to close the school. Parents and pupils should wait for this announcement before acting.

4.2 Lateness policy

A member of staff is on duty every day between 6.45 and 7.45am.

Between 7.05 and 7.10am pupils are challenged about their lateness and then sent to lessons (teachers will record them as late).

Between 7.10 and 7.45am pupils are challenged about their lateness, recorded as having arrived late in Reception and then supervised in the Cafeteria until Period 2. They are expected to carry on with relevant schoolwork. This is so a pupil's lateness does not disturb the learning of the other pupils that have arrived on time for their class Period 1. A pupil register will be taken and recorded via iSAMS. If there is a pattern of lateness, HOY intervention and sanction will be issued accordingly.

After 7.45am (if no acceptable reason, with proof, is given) the will be recorded as being late and of significant concern. The HOY will investigate and decide upon a suitable intervention / sanction.

FURTHER SANCTIONS:

- Two lates in a week after 7.10am (Sunday to Thursday) will result in the HOY sharing a letter of concern with parents, requesting their support in ensuring that their child attends school promptly.
- Three or four lates in a week will result in a pupil being issued with a Major Detention from 1.45pm to 2.30pm on the following Tuesday.
- Five lates in a week in result in an immediate Thursday SLT after-school detention from 1.45pm – 1.45pm.
- Parents will be notified of the detention by end of school day on the Sunday of the week of the planned detention.
- Repeated concern with lateness will result in parents being contacted and sanctions escalating.
- Continued late detentions in the academic year will result in a meeting with parents.

NOTE: Acceptable lateness includes medicals, dentist appointments etc. when the pupil has a letter from parents / proof of the appointment. That said, we do not expect routine medical/dental appointments to be organised during the school day. Only in

exceptional, and unavoidable situations, should a child's education be interrupted due to a medical or dental appointment.

Whilst in late isolation pupils are expected:

- To be respectful at all times.
- Not to make any noise, including speaking unless instructed by a teacher.
- Be dedicated to their work.

Failure to do so will result in further sanctions.

When late to school, pupils should report immediately to their next lesson.

4.3 Absences

When a pupil returns to school following an absence there must be an explanatory note signed by a parent and handed to the Tutor, or an email from the account of a parent/responsible adult. The absence can then be recorded as authorised.

Permission must be sought for all non-medical related requests for absence, such as holidays in term time, family commitments etc. Requests should be in writing and given to Tutors, who will then direct it to the Headteacher. Permission requests from parents may also be received directly by the Headteacher. Whilst requests will be noted and acknowledged a holiday in term time will be marked as an unauthorised absence.

If a pupil needs to leave school during the day for an appointment, then a note should be brought in from parents (in advance) and handed into the Tutor (or email sent from the account of a parent/responsible adult), who will fill in an exit slip. Pupils must hand this slip in at Reception as they leave. The Receptionist will then issue a pass for Security. Security will not allow anyone off the premises without this pass.

If a pupil feels unwell during the school day, then he/she must report to the school nurse. If this happens during a lesson then an out-of-class medical note will be required from the teacher. If the nurse feels it is appropriate for a pupil to be sent home, she will contact parents. **Under no circumstances should any pupil contact parents/drivers themselves. Mobile phone should be put away during teaching hours.**

Pupils will not be allowed to leave the building without an exit slip from the Nurse.

4.4 Attendance Policy

Sherborne Senior School believes that good attendance is central to the learning process. For a child to succeed in the school environment it is essential that a high level of attendance is maintained. It has been proved that there is a strong correlation between success and attendance.

This policy will build upon the work of the pastoral team and will involve a partnership with parents and their child's Tutor.

Role of the Tutor:

- The Tutor has a very important role in the promotion of good attendance. Often, he or she will be the first to notice a pattern of absence within a class.
- The Tutor will encourage good attendance and highlight its importance during tutor time.
- Minor absences will be dealt with by the Tutor, confirming reasons and checking that notes have been received.
- The Tutor will make contact via iSAMS email with parents/carers on the third day of pupil absence.
- If an unexplained absence continues beyond three days the Tutor will inform the Head of Year who will then begin a more formal process of parental contact.

1. Continuous Absence

- If an unexplained absence continues for more than five days the Head of Year will pass this information to the Deputy Head Pastoral. Between them they will contact home and discuss each case individually.
- An end of term letter will be sent home to pupils whose overall attendance has been giving cause for concern (falling below 90%).

2. Periodical Absence

- If absences are covered by a parental note, but attendance is below 90% this should be followed up by a phone call home by the Head of Year to voice the school's concern about the number of absences (This call to parents should be of a supportive nature).
- If there is a pattern of absence, e.g., every Thursday, the Tutor should pass this on to the Head of Year who will contact parents to ask for an explanation.
- If periodic absence becomes habitual this information should be passed on to the Deputy Head Pastoral, who will invite parents into school to discuss the problem.
- Continued absence of a pupil will be discussed by the Senior Leadership Team. If too much learning is missed and progress effected, the school may recommend, in consultation with the family, that it is in the pupil's best interest to repeat the year.

3. Truancy

- If any pupil absents themselves from the school, or even a single lesson, without permission then parents will be contacted by phone and the pupil placed on Major Detention by the Head of Year, after appropriate notification.
- If truancy happens more than once, then the parents/carers will be invited to the school by the Head of Year to discuss the problem and information will be passed to the Deputy Head Pastoral who may take further action.
- The school will commit itself to monitoring the attendance of a pupil who has been involved in regular truancy by placing him/her on attendance report for an appropriate period.
- It is the responsibility of the pupil to catch up on work missed because of truancy or any disruption to their studies caused by a sanction.

4. Reward

- Attendance figures will be closely monitored and will contribute towards the awarding of house points on a regular basis, ultimately helping towards the House Cup.
- Every half-term those pupils with 100% attendance will be given a merit by their Tutor.
- If a pupil has a full year's attendance, he/she will be given a reward in an end of year assembly, which may be a voucher or an invite to a reward trip.

The monitoring of attendance will be a major role of the Tutor and the Head of Year. The Tutor has a unique knowledge of the form class and after a period of time can identify those pupils whose attendance record is questionable. Pupils who are potentially poor attenders can be targeted by Tutors and through counselling and support be encouraged to attend school. The Receptionist and Senior School Attendance Officer will support the process of identifying pupils of concern and contacting home for those presenting the most concerning attendance patterns.

The Head of Year, although in a more management role, has a 'whole year' view and can identify and monitor the patterns of attendance between classes. It is the Head of Year's role to implement the policy as it has been laid down. It is often the Head of Year who will have first formal contact with the parents when problems arise. Strategies for improvement should be discussed in the Year Team meetings. It is a role of the Year Team to discuss attendance and share ideas. These ideas can be transformed into good practice and this good practice can be shared between year groups. The Year Team will decide on suitable rewards for good attendance for each year group.

As per our HSA, the minimum expected attendance figure for any child is 90%. If a pupil is consistently falling below this expectation, then a meeting will be called with parents to address this urgently. As mentioned previously, persistent failure to address this, could lead to us recommending, with the support of the parent, for a pupil to repeat a year to make up for lost learning in their best interests.

4.5 Permission to leave a lesson

If a pupil needs to leave a classroom during a lesson, then an out-of-class note should be requested from a teacher. This note can then be shown to any member of staff who challenges movement around the school during lesson time. Teachers are expected to challenge any pupils that they see out of lessons. Occasions needing such a note may be: medical room visit, emergency toilet visits, retrieving forgotten items from lockers, 1 to 1 music lessons etc.

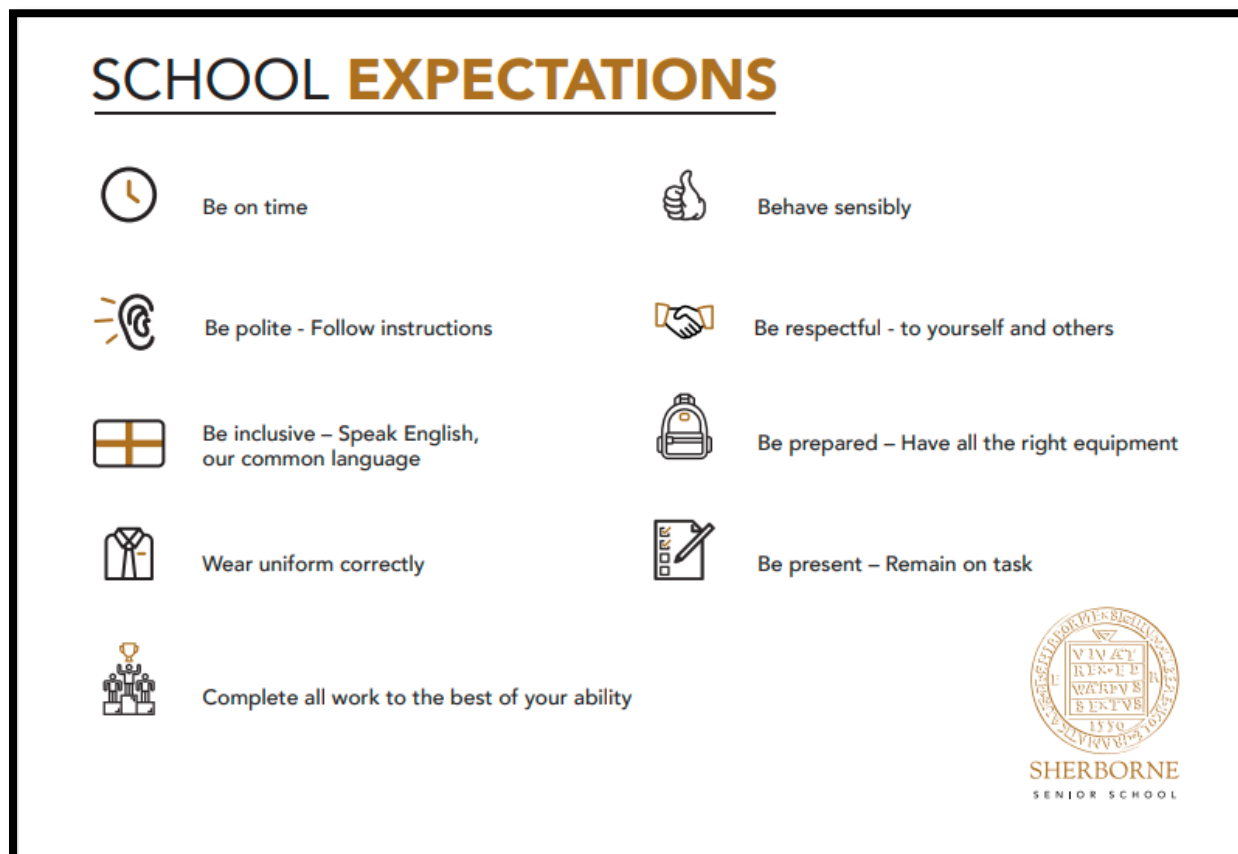
4.6 Access to buildings and recreation areas

- Between 7.05am to 1.40pm pupils may not leave the school premises unless they have a written exit slip from their Tutor, Head of Year, Nurse or from a member of SLT.
- Pupils should enter and leave the site using the Courtyard 1 and Courtyard 2 gates. Security will man all gates until 7.05am each morning after which pupils need to enter the site on foot via the Reception.
- Pupils must not enter classrooms or laboratories without the express permission of a member of staff.
- Pupils should not be in Reception except when arriving and leaving at the end of the school day.
- Access to lockers and the library is permitted in the first few minutes of any break to put things away, deal with returning books etc. and the last 5 to get organised for the next lesson. Pupils should not go to the lockers or library whilst moving between lessons.
- Prayer rooms are to be used by Muslim pupils only; appropriate behaviour is expected at all times. Pupils should not show disrespect for an area designated for worship by congregating for any other reason. The Arabic Department will coordinate the timings of access to the prayer rooms. This should not be in lesson time unless in a unique circumstance agreed with the Head of Arabic or the Vice Principal.
- Key Stage 3 and Key Stage 4 pupils should not enter the Sixth Form Centre.
- Pupils should never use the staff toilets.

4.7 Expected behaviour

A. In the classroom

Each classroom has the following list of expectations on display:



Many of these expectations also apply outside the classroom.

Please see section '5 Sanctions'.

B. Around school

- Pupils must use doors and corridors with consideration for other people. At busy times, pupils should keep to the right.
- English must be spoken when in the presence of members of staff and visitors. At break times, other languages may be spoken where it is obvious that pupils are being respectful.
- Ball games, chasing games and running on corridors are forbidden.
- Bags must not be left where they obstruct corridors and stairs, including near the Sports Hall and stairwells. Pupils should use their allocated locker.
- Pupils must show care for the grounds and for all school property.

- Respect must be shown to all members of staff, and School Prefects, who are on duty at break times.

C. Full School Assemblies

Full School Assemblies must be attended by all. Arrival and dismissal should be in silence.

D. Interhouse

Interhouse events (every other Thursday Period 8 Week B House Assembly/team building and House activities Period 7/8 in rotation) must be attended by all (either participating, leading or spectating).

E. At break times

- All ball games must take place away from the seating areas. Football and basketball is not permitted in the Courtyards.
- Active break times are encouraged to support the physical, social and mental well-being of all pupils, however, this must be implemented in a safe and sensible way.
- Under no circumstances should any pupil attempt to climb over the outer perimeter fence or onto a roof to retrieve lost items. The Security Guards will collect any lost balls.
- The queues in the Cafeteria must be orderly with no pushing or swinging on the rails. Pupils must not sit on tables.
- Pupils must clear tables when they have finished eating/drinking. All litter must go into the bins provided and trays/cups returned to the appropriate place in the Cafeteria.
- Bags must not block pedestrian areas.
- All pupils must be lined up outside their classrooms for the start of their next lesson.
- If Muslim pupils miss their prayer at break, due to either their negligence or a school matter, they should pray at 1.40pm. It is never acceptable to use prayer as an excuse to arrive late to lesson. For any clarity, pupils and staff should consult with the Head of Arabic or Assistant Principal.

F. In public

- When away from school, pupils wearing school uniform should look smart at all times.
- Pupils still wearing school uniform in public, but behaving in an inappropriate way, can still be sanctioned by school for bringing the school into disrepute, even if they have left the premises for the day.
- All pupils should behave in an orderly manner and show consideration for members of the public.
- Courteous and considerate behaviour on school buses is expected at all times. Failure to do so may lead to a ban from using school transport.

G. School property

- Responsible behaviour towards all school property is expected.
- Pupils must not write on the boards or notice boards (except with the permission of a member of staff).
- Graffiti, defacing and damage of noticeboards and furniture is forbidden.
- Interfering with someone else's possessions (books, lockers, bags etc.) is forbidden.

H. Forbidden articles

Common sense must prevail and the following list of forbidden items is not exhaustive:

- matches/lighters and other smoking paraphernalia (it is an automatic suspension for having possession of these, let alone using them).
- laser pens.
- explosives.
- illegal substances (as above relating to suspension).
- weapons (exceptions to this would be ceremonial swords used on occasions where a member of staff has given permission, and conditions of use are controlled).

I. Food and drink

- Chewing gum is forbidden in school at all times.
- Sweets and chocolate are discouraged in line with our health-promoting school ethos.
- Fizzy drinks and energy drinks are not allowed and will be confiscated.
- Seeds and nuts are forbidden in school at all times (due to the allergies of others).
- Food and drink can only be consumed in the Cafeteria or outside. Food and drink is not permitted, however, on the Astroturf or in the shaded multi-sport areas. Eating or drinking on the corridors, in classrooms, is otherwise forbidden.
- All pupils must take care to deposit litter in the bins provided.
- Used trays and plastic cups must be returned appropriately.

Please see section below with regards to expectations during Ramadan.

J. Cultural and religious respect

As an international school, with pupils from many cultures and religions, we expect pupils to be respectful of other pupil's culture, religion and beliefs. Deliberate attempts to cause offence will result in a serious sanction.

As Sherborne Senior School is in a Muslim country, we also expect pupils to respect the Holy month of Ramadan and to not publicly eat and drink at this time. To not cause offence, food and drink should only be consumed within the confines of the Cafeteria during the Holy month of Ramadan.

K. School Prefects

We appoint School Prefects (from the Sixth Form) in order to allow pupils to take on roles of responsibility and to develop their leadership skills. Prefects help to support staff both in and around school. Pupils are expected to show the same respect to Prefects as they would do to any member of staff.

L. Mobile devices

Portable devices such as Smart Phones, iPads etc. are not forbidden but are brought to school entirely at the owner's risk. However, the School strongly advises that such valuables are not brought into school. Mobile devices may only be used before and after school. Mobile devices should be turned off and put away in bags or lockers upon entering the school buildings until the end of the school day. A telephone is available in Reception throughout the day for emergency calls. Pupils can check their phones or call their parent/driver between 1.40pm and 1.45pm (between the end of the school day and the enrichment bell), but otherwise phones should remain turned off and put away. Smart watches and earphones are not to be worn.

Unless permission is given by a member of staff, pupils are strictly forbidden to take photographs in school or on school trips or to make recordings of any sort. It is illegal in the state of Qatar to take a photo of someone and share it without their permission, and such actions can result in police action including a heavy fine up to 10000QR. All portable devices should remain switched off during the school day unless, in exceptional circumstances, the express permission of a teacher has been given (with the exception of members of the Sixth Form who may use these devices in the Common Room at break times, or as a study support during non-contact time in the Sixth Form Centre).

The following sanctions will come into play for any pupil caught contravening the instructions:

- 1st offence: Device confiscated and delivered to the Head of Year. Returned at end of the day.
- 2nd offence: Device confiscated and put in the safe. Parents brought into school to collect device and school requests that the pupil no longer brings the device to school (or if needed for Ehteraz, place it in an envelope with the Receptionist and Attendance Officer at the start of the day, for collection at the end of the day).

The school will not be responsible for any such items and will not investigate their loss or damage.

Please refer to our ICT Acceptable Use Policy – which is signed by every pupil relating to school rules on the use of the school network resources and includes guidance on the use of social media.

M. Dress code

All pupils must observe the School Uniform List sent out to all parents (also available on the website). School uniform must be worn in full for all events that are specified 'school functions'.

Uniform is an important part of a school's identity. It has a positive impact on pupils' learning and behaviour in and around the school, it serves to unite pupils, it promotes greater school spirit and it eliminates barriers where all pupils are treated equally.

There is a standard letter for uniform infringements and it is the responsibility of all staff to enforce the uniform policy - with the onus being on Form Tutors. At the start of the academic year, pupils will be reminded of school uniform expectations and spoken to if they do not meet the required standard on their first day. Following this, if repeated, the school sends home (normally generated by the Form Tutor – and then passed onto the Receptionist for scanning and emailing) a personalised (by hand) copy of the uniform letter giving parents one week (from the date of the letter) to correct the uniform issue. HOYs are responsible for checking the matter has been resolved.

After a second violation, or if a matter remains unresolved, parents will be asked to bring the correct uniform to school until which time the pupil is withdrawn from lessons and is supervised by their Head of Year/a member of the Senior Leadership Team. If correct uniform is not available parents will be asked to collect their child and take them home.

After the third violation parents will be asked to collect their child and keep them at home until the correct uniform is available.

The school uniform is as follows:

Years 7 to 11 Boys

- Shirt - White, plain, short/long sleeved shirt. Top button should be fastened. Tucked in at all times.
- Tie - Key Stage 3/4 House tie worn to an appropriate length.
- Trousers or shorts (for KS3 only) - navy blue, plain.
- Blazer - School blazer only. See below for details regarding when it should be worn.
- Jumper - school jumper only.
- Socks - Dark, plain.
- Shoes - Plain, flat, smart, black leather school shoes; not trainers and not canvas.
- Pupils must bring the following kit in to school on PE days:
 - Sherborne PE top with amber stripe
 - Navy blue shorts / track pants
 - Sports shoes

- On days that pupils have House activities they can wear their PE shorts / track pants, sports shoes with their House top.
 - When playing football, pupils must also bring shin guards and long white socks.
- Accessories - No jewellery. Watches are not classed as jewellery, but please note smart watches are not permitted in any examinations. Fit bands are also permitted.

Years 7 to 11 Girls

- Shirts - White, plain, short/long sleeved shirt (non see-through material). Top button should be fastened. Tucked in unless wearing a hijab.
- Tie - Key Stage 3/4 House tie worn to an appropriate length unless wearing a navy blue or black hijab (in which case girls should clearly wear a House badge).
- Skirt/trousers/skorts - Navy blue, plain skirt, worn to the knee or below / navy blue, plain long trousers. Skirts/trousers/PE shorts should not be tight fitting and sympathetic to local culture.
- Blazer - School blazer only. See below for details regarding when it should be worn.
- Jumper - school jumper only.
- Socks / tights - Short white or navy blue, plain socks/navy blue, plain tights.
- Shoes - Plain, flat, smart, black leather school shoes; not trainers and not canvas.
- Pupils must bring the following kit in to school on PE days:
 - Sherborne PE top with amber stripe
 - Navy blue shorts / track pants (navy blue leggings are an option for girls)
 - Sports shoes
 - On days that pupils have House activities they can wear their PE shorts/track pants, sports shoes with their House top.
 - When playing football, pupils must also bring shin guards and long white socks.
- Accessories - No makeup and no nail varnish. Jewellery is forbidden except one set of single stud earrings. Watches are not classed as jewellery, but please note smart watches are not permitted in any examinations. Fit bands are also permitted.

Sixth Form Dress Code

The aim of our dress code is to give the young adults in the Sixth Form some responsibility for their attire. To that end, without being too prescriptive, we aim to have our Sixth Formers dressed in smart business attire that would be acceptable in an office environment; perhaps a law or accountancy firm, might be a good example. We would like to encourage our Sixth Form pupils to stand apart from the rest of the pupils and ask that school branding is not included as part of their attire.

- All Sixth Form pupils, including girls, should be wearing a smart suit in muted, dark colours.
- Jackets should be worn at all times whilst moving around the school, jackets can be removed when inside the Sixth Form Centre.
- Shirts can be long or short sleeved but should be pale, pastel colours or white. No dark-coloured shirts are permitted. They should also be tucked into trousers.
- Girls must wear a white or pale, pastel coloured shirt or a blouse with a collar.
- Boys must wear a tie and should wear any "colours award" ties. The tie can be their own choice or the Sixth Form tie available from the finance office at school.
- Trousers should be tailored and skirts should be below the knees.
- Jumpers / pullovers / sweaters should be V-necked in muted pastel colours and should not have a school logo.
- Non-white Socks should always be worn and should be of ankle length.
- Shoes should be formal dress shoes in black or brown, no trainers or boots are permitted.
- House lapel pins should be worn by all pupils on their jacket lapels.
- Jewellery for girls should be understated, minimal and sensible. No large earrings are permitted.
- Pupils may wear their hair down.
- Jewellery for boys is not permitted and any earrings should be taken out whilst at school or at least covered.
- Makeup, if worn, should be understated with no lipstick and false eyelashes.
- Nail varnish, if worn, should be clear or natural colours only, no extensions.
- PE and sports clothing must be school house or PE tops with school sports trousers. No jogging bottoms or branded track pants are permitted.

Dress Code Violations (Sixth Form)

In the first instance an email will be sent home by the tutor giving a sensible time frame to rectify the issue. If the issue is not rectified or there is a recurrence, pupils will be sent home until the issue is rectified with a confirmation email from the director of Sixth Form.

Blazers are worn at all times around the school - except when permission by the Deputy Head Pastoral is given not to do so in the warmer months. In the warmer months pupils are permitted to wear the school jumper without a blazer if they wish. No hoodies are allowed in school.

Teachers may give permission to remove blazers during the lesson. At break times a blazer may be removed for a sporting activity but must be worn before coming back into school for the next lesson.

Only school badges may be worn as part of the school uniform. (e.g., Prefect badges, School Council badges, house badges etc.).

PE

Pupils will be expected to change into their PE clothing at the beginning of their PE lesson and back into their school uniform at the end of every PE lesson. The only exception being when they have last period PE, where they can go to Enrichment or leave school and return home wearing their PE clothing.

For personal hygiene reasons, this will apply to all pupils in all PE lessons. This includes those excused from performing, except in extraordinary circumstances when a pupil would find it difficult to change clothes.

The PE department will keep some items of spare kit for those who have forgotten their own. This kit will be washed regularly. Wherever possible, pupils without kit will be lent spare kit to allow them to take part. Refusal to borrow kit will result in (1) First time – a call or let home (2) Second time – Minor detention. Repeated infringements will result in a major detention as PE is an essential part of the curriculum and we take the physical and mental health and well-being of our pupils very seriously and expect parental support in developing healthy habits for life.

Hair - Boys (for all Years):

Hair should be tidy, kept clean, without excessive amounts of gel or wax, no shorter than a 'number 2' and evenly cut. It must not be sculpted and should be a natural colour. Boys in Year 10, Year 11 and Sixth Form can have beards and moustaches, but they must be groomed and trimmed. Should there be a disagreement over the interpretation of these stipulations, the relevant Head of Year, SLT and the Headteacher will have the final say.

Hair - Girls (For all Years):

Hair should be tidy, kept clean, without excessive amounts of gel, wax or hairspray. Hair should be a natural colour, and if below the shoulder tied up using a dark tieback or hairband. The rules are the same for girls in Sixth Form, but they may wear their hair down. Should there be a disagreement over the interpretation of these stipulations, the relevant Head of Year, SLT and the Headteacher will have the final say.

N. Security of valuables

All pupils are allocated a locker. Pupils must take particular care of articles such as watches, wallets etc. Serial numbers should be noted and, where possible, the object

should be indelibly marked. Valuables should be placed in lockers before PE. Pupils leave valuables in their bags at their own risk. The school cannot be liable or accountable should anything go missing.

Large sums of money and valuables, or sought-after items, should not be brought into school. If, for some reason they are required, then pupils should seek advice from their Tutor with regards to safekeeping. The school will not be responsible for the loss of such items if these procedures are not followed. Pupils finding lost property should hand it in to their Tutor or Head of Year.

O. Planners

- Pupils are to use their online calendar to record any actions they need to take or prioritise deadlines.
- Pupils are notified of assignments through Microsoft Teams.
- Parents / carers receive a weekly assignment summary through Microsoft Office 365 which details work that has been turned in, and work that has not been turned in. Parents are asked to support the school in monitoring the submission of work by their child and advise them on being organised.
- Messages through iSAMS will alert parents to any conducts and Form Tutors and Heads of Year will be able to expand on any concerns, or celebrations, through our rewards tracking system.
- Parents will receive regular RAG-rated trackers showing their child's attitude and progress. This will be coordinated through the Deputy Head Academic.
- Parents will receive weekly communications through Parents' Notices, or specific emails from school relating to key, relevant information.
- Pupils are encouraged to have a personalised planner that they can keep a "to do list" or record key dates.

5. Sanctions

5.1 Minor behavioural issues

Most behaviour issues are minor and good practice is to address these in a non-confrontational way that does not negatively impact on the flow / atmosphere of a lesson.

For low level issues teachers should employ the following strategies:

1. Non-Verbal - e.g., making eye-contact, body language, facial expression, pointing to school's behaviour expectations on display in the classroom (there is a generic behaviour expectations poster on display in each classroom – see Page 19).
2. Tactically Ignoring - where the health, safety and learning of others is not at risk, one may choose to ignore a pupil's attention seeking behaviour.
3. Simple Direction and Rule Reminder - directing a pupil to recognise how they are affecting their own learning and the learning of others, explaining school's behaviour expectations and getting them back on task.
4. Simple Choice - explaining to the pupil that they have a choice to either improve their behaviour and attitude to learning or be given a sanction.

Strategies 1 to 4 serve as a 'Warning/Reminder'. Pupils will be verbally made aware of this process by staff and tutors.

5. Re-seat the pupil - removing them from possible distractions and showing the escalation in seriousness of their behaviour. Teachers are at liberty to seat pupils as they wish, but for cultural reasons boys and girls should not be sat together.
6. Sanction. This could be a few minutes outside the classroom for the pupil to reflect or a break time detention (see section on detentions below). All detentions should be recorded on iSAMS (see section on recording positive and negative behaviour).
7. Department Intervention - If a teacher feels that the behaviour of a pupil is disrupting the lesson, or they need a 'time-out', then they can call upon another teacher for the pupil to work quietly in their classroom.

It is reasonable to request that a pupil is required by a teacher to see them at a break time (even if it is not for a detention) to discuss behavioural, or academic, concerns – e.g., to seek a pupil's reflection on a recent behaviour issue and to ensure they are aware of expected behaviour hereafter. That said, a pupil must always be given time to eat and to use the toilet.

Restorative justice: Learning from mistakes, to apologise or move on from an incident is an important life skill. Teachers are encouraged to highlight to pupils their expectations, and that of the school. They will seek to 'wipe the slate clean', ideally before the next lesson, and agree a way forward that is in the interests of learning. If required, a Middle or Senior Leader, will help to facilitate this process. See section 5.3.

The proceeding list acts as a guideline to staff as to how to deal with minor incidents – talking, being off task etc. It is for guidance, rather than being prescriptive; each incident should be considered in its context, but the guidance should aid whole school consistency. Serious issues should be dealt differently and will involve liaising with, and intervention by, other members of staff.

5.2 Defining a serious incident at Sherborne Senior School

The following list provides examples of what constitutes a serious incident (an indication of likely sanction is given in brackets afterwards). The list is neither exhaustive nor definitive and members of SLT (primarily the Headteacher) may use their discretion:

- a. Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances (suspension, possible expulsion).
- b. Bringing 'outsiders' onto Sherborne Senior School property without prior approval by the school (major detention, suspension).
- c. Consistently disrupting learning within a single lesson (major detention, suspension).
- d. Consistently failing to wear uniform properly (minor or major detention).
- e. Faking documents/letters (major detention).
- f. Skipping class or truanting from school (major detention, suspension).
- g. Cheating in a test or exam (major detention, suspension).
- h. Littering (minor or major detention).
- i. Misuse of fire alarms or extinguishers (suspension).
- j. Physically aggressive behaviour (major detention, suspension, possible expulsion).
- k. A lack of respect towards another member of the school community. This includes a lack of respect towards another person's beliefs/religion – e.g. not observing School expectations regarding the consumption of food and drink during Ramadan (minor or major detention, suspension).
- l. Bullying or other harmful behaviour (major detention, suspension).
- m. Sexually inappropriate behaviour or language (major detention, suspension, possible expulsion).
- n. Threatening others – physical or verbal (minor or major detention, suspension, possible expulsion).
- o. Cursing or inappropriate gestures – towards any person (major detention, suspension).
- p. Deliberate involvement in or instigation of conflict (minor or major detention, suspension).

- q. Verbal aggressiveness towards a peer or adult (major detention, suspension).
- r. Willful disobedience or serious disrespect to an adult (major detention, suspension).
- s. Stealing (suspension).
- t. Possessing stolen property (major detention, suspension, possible expulsion).
- u. Vandalism (major detention, suspension, possible expulsion).
- v. Destruction of another person's property (major detention, suspension).
- w. Smoking, use of Dokha, use of other tobacco products or substances designed to change mood, or drinking alcohol (suspension, possible expulsion). This also applies to being in possession of such items in school. The school reserves the right to ask any individual behaving suspiciously to empty their bag and / or pockets.
- x. Use of social media that infringes our policy on mobile phone use in schools (major detention, suspension). This includes setting up fake accounts.
- y. Any of the above points x to xxiv if wearing the Sherborne Senior School uniform whilst outside school grounds/hours.

These matters need to be dealt with by the appropriate Head of Year (if applicable, the Head of Department should also be notified). Depending on the severity the incident should be passed immediately to the Deputy Head Pastoral or the Headteacher to deal with.

5.3 System for detentions at Sherborne Senior School

There are 4 types of detention at Sherborne Senior School:

1. Teacher Detentions – 5 to 10 minute detentions at any break time for repeated incidences of the reasons shown below. These are issued and overseen by any teacher. Teachers can detain pupils at break times when there has been a:
 - failure to complete homework.
 - minor behaviour issues.
 - failure to wear uniform properly.
 - failure to complete tasks in class in time or to an acceptable standard; or,
 - there is a need for a restorative conversation where a pupil can 'put things right'.

Teachers within a department may also decide to temporarily (for the remainder of the lesson or in serious cases for a series of lessons) relocate a pupil to another classroom within the department.

Teacher detentions should be recorded as a conduct on iSAMS by teacher giving the detention.

2. Minor Detentions – these are for 20 minutes with the Head of Year during 1st break from 9.05am – 9.25am. The Heads of Year between them operate a room

for 'supervision' on a daily basis should pupils not meet expectations in class or during non-curriculum time.

Minor Detentions are given for minor issues of poor behaviour outside of the classroom and two or more lates to school in a week (please see Section 5.2). Persistent lateness can be escalated to a Major Detention if a pupil clearly is not learning to address the issue.

Minor Detentions are issued by Tutors (only for two or more lates to Registration in a week) and the Heads of Year and are overseen by, and recorded on iSAMS by, the relevant Head of Year.

3. Major Detentions – 45 minutes afterschool detention usually on a Tuesday between 1.45pm-2.30pm. Issued by the Heads of Year or a member of SLT and overseen by any member of the SLT. Recorded on iSAMS by the HOY / SLT.
4. SLT Detention – 60 minutes afterschool detention on a Thursday from 1.45pm – 2.45pm. This is proposed by Heads of Year and approved by SLT. This detention is seen as a significant sanction issued due to a serious breach of the school code of conduct or repeated unacceptable behaviour. A SLT detention may also be issued due to unapproved absence from a Major Detention. Pupil/s who do not attend an SLT detention without HOY approval will be issued with an immediate Internal Exclusion with parents asked to attend a meeting at school to discuss associated concerns.

NOTE: Parents will be notified of Major and SLT Detentions through iSAMS.

Where a pupil fails to attend a detention, the consequence must escalate to a more severe sanction. For example, a Head of Year would place a child on a Minor Detention if they failed to attend a Teacher Detention. Failure to attend a Major Detention will lead to a pupil being placed on SLT Detention. Pupil/s who fail to attend a SLT Detention will be issued with an Internal Exclusion along with a parent meeting request to discuss associated concerns.

5.4 Relocating pupils to other classrooms

In addition to a detention, it may be appropriate to temporarily remove a pupil from a classroom.

Relocation from the classroom is designed to ensure that learning is not disrupted, and that the classroom remains a calm and orderly space. There is no stigma attached to relocating a pupil and it should be seen as an integral part of the behaviour policy. However, the system is not there for every minor infraction, and it is essential for teachers to 'own' their own classrooms.

- a. Departmental Relocation - when you relocate a pupil to another classroom within your department. A pupil persists in disrupting learning, after you have:
 - i. Given them a rule reminder.
 - ii. Given them a verbal warning.
 - iii. Moved them to another seat.
 - iv. Issued a Teacher's Detention.

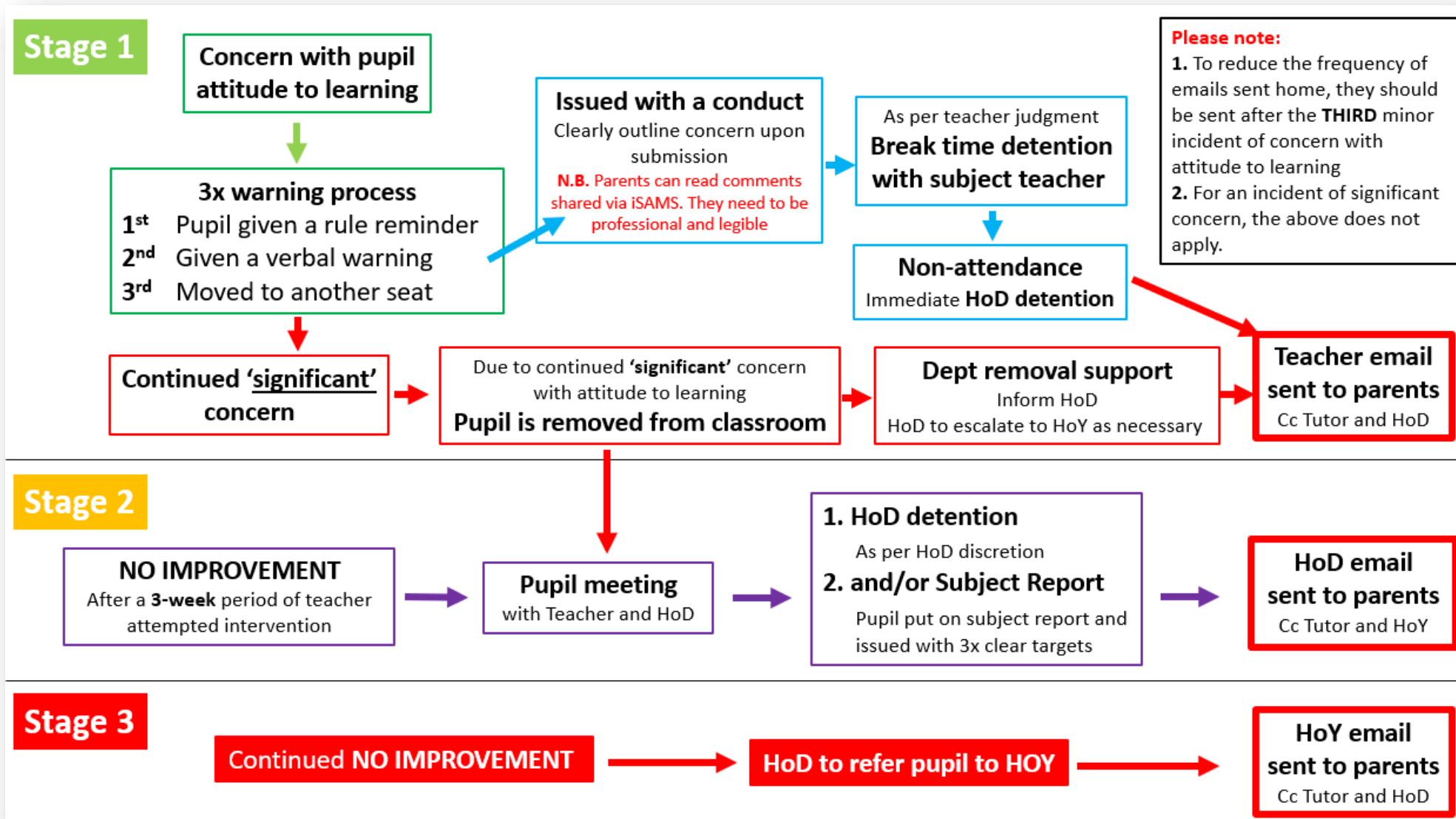
However, where a pupil is rude or challenging when their behaviour is being tackled, staff can move straight away to a departmental relocation.

- b. Head of Year Relocation – when a pupil is required to study in the classroom(s) of their Head of Year. This may be employed as a temporary measure if a Departmental Relocation has not proved effective.

Restorative justice: In the event that you as the classroom teacher or form tutor have been involved in an incident which has resulted in a relocation to another classroom, a minor or major detention, or an internal exclusion or suspension, then it is essential that you engage in some restorative justice with the pupil concerned prior to them re-entering your next lesson so that your future expectations can be made clear and the slate wiped clean in order to create a positive working environment. Your Head of Year, Director of Sixth Form or the Deputy Head Pastoral will be happy to help facilitate such discussions if required.

5.5 Intervention flow chart

The following guidance displays a simple flow of intervention which incorporates all policy process and procedures



5.6 Investigating incidents, searching and confiscation

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

1. If a serious offence appears to have been committed, the member of staff concerned should inform the Headteacher, or another member of the SLT, as soon as possible. In the event that this is not possible then the staff member should refer it to the relevant Head of Year. The Headteacher or his designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.
2. CCTV cameras may be checked to provide evidence of the facts.
3. It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter.
4. Once an investigation for a serious offence begins it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or in extreme cases isolated from other pupils. Any investigation should be conducted away from the public gaze.
5. When a pupil is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed by the pupil concerned.
6. When dealing with sensitive matters a parent should be asked to join the conversation with the pupil. If this is felt necessary, then the pupil will be placed in isolation until the parent is able to get to the school.

Searches and confiscation

If a member of staff suspects that a pupil is in possession of a prohibited object the pupil may be asked to show the Headteacher / a Senior or Middle Leader the content of their pockets, bags, locker etc. If this request is refused then the parents will be contacted to join the conversation with the pupil (and the search of their belongings) and the pupil will be placed in isolation until the parent is able to get to the school.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. It is not necessary (although it would be advisable) to inform parents before or after a search takes place or to seek their consent to search their child. The individual pupil's parents or guardians should be contacted when what is found constitutes a significant breach of the school rules, and especially where a "prohibited item" is found.

5.7 Isolation or internal exclusion (also referred to as **Head of Year Supervision** – this is the recommended wording for Qatari and other Middle Eastern families).

Out of class isolation is reserved for pupils who commit a severe breach of the code of conduct. Pupils spend the whole school day isolated from their peers, have their breaks at separate times to the other pupils and complete independent work.

Whilst in isolation pupils are expected:

- To be respectful at all times.
- Not make any noise, including speaking unless instructed by a teacher.
- Be dedicated to the work set.

The following behaviours would likely lead to isolation (more serious incidents of this nature will likely lead to fixed term exclusion):

- Severe or persistent misbehaviour when on report.
- Refusal to obey instructions in an appropriate manner or timeframe.
- Physical or verbal aggression, including confrontational behaviour, towards another pupil.
- Derogatory and/or discriminatory communication towards another member of the community.
- Pupils may also be removed from class and placed into isolation whilst a serious incident is being investigated.

5.8 Exclusion procedures

A, Temporary exclusions (also known as suspensions)

Fixed-term exclusion means that the pupil is kept at home for one or more days.

Excluded pupils will receive work to complete. This work must be completed and returned to the school for review.

The offences listed below will likely lead to fixed-term exclusion (or isolation, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

- Seriously disruptive behaviour, including refusal to follow instructions.

- Threatening or confrontational behaviour towards another member of the community.
- Fighting/assault towards another member of the community.
- Aggressive, derogatory and/or discriminatory insults / speech towards another member of the community.
- Disruptive behaviour whilst on isolation in school.
- Failure to attend Major Detentions or Headteacher's Detentions.
- Racial or sexual harassment.
- Bullying.
- Theft.
- Drug abuse or possession of drugs (including Dokha and mood changing substances) or the use of any illicit substances or materials (including pornography).
- Smoking on school site or while in school uniform (or having possession any smoking related items).
- Drinking alcohol on school site or while in school uniform (or having possession of alcohol).
- Skipping class or truanting from school.
- Cheating in a test or exam.
- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or any illegal substances.
- Graffiti or property damage.
- Vandalism or damaging another's property.
- Misuse of fire alarms or extinguishers.
- Behaviour likely to bring Sherborne Senior School into disrepute.

If there is sufficient cause for concern pupils may be temporary excluded whilst a serious incident is being investigated.

There must be a Return to School Interview with the Headteacher, or a member of the SLT, before a child can return to school after a suspension. At least one parent, or a senior family member, must attend this meeting.

The Principal will always be consulted (and Governors may be notified) if a serious incident has happened.

B, Permanent exclusion (please see Section 6: Flow diagram to show the escalation of sanctions and an eventual permanent exclusion)

The decision to exclude a pupil permanently is a serious one and can only be decided by the Governors. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion and a behaviour contract, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
2. The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies. Situations that might merit permanent exclusion for a first or 'one off' offence include:
 - a. Serious actual or threatened violence against another pupil or a member of staff.
 - b. Sexual abuse or assault.
 - c. Supplying an illegal drug.
 - d. Carrying a weapon.
 - e. Arson.
 - f. Criminal offences committed on site, whilst representing the School or whilst on the way to or from the School.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School and its pupils and staff.

Refusal to offer a place at the School for the next academic year

Whilst not a permanent exclusion the school is also at liberty, having liaised with the Ministry of Education and Higher Education and having exhausted all other avenues, to not offer a child a place at school for the next academic year.

Following a catalogue of serious incidents and the continued failure to meet behaviour expectations -and having signed (School, parents and pupil) a final behaviour contract acknowledging that remaining at the School would not be in the child's best interest if they do not cease their inappropriate behaviour and subsequently the behaviour not improving- the School might take the exceptional measure of not offering a place for the following academic year.

5.9 Bullying Policy

Sherborne Senior School promotes the mental health and physical well-being of every child. We believe every pupil has the right to lead a healthy, happy lifestyle in a caring and nurturing environment. Our Bullying Policy is part of our wider goal which advocates personal development and creates well rounded individuals who respect others and have emotional intelligence and resilience.

A. Introduction

The aim of the Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and it affects everyone; it undermines learning because it affects children who witness it, as well as the bullies and victims; and less assertive children can be drawn in by peer pressure. Bullying is unacceptable and will not be tolerated. Only when issues of bullying are addressed will all pupils be able properly to benefit from the opportunities available at school.

Bullying is not an inevitable part of school life nor is it a necessary part of growing up, and it rarely sorts itself out without intervention. Its effects can be devastating and long-lasting for the victims.

B. What is bullying?

Bullying is defined as deliberately hurtful or undermining behaviour, both as a single episode or repeated over a period of time, where it is difficult for those being bullied to defend themselves. Often the bully engages in the practice from a feeling of inadequacy or with a need for self-validation.

The main types of bullying are:

- physical (for example, hitting, kicking, spitting).
- verbal (for example, name calling, racist remarks, inappropriate sexual comments, remarks about physical appearance, comments on personality).
- exclusion (for example, spreading rumours, excluding someone from discussions or from social groups).
- damage to property or theft (for example, property misappropriated, hidden or stolen).

Cyber-bullying (for example, via new technologies such as mobiles, social network sites, email) can be an invidious form of bullying, because the bully is often distant from the victim and, therefore, less empathetic with the effects of what he or she is doing.

Cyber-bullying can also be particularly undermining because of the rapidity with which things spread and the public nature of what has been written or said. Cyber-bullying also continues after a pupil has left school, so there is no escape or respite.

C. Symptoms and Indicators

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils must be encouraged to report bullying of their peers.

Colleagues must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are being bullied should know and feel that:

- bullying is wrong.
- they should not be subject to bullying.
- they do not have to tolerate it.
- they do not deserve it.
- they should be proud of who they are and deserve to be accepted as an individual.
- they can seek safety with friends.
- they can respond assertively and confidently.
- they can report the incident as soon as possible.
- they must not respond physically because this is not appropriate and can often make things worse.

A pupil who is being bullied needs to know that the matter will be taken seriously, and that the School will deal with bullies in a way which will end the bullying and which will not make things worse.

Pupils who see another pupil being bullied should know that:

- no action makes them part of the problem because it makes the victim feel isolated and alone.
- if they feel unable to intervene or stop the incident, they must tell a teacher immediately.

Parents need to know that:

- they should be aware of unusual behaviour or changes in behaviour (for example, unwillingness to go to school, changes in attitudes to school work, indeterminate illnesses).
- they should take an active role in the child's education and ask about his or her school day, who their friends are and so on.
- if they sense that their child is being bullied, they can report their concerns to the school immediately.
- their child needs to be encouraged to report any incident of bullying immediately and should be persuaded that the school will respond.

D. Responsibilities of the School

The school is committed to providing an environment in which every child is happy and feels safe.

The school will organise and promote itself as a community which is inclusive and respectful. Opportunities for bullying will be minimised by promoting social values. Bullying will be discussed regularly, in terms of its causes, varieties, responses and so on.

All incidences of bullying will be treated seriously, with a clear understanding of the potential dangers of not dealing with the issues with authority and clarity. All cases will be brought to a resolution. Parents will be involved where necessary.

E. Action and procedures when bullying is suspected or reported

The following steps must be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached by the victim.
- the suspected bully and the witnesses will be spoken to.
- a clear account of the incident will be recorded and given to the relevant tutors and Heads of Year.
- while a colleague may need to deal with the immediate consequences of a bullying incident, all cases of bullying need to go to the tutor and Head of Year.
- the suspected bully will be advised why his or her behaviour was inappropriate and how he or she is expected to behave in future.
- pupils will be reminded to contact a teacher immediately if there are any further episodes.
- any incidence of bullying should be considered by colleagues as an opportunity to revisit the School's expectations with regard to acceptable behaviour.
- continuing help, support and advice is made available for both bully and the victim.
- working with both the bully and victim together can have the most successful results; but any mutual interview must be dependent on the victim feeling comfortable with the process.

F. Disciplinary action

Although bullying is more successfully dealt with by counselling and developing understanding, a disciplinary measure may be necessary or appropriate to deal with particular instances or individuals. Reference should be made to the processes and sanctions outlined in the above sections.

The zero-tolerance policy towards violence applies to cases of bullying. Violent behaviour will involve, as a minimum, temporary exclusion.

The following can be adopted for repeated offences or for a pupil resistant to more 'subtle' approaches:

- the bully will be warned officially about reoffending by the Head of Year.
- parents will be informed by the Head of Year.
- a written record will be entered onto iSAMS.

- the bully may be excluded for a period of days.
- if bullying or intimidating behaviour still persists, permanent exclusion will be considered.

5.10 Behaviour support

At Sherborne Senior School we will support our pupils who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

There are a variety of mechanisms available with early intervention always our aim.

Where pupils are having difficulty conforming to the expected standards of behaviour various strategies may be employed to help them improve.

Daily report

Although not a sanction, the daily report form serves a dual purpose of enabling Form Tutors, Heads of Year or the Deputy Head Pastoral to check on behaviour and give instant feedback and encouragement where improvements are evident. This report is taken home for parental signature and involves home and school in daily monitoring and support. Parents will be informed if their child is placed on report.

Mentoring

Some pupils who have been identified as struggling to manage their behaviour may be assigned a pupil mentor or a teacher mentor (depending on the circumstances), or may benefit from seeing the School Counsellor to, for example, explore strategies for managing emotions, and/or turning negative emotions into positive ones.

Mentors will work with pupils over an agreed period of time, focusing on the particular difficulties they are having and developing strategies to avoid further problems arising. An action plan may be drawn up and parents contacted to discuss the relevant issues and the progress they make.

Behaviour contracts

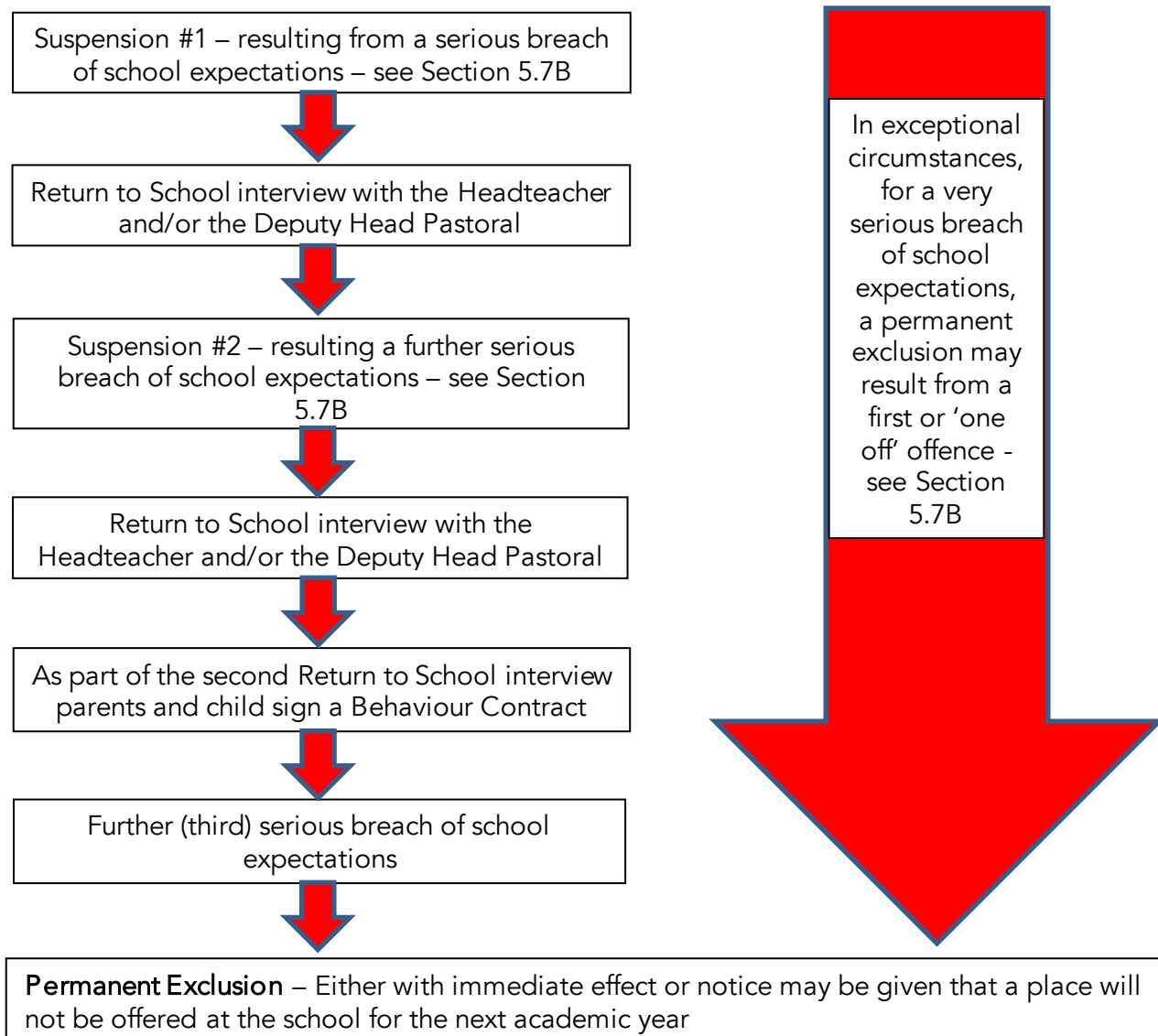
Parents of pupils who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular pupil.

In some cases, the failure to meet behaviour expectations (or a further serious incident) can lead to the pupil being permanently excluded or not being offered a place at the school for the next academic year.

6. Flow diagram to show the escalation of sanctions and an eventual permanent exclusion

This document (the Behaviour for Learning Policy) details in full how Sherborne Senior School encourages a positive attitude towards school and how any failure to meet our expectations (as detailed in Section 4) is consistently managed (see Section 5). As stated in Section 5, most behaviour issues are minor and good practice is to address these in a non-confrontational way that does not negatively impact a child nor escalate matters.

What is shown below are the key interventions in those rare situations when a pupil continues to seriously breach the School rules:



NOTE: All parents sign a Home School Agreement which contains the expectations of Sherborne Senior School (see Section 2), and the School's 'Behaviour for Learning Policy' is available on the Sherborne Senior School website.

7. Recording positive and negative behaviour

All Teacher Detentions must be recorded on iSAMS as a Conduct in the Rewards and Conduct Module.

The Head of Year / Director of Sixth Form responsibility is to have an overview of all conducts in their year group. The Head of Year / Director of Sixth Form records Head of Year Detentions in the Discipline Module on iSAMS.

Major Detentions and the Headteacher's Detentions (for lateness) are also recorded in the Discipline Module on iSAMS.

The recording of detentions in different areas shows the degree of the behavioural issues being recorded.

All teachers can record positive behaviour 'Merits' in the Rewards and Conduct Module.

Teachers are encouraged to seek clarification if they are unsure as to the procedures for recording positive and negative behaviour

Note for teaching staff: Please see the separate teacher supplement for information on:

- Creating Reward and Conduct Records on iSAMS
- Adding Multiple Records
- Editing or Deleting Records
- Viewing through Pupil Profiles
- How to view a Pupil's Reward and Conduct History
- How to view a snapshot of Rewards and Conduct
- Developing a Paper Trail

The school reserves the right to review the Behaviour for Learning Policy at any time in keeping with the changing educational landscape, and the introduction of new policies and procedures mentioned in Qatari Law through the Ministry of Education and Higher Education or Ministry of Health. For example, if Qatari Law states that it is a legal requirement to wear a mask properly in school at all times to prevent the spread of COVID-19, then the school can send a pupil home if they fail to do so. Equally, an incident that happens outside school particularly with the use of social media may actually be a police matter, rather than a school matter. In which instance, the school would cooperate fully with any request from the police.