



SHERBORNE QATAR
SCHOOL FOR GIRLS

BEHAVIOUR AND DISCIPLINE POLICY

Purpose: Pupils and staff should have high, whilst realistic, expectations both of themselves and others within the school community

When: At all times

How: All parents sign a **Home School Agreement** when their daughter joins the school.

Pupils at Sherborne Qatar School for Girls are expected to:

- Show respect for all pupils, staff and their environment
- Wear the correct school uniform, taking pride in their appearance and in representing their school
- Develop and take responsibility for their own actions and learning, making every lesson count (the extent to which dependent upon the age of the child)
- Attend all classes / lessons and be punctual to these. It is expected that pupils will have at least 90% attendance across the whole academic year
- Do all preparation necessary to the best of their ability and meet deadlines
- Take a positive attitude to their learning and commit fully to the school
- Respond positively to feedback, seeking help when needed
- Allow others to learn
- Try to keep the school a safe, clean and friendly environment
- Become involved in the school's Curriculum and Extra-Curricular Activities programme and be open to personal growth and development
- Do all that is expected of them as pupils and act as a positive role model to those who are younger than themselves
- Speak English at all times whilst in school (whilst not in Arabic, Islamic Studies and Qatar History lessons) with an understanding that our school is a British School and we are helping pupils to become fluent in English and use English as one of their first languages.

Staff at Sherborne Qatar School for Girls are expected to:

- Have the best interests of all pupils at heart, at all times
- Give effective feedback, set targets and monitor academic progress
- Ensure pupils are aware of the consequences of their actions and help them to make informed choices
- Be approachable, positive and good listeners
- Aim to inspire, reward and motivate
- Approach discipline in a positive manner;
- Make every encounter and every lesson count towards pupil progress
- Work as a team, be consistent and support all other staff in the school
- Be well informed in their curriculum areas and know the latest curriculum updates from the UK and Qatar (Arabic and Islamic Curriculum)
- Share relevant syllabi/schemes of work and the school's assessment structure with the pupils
- Act as a positive role model that reflects the values of Sherborne Qatar Schools and display good professional practice (following The Teachers Standards)
- Provide clear systems and procedures that are well communicated to the pupils
- Lead, motivate and help all individuals to develop to their maximum potential
- Listen and respond to pupils, following up issues until resolved
- Communicate effectively with parents keeping them informed of their daughters' pastoral and academic progress.

Sherborne Qatar School for Girls is a place of learning where pupils and staff work together in a community based on mutual respect and common interest in order to create a happy, safe and effective environment. At this school we treat all members of our community equally, with the respect that they deserve. All the members of the school community are part of our team, which means we must work together and support one another.

It is important that we maintain good order and discipline throughout the school. The process of how we discipline pupils is slightly different depending upon the age of the pupils. There are underlying principles and values that are common to all strategies used in all areas.

Integral to our program are our aims, ethos, values, staff responsibilities, pastoral care and self-esteem. Understood also is the fact that the school has a central role in a child's social and moral development, just as it does in their academic development.

The aim is that children come to recognise that the principle of acceptable codes of behaviour benefits both themselves and the whole school community. This should also help in the drive to raise attainment as it has been demonstrated that there is a positive

correlation between good standards of behaviour and high academic achievement.

Respect both for themselves and others is the basis of our policy and is the basis on which cooperative learning experiences are built, both socially and academically. Everything that goes on in the school gives a message about how we value individuals.

In the classroom the teacher uses various methods to emphasise success and progress.

Our six **Core Values: Teamwork, Respect, Honesty, Kindness, Perseverance and Responsibility** act as our moral compass and help to create a tangible understanding of right and wrong.

In school assemblies, half termly activities and PSHE classes we reinforce our values and share and celebrate success in all aspects of life in and out of school.

Pupils who choose not to follow the code of conduct or fulfil their stated responsibilities must receive guidance on how to improve their behaviour together with some form of reprimand.

The emphasis of positive discipline is on reward to reinforce and promote positive behaviour. Rewards have a motivational effect, helping pupils to see that good behaviour is rewarded.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. The reward system should allow parents to be informed of the reward received by their child and enlist parental support in the positive reinforcement process.

BEHAVIOURAL EXPECTATIONS

Starting school

- Pupils must arrive promptly to school
- They must wear the correct uniform as published in the uniform guidance sheet
- They should report to the reception desk immediately if they are late and they will receive a late slip which must be handed in to their teacher
- They should enter the school by allocated doors for their year group
- They should not bring electrical goods or other expensive items to school other than their Microsoft devices
- Mobile phones are usually not permitted in school. However, if pupils have them to contact drivers or parents at the end of the day they must be handed into their tutors at the beginning of the school day
- **All devices are brought at the pupils risk and are not insured by the school. Pupils must be made aware of this by all staff**

- If a pupil is found to have an unauthorized device or item, using it outside of an authorised activity, the class teacher must confiscate it and hand it in to the Reception desk where the school secretary will phone the parent to inform them that they must collect it
- Inappropriate use of mobile phones and electronic devices will be dealt with seriously and may lead to temporary suspension or even expulsion from school
- Pupils must not chew gum (a healthy snack may be eaten at break times) and must not leave rubbish around the school.

Preparing for lessons: Secondary Pupils Years 7-11

- Pupils should collect the materials they need for the first lessons from the lockers
- Materials for the lessons up to lunchtime should be collected at the end of the first break time
- Materials for the final lessons should be collected at the end of the lunchtime
- The locker areas and the lockers must be kept tidy. Any bags and equipment left on the floor or in the corridors will be removed by staff
- Pupils must queue sensibly and quietly for lessons, outside the classroom until they are invited to enter the classrooms
- They must walk quietly around the school. It is not expected that pupils will run, scream or shout in corridors or indeed in any part of the school
- Care should be taken when going up or coming down the stairs.

Working in lessons (all pupils):

- Pupils should put their hand up to ask a question or follow the agreed alternative procedure
- All classroom procedures, for example turn-taking, must be respected
- Teachers should be addressed politely using teacher's appropriate titles
- Pupils must use English at all times in British Curriculum lessons and within the school building (except when talking to Arabic staff in a classroom situation or when asked to speak to Arabic visitors)
- Pupils must listen to, and follow teachers' instructions and ask for help or clarification whenever they need it
- They must listen to and respect everyone's contributions to lessons and should leave all rooms in a tidy and orderly condition
- Pupils must not eat or drink during lesson times (unless high temperatures permit the drinking of water during a lesson)
- Pupils must report to the Reception desk, to sign in the pupil book, when leaving the premises and on their return
- When a guest enters the classroom all secondary pupils must stand to show a sign of respect. They must remain standing until told that they may sit by the class

teacher.

Rewards take the form of:

- Star of the Week (Primary)
- Merits
- Headteachers Awards
- Subject Awards e.g. mathematician of the week, Mathematics Certificate at the end of the school year
- End of Year Awards (Awards for Academic Attainment, Progress, Effort, Arabic and School Citizen)

Merits *(will come into full effect from August 2022 – this has been hindered by COVID restrictions)*

Merits are awarded for significant achievements. Their purpose is to celebrate and reward positive behaviour and efforts and build self-esteem.

Merits can be awarded for achievement in lessons and / or for contributions to extra-curricular activities etc.

Merits can be recorded on the merit pages in the Pupils' Planner, and on the schools MIS system. They will be monitored by Form Teachers who will complete a House Points chart showing the total number of merits awarded to each pupil in the form. These should be updated every week.

Pupil House Leaders will also monitor the progress of pupils in their Houses and they give names to the Houses Coordinator to prepare certificates for presentation.

All merits contribute to the Inter House Cup, which runs throughout the year and incorporates all the house competitions. The Interhouse Cup is presented at Commem. and the winning house is recorded on the House Cup Honours Board.

The certificate levels are:

- i. Bronze certificates = 25 merits
- ii. Silver certificates = 50 merits
- iii. Gold certificates = 75 merits
- iv. Platinum certificates = 100 merits
- v. Diamond certificates = 125+ merits

Criteria for awarding Merits:

The norm should be one merit at a time. Those achieving / contributing significantly more can earn two (e.g. raising staff help in an emergency), and, exceptionally, three (e.g. honesty – handing in lost money), etc.

Examples of things for which they can be awarded are:

- a. A good, consistent standard of work / involvement over several weeks
- b. A very good single piece of work / performance / contribution
- c. A significant improvement in standards
- d. Offered (two merits) / requested help extended around the school to staff and / or pupils

The success of the system depends on the sensible and even-handed award of merits by all staff. The maximum number of merits awarded should be 3.

In class Behavioural Management:

To ensure children are aware of how the adults stop them and get their attention in school, there will be phase specific methods.

EYFS

There are various different methods that you can use to manage the children's routines. For example to stop the children in group environments such as assemblies, staff should use '1,2,3 eyes on me.'

KS1

Again, there are various different methods to manage the children's routines but mostly in Years 1 and 2, the silent hand stop or three claps (which the children repeat) is used to stop the children and get their attention.

KS2

Teachers can use 3,2,1, 0 (on 0 the teacher will make the silent hand stop for pupils to mimic) with 0 meaning stop, look and listen or three claps (which the children repeat).

Teachers may use other similar effective system to get pupils attention.

Primary School Behaviour Ladders

Each class in will have a behaviour ladder in their class. The language will evolve as the children progress throughout the school; however, the colours will stay the same. See diagrams below.

In Preschool, Reception & Years 1 and 2 Separate cards will be produced for each of the following:

- Extraordinary
- Fabulous
- Ready to learn
- Stop and think
- Make better choices
- Yellow card

Teachers create behavioural ladders with these cards on either a class wall, whiteboard or on the door.

All children in Primary begin the day on 'Ready to Learn' on whichever ladder. When children are seen showing outstanding learning behaviour, they will be asked to move up the ladder and praised. If children have really excelled themselves above and beyond, they will move up to the top spot and this will be tied to a reward.

If positive behaviour management is not working and children are repeatedly rule breaking after verbal reminders, children will be asked to move themselves down the ladder and given an opportunity given for them to correct their behaviour. If the behaviour continues, they will continue to drop. However, if children can correct their behaviour, they can move back up the ladder- this is the aim.

Once a **yellow card is issued**, class teachers will fill in Yellow Card letter and pass it on to their Head of Section. This will result in a lunch time detention with the Head of Section for the full duration of lunch time. This will be called a 'time out' in EYFS to Year 2. During this time, the Head of Section will discuss the behaviour and aim to correct it. The reflection sheet and yellow card sheet should then be copied (one for school records) with a copy being stapled into the child's planner to go home and be signed by an adult by the next day.

Behaviour Ladder Years 3-6 (KS2)



If children get to Role Model or Extraordinary (on the Pre-Prep Behavioural Model) they will be issued with 3 merits for themselves and their house. If they achieve this level more than 10 times they will receive a Headteachers Certificate and will be entered into a prize draw at the end of the academic year.

School Sanctions (mainly apply to Years 7-11)

We recognise that there is a need for sanctions in order to register disapproval as well as to ensure safety and stability in the school. Some forms of severe behaviour or disruption must always be dealt with promptly. It must be made clear what change in behaviour is required and the sanction must only be applied to those directly involved in the unacceptable behaviour. The unacceptable behaviour should be the element on which attention is focused and not the unacceptability of the pupil as an individual.

Raised voices and shouting are not effective with a difficult child. This strategy usually only frightens the timid.

Breaches of discipline that may require further sanctions fall within three levels:

- Initial
- Serious
- Very serious

Initial breach of discipline (examples of incidents)

- Poor language
- lying (in minor cases)
- repeated failure to complete set work (including homework)
- repeatedly not bringing in the correct equipment
- repeated interference with the work of fellow pupils
- repeatedly arriving late to lessons/ school
- damage to school property (Incident Report)
- misbehaviour in the dining room
- misbehaviour at break times
- misbehaviour in locker areas, corridors or staircases
- use of mobile phones or/and MP3s when not permitted
- repeated failure to wear the correct school uniform

Further action taken:

Usual actions are Incident Reports; break time detentions, verbal warnings

N.B. *an Incident Report is completed in CPOMS for every incident that occurs.

Serious breach of discipline: Possible internal suspension and issue of Written Warning

- 3 minor breaches of discipline/2 previous Incident Reports for the same thing in CPOMS
- lying – more serious cases
- significant damage to school property
- insolence towards staff or staff representatives
- leaving school without permission and missing classes
- physical aggression (even in self-defence), rudeness or lack of respect
- bad language directly addressed towards staff
- intimidating or threatening behaviour
- minor theft
- racist or sexist comments
- continued failure to complete school work (including homework)
- psychological/ emotional bullying
- accessing banned online platforms in school

Further action taken:

Copy of **Written Warning** sent to parents, phone call to parents, withdrawal of privileges, contract with parents, Report Form for extended period, internal suspension.

Very Serious Breach of Discipline: Issue of very serious or Final Written Warning (external suspension could follow investigation)

- 3 serious breaches of discipline – previous Written Warnings
- direct insults to members of staff (including ancillary staff)
- direct racist, cultural or religious insults
- significant theft
- serious bullying
- serious physical aggression
- major and prolonged failure to carry out schoolwork despite previous intervention
- possession of banned substances or other such substances and weapons that could potentially cause harm to others in school (e.g. Knives)
- possession of materials either written or visual that could cause serious offence
- Taking images or videos of pupils or staff without written permission from the pupils or staff member
- Serious Cyber Bullying in any form

Action taken: The specific action will be determined by the Head of Section and the Headteacher.

Usual action will be:

First very serious breach - meeting with parents, official warning from Headteacher, internal or external suspension, contract with targets with timescale.

Second very serious breach – Expulsion

Please note: Given the seriousness of any indiscipline, the Headmistress may exercise her right to impose suspension or expulsion immediately once the MOEHE has been contacted and informed.

Pastoral Care

- The total welfare of each pupil has to be taken into account when considering their level of achievement in school.
- All pupils must be included in this approach.
- To have an effective school we must have effective pastoral care as an integral part of our daily practice.
- Effective pastoral care must be considered, well planned and the result of collaboration and consultation.
- Respect and compassion are integral to any programme.
- Pastoral care requires the involvement of all staff.
- The importance of the role of parents/ carers in a child's development must be recognised.
- An important aspect of pastoral care is making things clear to a child. Assumptions

that children understand can lead to further difficulties.

- All school staff play an important role in setting a good example not only of behaviour and manner of speaking but in their care of others.
- Good manners towards everyone in school are expected.
- Good working relationships should be aimed for at all times.
- It is school policy to encourage and enhance each pupil's self-esteem and self-confidence.

Bullying

"Schools that tackle bullying will be happier places in which pupils are better able to learn. At the same time, they will be helping to combat aggression and intolerance of all kinds. Children who are encouraged to talk openly about bullying will find it easier to talk about other problems" [Andrew Mellor, 1992].

Any behaviour that makes this impossible for our pupils to learn and happily attend school requires it to be investigated and stopped and is likely to be a form of bullying.

All pupils are encourage to speak to their class teachers, tutors, Deputy Heads or the School Counsellor if they feel they are being bullied.

To be classed as 'bullying' and not 'unacceptable behaviour' the action is either repeated or persistent.

Bullying can be physical or non-physical.

All incidents of bullying are reported to promoted staff and recorded in our CPOMS system.

Codes of Behaviour Expected of Pupils:

In the Dining Room

- Always go into the room quietly and carefully
- Keep the noise level low
- Avoid shouting
- Always sit down to eat
- Food should not be swapped or shared
- Food must never be thrown
- Care must be taken to avoid dropping food on the floor
- All food and drink must be taken inside the dining room
- Always be polite and well-mannered to everyone
- Always tidy up at the end.

In the Corridors and on the Stairs

- Always walk
- Always behave in a way that does not disturb others
- Always keep snacks for the appropriate place
- Listen to instructions and follow them
- Always keep the noise level low
- Wait to let others pass through the door
- Hold the door for others
- Always walk on the right.

In the Toilets

- Always keep the toilets clean and tidy
- Always wash your hands
- Always make sure the taps are turned off
- Inform an adult if anything is wrong in the toilets
- Inform an adult if anyone is behaving badly in the toilets
- Always respect other people's right to privacy
- Dispose of tissues in the right way.