



King's College

DOHA

Behaviour Policy including Rewards and Sanctions

(This policy is applicable to all pupils, including those in the Early Years)

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Behaviour and Discipline in Schools

This policy is informed by Behaviour and Discipline in Schools – a Department of Education Guide for Headteachers and School Staff (2020).

King's College Doha encourages the establishment of outstanding teacher/pupil relationships and upholds the school's values through a system of rewards and sanctions, which are designed to promote a calm, disciplined and safe learning environment. The school's system of rewards and sanctions is outlined in this document.

The school centrally records any pertinent sanctions imposed on its pupils on the School's iSAMS system. The iSAMS file includes the pupil's name, year group, date and sanction imposed. This system automatically sends an email notification of the offence to the pupil's class teacher, the Deputy Head (Academic), Deputy Head (Pastoral) and Principal. In accordance with the Equality Act 2010, reasonable adjustments are made for pupils with special educational needs or disabilities.

Objectives of this Behaviour Policy

This Behaviour Policy aims to ensure that:

- King's College Doha is a supportive environment;
- all its members are respectful, kind and courteous;
- consistently high standards of positive behaviour are established in and out of the classroom;
- achievements are recognised, rewarded and celebrated;
- where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently, according to the individual needs of pupils;
- all pupils are provided with opportunities to achieve their full potential in a fulfilling learning environment that suits the needs of the individual.

King's Behaviour Statement

All pupils within King's College, Doha are entitled to a safe, secure environment and conducive environment for effective learning. Good behaviour underpins the success of a school and we expect all pupils to demonstrate high standards of behaviour at all times. We recognise that some pupils experience difficulties and we will do all we can to support them, but every pupil is expected to do their very best. All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way. It is important that we recognise and reward positive behaviour and achievement. A successful school incorporates the support of all parents.

Behaviour for Learning

Positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the King's College Doha community can thrive and feel respected, safe and secure. To develop positive behaviour and self-management skills, the emphasis should be on pupils making the right choices and taking personal responsibility. A pupil understanding that there are benefits for positive behaviour with consequences for poor conduct is part of that responsibility. As a school, we will endeavour to provide the support structures necessary to develop pupils academically, socially and emotionally to reach their full potential.

King's College Doha understands that behaviour in classrooms and across the whole school does not occur in isolation. We will work hard to develop the three sets of relationships which contribute to a positive culture of learning behaviour, namely:

- **Relationship with Self:** a pupil who does not feel confident as a learner will be less likely to engage in the challenge of learning and may be more inclined to present 'unwanted behaviours'
- **Relationship with Others:** behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in the school) as it is by factors internal to the child.
- **Relationship with the Curriculum:** the behaviour of pupils and the curriculum they are learning are inextricably linked. This policy provides a fair, consistent and constructive framework for rewarding pupils, challenging negative behaviour, ensuring good attendance and clarifying the roles and responsibilities of all members of staff.

Key Principles

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as classroom assistants
- The Principal and Board must ensure a strong behaviour policy is in place to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Parent, Pupil and Teacher Voice

King's College Doha understands the importance of listening to pupils, parents and teachers to ensure that issues are identified before they become problems and good practice can be reinforced. To provide all stakeholders with a voice, the school has:

- a Prefect Body, which meets regularly and expresses the voice of the pupil body;
- a commitment to Parent Voice, providing parents with regular updates and providing frequent opportunities for home-school communication as a means of sharing concern, providing guidance and giving regular updates on each pupil's progress;
- an Open Door Policy, which enables all school stakeholders to discuss issues with the Principal and members of SLT on an ongoing basis

Pupil Conduct Around the School

To promote a harmonious, efficient and safe school environment, pupils should:

- be helpful, tolerant and respectful towards everyone in the school community, through their behaviour and use of language;
- observe the particular rules that are designed to ensure our own safety, and which apply to particular areas of the school;
- behave with courtesy and in a manner which reflects well on the school;

- participate fully in the life of the school;
- avoid behaviour or comments which might lead to any distress;
- ensure that their appearance does credit to them and the school;
- be punctual and fully equipped for all lessons;
- respect the property of both the school and of other people, and look after their own property;
- show respect for the school environment.

Teacher Strategies for Promoting Good Behaviour

- Act as a role model for things you expect to see – mirror what you want
- Plan for good behaviour
- Do not be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour
- Our success in managing behaviour should not be judged by the absence of problems but by how we deal with them

Do all you can to avoid:

Humiliating – it breeds resentment

Shouting – it weakens your status

Overreacting – the problems will grow

Blanket punishments – innocent parties do not deserve them

Over punishing – it reduces options later

Jumping to conclusions – avoid punishing without proof

Do all you can to:

Use appropriate humour – it builds bridges

Keep calm – it sets a positive example and reduces tension

Listen – it earns respect

Use first names

Praise good behaviour

Be consistent and fair

Use the minimum sanction necessary to achieve your desired outcome

Behaviour Support Structure

Teachers should deal directly with most behaviour issues, which include:

- uniform issues (consultation with the class teacher/tutor);
- lack of equipment;
- low level disruption;
- poor work rate;
- using Arabic unless it is correct to do so (e.g. in Arabic lessons, in the case of an emergency, etc.);
- lateness;
- chewing, eating;
- mobile phones/devices, etc;
- inappropriate behaviour outside the classroom (dealt with by all staff);

- non-attendance to lessons.

Whilst the classroom teacher should effect the above, he/she should seek help and advice from the line manager (in the first instance) and the appropriate member of the SLT if, after trying to resolve the issue, the situation continues.

Monitoring Behaviour and Achievements

To ensure that all pupils are being supported it is expected that all members of staff record positive and negative behavioural issues using iSAMS. This will allow teachers to regularly ensure that all pupils are being supported, rewarded, and challenged where necessary. The data will be evaluated weekly by class teachers/tutors and SLT.

King's College Doha utilises iSAMS to provide a comprehensive record of each pupil's conduct and progress and rewards. The system is used to:

- record positive and negative pupil behaviour (and communicate this with parents);
- record pupil attendance;
- provide a gateway to inform parents of their child's progress;
- issue Credits/Merits and Demerits.

It is expected that all staff take responsibility for encouraging good behaviour and attendance across the school. This includes being consistent and fair when rewarding pupils, while following the school reward procedures. The expectation is that all teachers regularly use this system.

Managing Behaviour in the Pre-Prep

The Head of Early Years is the named person with the overall responsibility for the behaviour of all children in the Pre-Prep. This overall responsibility transfers to the Deputy Head (Pastoral) from Year 3 onwards.

Children, particularly the young, are always learning. The role of all staff is to encourage outstanding behaviour at all times. It is more effective to receive more reward than punishment when learning. The balance between rewards and sanctions should lean heavily towards rewards. Great emphasis should be placed upon merited praise and reward. Children should also be encouraged to praise each other. The aim of this approach is to promote excellent behaviour rather than merely deter poor behaviour.

Personal, social and emotional development is an extremely important part of every child's learning. Incidents will occur throughout the day where teachers and children will be able to address developmental opportunities involving discipline. These can be focused on during 'circle time' discussions for Personal, Social and Emotional Development in the Early Years and in Personal, Social, and Health Education lessons in Year 1 onwards.

In Pre-Prep, children are expected to work towards goals to:

- value and contribute to their own well-being and self-control;
- work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously;
- understand what is right, what is wrong and why;
- have an awareness of the boundaries set and of behavioural expectations within the setting;

- consider the consequences of their words and actions for themselves and others;
- understand that people have different needs, views, cultures and beliefs that need to be treated with respect;
- understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Aims of this Approach

The aims of this approach are that all Pre-Prep staff:

- understand that recognising and connecting to feelings is central to child development;
- understand that recognising our own feelings and the feelings of our peers/those around us in society and being able to sympathise, empathise and react appropriately to those feelings are skills that we must ensure our children develop and use on a daily basis;
- acknowledge and accept the right of all children to feel and display a range of emotions;
- help our children make better choices in their behaviours and appropriate expression of emotions as they grow and develop.

The Golden Rules

All children in Pre-Prep follow the Golden Rules:

Be gentle
Be kind and helpful
Listen
Look after property
Be honest
Work hard

Praise is the most effective and readily available reward. It shows respect and improves self-esteem. It is most effective if immediate.

We praise and reward children for following the Golden Rules in class in a variety of ways:

- Staff congratulate children verbally and with House Points
- During the week, all children have the opportunity to be acknowledged for their efforts through the issuing of awards and certificates

Reach for the Stars

Reach for the Stars is a behaviour system adopted to encourage good behaviour and effective communication between the Pre-Prep and parents. The children can relate easily to the weather symbols.

Reach for the Stars is a five-tier strategy that is used in Pre-Prep. As pupils progress through the school, the way in which Reach for the Stars is implemented will naturally differ, especially in the phraseology used in rewarding and sanction our pupils. Greater emphasis is placed on individual needs and how pupils respond to rewards and sanctions. Discipline is based on positive reaction. Children will be removed from the cause of a problem, distracted by a different activity, spoken to firmly but quietly or given time to calm down as appropriate.

The Reach for the Stars system works in the following way:

- The children begin each day with their individual name on the middle tier – a sun symbol. This is where they are when achieving the behavioural expectations of the class.
- They then have the choice throughout the day to display excellent behaviour, propelling them onto the next layer (that of the rocket) and ultimately onto the exceptional top layer (the symbol of the star).
- Where a child falls short of the behavioural expectations, they will be put into the Storm Cloud (below the Sun). Any child can propel themselves out of this zone once positive behaviour has been shown.
- Any child's name on the Star at the end of the day will be recorded in the class Star Chart (Early Years) or on the House Point Chart (Year 1 and 2) by the Classroom Assistant. A child can appear up to five times in a week. The data is recorded on iSAMS at the end of each week.
- Where a child is on the Chart five times in a week, they receive five House Points.
- The child who reaches The Top Star the greatest number of times in a term is rewarded with a 'Star of the Term Badge'. The Head of Early Years is responsible for recording these children over the year. This is celebrated during the whole-school end of term assembly. This accolade is worth a further 20 House Points.

Sanctions

With the best will in the world, there will be times when children display behaviour that does not lend itself to 'the happy environment' required for the best learning to take place.

Reach for the Stars is again used for the times when children display behaviour that is not in keeping with the Golden Rules, and this works in the following way:

- If, after a warning in which the child is told/asked to identify which rule is being broken, the child persists in breaking the rule, they will be asked to move their named peg from the sun symbol to the sun / cloud symbol referred to as the 'thinking cloud'.
- If the child rectifies their behaviour, they are praised and told to move their peg back to the sun symbol.
- If the child continues to break the rule, they are told to move their peg to the bottom layer of the tier – the storm cloud symbol, which will result in the five-minutes loss of Play Time. This cannot be earned back, and parents will be informed by the class teacher at the end of the day.

Managing Behaviour in the Prep and Senior Schools

We aim to encourage pupils to reach the highest standard of which they are capable. The Behaviour Policy recognises that praising pupils' efforts and successes has a strong motivational effect, with motivated pupils less likely to present behavioural problems.

The praise must be genuine and well-deserved; undue praise will rapidly become devalued and ultimately worthless. Teachers act as role models, using positive language and actively seeking opportunities to reward pupils for doing the right thing in terms of pupil expectations, work and attendance.

We reward pupils in the Prep and Senior Schools to:

- encourage an ethos where all types of achievement, whether they be academic, sporting, creative, social etc., are openly recognised and valued by the whole school community – pupils, staff, parents, and governors alike;
- develop self-esteem in individual pupils;
- recognise effort as well as achievement;
- raise the aspiration of all pupils;
- encourage pupils to accept praise and feel valued in the school;
- acknowledge ‘doing the right thing’ and following the pupil code of conduct;
- reward excellent attendance and punctuality.

Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement. Whole-school and year events such as assemblies and awards events provide an opportunity to celebrate pupils’ successes and achievements. We want to send the message that these events matter and that it is good to do well and achieve the very best of which you are capable. Rewards are available to all pupils who make good progress and consistently meet the school’s expectations, demonstrating productive behaviour.

Reward Stages (these should not be seen as definitive and should be applied flexibly)

	Achievement Examples	Type of Rewards	Timescale
Tier 1	<ul style="list-style-type: none"> • Good class or independent home learning • Improved attitude • Thought and care for others • Sustained good uniform • Excellent manners • Supporting peers • Teamwork 	<ul style="list-style-type: none"> • Verbal praise • Comment in book or planner • Contact with home • Merits 	Daily
Tier 2	<ul style="list-style-type: none"> • Excellent class or independent learning • Helping the school at events • Excellent project work, extended work or class work • 100% attendance and punctuality 	As Above <ul style="list-style-type: none"> • Display of work in corridor or classroom • Seen by HOY • Credits 	Daily Weekly
Tier 3	<ul style="list-style-type: none"> • Consistently high standard of work and effort • Consistent care and diligence in serving the school or wider community • Excellent attendance and punctuality 	As Above <ul style="list-style-type: none"> • Subject Postcard • Seen by DH (Pastoral) • Phone call home to parents 	Termly

Tier 4	As above but consistent over the term or academic year	<ul style="list-style-type: none"> • Seen by Principal • Letter of commendation • Parents invited in 	Yearly
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Recording Rewards

Ensuring accurate recording of awards is of paramount importance to the success of the rewards programme at the school. All rewards should be recorded as soon as possible on to iSAMS to ensure an accurate record is maintained. In addition, the use of a King's College Doha 'Values Card' will be used to record rewards given outside of the classroom.

Merits

Merits are used to record praise for work that is of a better-than-expected level or to reward pupils who have displayed one or more of the King's College Doha Values. A Merit is the equivalent of one House Point and will also count towards the total number of House Points for a pupil's House. Merits are recorded through iSAMS or the King's College Doha 'Values Card' where a teacher will sign off a Merit. The responsibility is then on the pupil to 'top up' their Merits on iSAMS. To top up, pupils will visit their form tutor, Head of Year or the Deputy Head (Pastoral), who will add their merits to their iSAMS profile.

Credits

King's College Doha recognises that pupils will sometimes go 'above and beyond' in meeting its expectations of work or behaviour. To acknowledge this, a pupil may be awarded a 'Credit', which is worth the equivalent of five Merits. A Credit should not be awarded unless it is evident that a pupil has gone out of their way to make a difference within their work or behaviour. Examples of when a Credit may be awarded include, but are not limited to, preventing bullying or an unsavoury incident occurring during break, producing an excellent piece of homework which has been completed over a prolonged period of time (model building) or assisting a member of staff to complete a task without being asked to do so.

A credit is awarded on iSAMS and should be communicated home with parents at the same time. The pupil's form tutor, Head of Year or the Deputy Head (Pastoral) should also be informed so that they are able to reinforce this award.

Praise / Subject Postcards

Pupils at King's College Doha often produce work of outstanding quality or display behaviour that is seen as exemplary. We wish to reward our pupils accordingly and will do so using Praise Postcards. Praise Postcards are awarded during assemblies to highlight the significance of their value.

They are only awarded to pupils who have achieved beyond their normal expectations or for producing work that is of a continued excellent standard. After awarding a Praise Postcard, this should be recorded on iSAMS and both a phone call and email home, through iSAMS, should be completed. A Subject Postcard is worth the equivalent of 10 Merits.

Principal or Deputy Head (Pastoral *or* Academic) Commendation

At the culmination of an academic term, we will take the opportunity to reflect on the pastoral and academic achievements of our pupils. The top five pupils who have achieved either pastoral or academic acclaim will be rewarded with a commendation from the Principal or the relevant Deputy Head. The criteria for awarding these commendations is flexible but will focus around the number of Merits, Credits and Praise Postcards that have been awarded to pupils. The Commendation will be written and sent home in a hard copy as well as being recorded as a soft copy on the pupil's record.

The Value of the Rewards System

With all rewards systems, no matter how great the intrinsic motivation is to succeed, pupils can be further encouraged through extrinsic rewards. We recognise this and, by using a small portion of the Pastoral Budget, we aim to provide opportunities for pupils to attend events and activities at a reduced cost and possibly during the normal school day. Such opportunities will be researched and confirmed towards the end of each term. Other rewards such as non-uniform days may also be offered.

At the end of the academic year, the school hosts a Prize Giving Day in which both academic and non-academic awards are presented. The school's rewards system contributes to identifying pupils who should be rewarded based on effort.

Week of Praise

Pupils thrive on meaningful praise and, to encourage this, a 'Week of Praise' is instigated each half term. In every lesson, the teacher will identify and praise a pupil for their effort or attainment and communicate this either through email or a phone call before the end of the day.

Managing Inappropriate Behaviour

The Behaviour Chart clearly illustrates the non-productive behaviours that are sanctioned at King's College Doha in a tier system. The chart (which is in the appendix to this policy) represents the support structure that is in place and outlines the steps in procedures when dealing with non-productive behaviours during learning time. Tier 1, 2, 3, and 4 behaviours will be dealt with according to the professional judgment of staff.

There will be a graduating scale of sanctions to be applied depending on the non-productive behaviour encountered.

The Behaviour Chart represents the sanction given depending on the non-productive behaviour the teacher is confronted with. This will be applied according to the discretion of the tutor/SLT. The sanctions applied include:

- Oral reprimand
- Withdrawal of privileges
- Tutor involvement
- Parental involvement
- Report to a member of staff
- Referral to tutor
- Referral to SLT
- Exclusion from lessons (internal or external)

The general principle underlying the approach to consequences and sanctions is as follows:

- Any incidents of poor behaviour should be dealt with as close to the point of occurrence as possible
- The focus for dealing with the incident should be on encouraging reflection, developing strategies for future avoidance and developing plans for making amends for the incident

At King's College Doha, all sanctions should be on an individual basis and consider the seriousness and circumstances of the incident, the previous behaviour of the pupil and the effect on other pupils within the school. We understand that for some pupils these sanctions may not have the desired effect and the negative behaviour may continue.

It is important that staff at King's College Doha build positive professional relationships with all members of the school community. This includes both praising and sanction pupils within lessons to ensure consistent standards of behaviour across all lessons. This also continues outside of the classroom, during morning greeting, break times, lunch times and after school. To ensure pupils receive a consistent positive experience, it is expected that any positive or negative behaviour that is witnessed at these times is dealt with in line with school policy. To reinforce this, the Behaviour Chart below serves as a reminder of who is responsible for dealing with incidents of negative behaviour.

King's College Doha 'Values Card' Mark

We appreciate that not all behaviour is significant and quite often can be unintentional. Such infractions of the King's College Doha Values may include poor presentation of one's uniform as this displays a lack of respect for oneself. This may be an oversight; although it is not worthy of a 'Demerit' or another significant sanction, it does require close monitoring. The 'Values Card' has a space on the back of the card where this can be recorded by signing the appropriate box. The use of the card will be for non-academic concerns and will include:

- Poor presentation of uniform
- Poor behaviour around school

If a pupil receives three 'marks' on their card, their tutor will issue a breaktime detention and discuss the reasons for the marks with the pupil. Parents will be informed through use of iSAMS.

If a pupil receives six 'marks' on their card, the tutor will ask the pupil to attend a lunchtime detention. The parents will be contacted by both phone and a follow up email through iSAMS to discuss the concerns and the support that will be put in place to prevent future occurrences.

Should a pupil achieve nine 'marks' on their card, the Deputy Head (Pastoral) will invite the parents in to discuss the concerns with the pupil and possible solutions/support that will be put into place.

After 12 infractions, the Deputy Head (Pastoral) and the Principal will meet with the parent and pupil to look at alternative strategies and support.

Any pupil who loses their card will automatically receive the next level of sanction.

Demerits

As much as we plan for positive behaviour, we accept that pupils will make mistakes and we expect them to learn from them. A 'Demerit' may be awarded to a pupil for failing to meet our basic expectations, both academically and pastorally. This may include behaviours such as littering, failing to follow instructions or not completing homework. The Demerit should be discussed with the pupil and so should not come as a surprise to them. During the conversation, strategies to avoid further demerits being issued should be discussed. Parents must be informed through iSAMS of the Demerit.

Detentions

Some pupils will display negative behaviour that is worthy of a stronger sanction than a Demerit. The next stage of sanction is a detention. There are three stages of detention; breaktime (15 minutes), lunch (25 minutes) and, for Year 5 and above, after school (50 minutes). The timing and duration of each detention signifies the progression through the system.

Detentions held during the school day can be completed on the same day they are issued as this often has the greatest impact on a pupil. If this is not possible as the detention is awarded at the end of the day, it must be completed at the earliest opportunity on the next day the pupil is in school. The teacher who sets the detention is normally responsible for holding it. The location of the detention is normally in the teacher's classroom.

Afterschool detentions must be scheduled so as to enable at least 24 hours' notice to be given to the pupil's parents. This allows for alternative transport arrangements to be made if necessary.

With all detentions, the time spent with the pupil must be beneficial to their pastoral care or academic progress at the school. Menial tasks such as writing lines or tidying up a classroom are not permitted. Work that is completed in detention, if of an academic focus, should be discussed and reviewed prior to the child returning home. Pastoral self-reflection sheets should be kept and filed and will be used in future pastoral meetings.

Detentions that are scheduled during the school day should be communicated home via iSAMS with clear reasoning behind the sanction.

Detentions that are scheduled for afterschool must be discussed via telephone and confirmed via e-mail.

Pupil Behavioural Reports

It is well known that some pupils can benefit from being monitored more closely than others. To support the pupils at the school, we have four different types of report cards that be used by staff to support and monitor the progress of our pupils:

Blue Report

A blue report is used to monitor homework and is issued by the form tutor. All homework should be recorded on the report card and countersigned by the teacher who set the work. It must also be signed by the pupil's parents daily as well as the tutor the following morning. Any gaps must be filled in and we encourage the use of the pupil's break and lunch time to accommodate this. The blue report should last for a minimum of two weeks; we expect the pupil's parents to sign the report daily. Any homework that is not completed is still sanctioned in line with the behaviour policy.

Green Report

Where a pupil has accumulated several demerits or is not engaging with their academics, the tutor may choose to place the pupil on a green report. This must be communicated to the pupil's parents. This is a general monitoring report and must include at least two targets relevant to the concern identified. The pupil must present the report to their teacher at the beginning of every lesson and collect it again at the end. It is the pupil's responsibility to ensure that this is done. The teacher will make a comment or rate the pupil against the criteria set at the end of the lesson. At the end of the day, the pupil must have the report signed by their tutor to discuss their day. We also expect the pupil's parents to sign the report daily. This report should last for two weeks, and the outcomes discussed with the pupil's parents.

Yellow Report

Where a pupil has not responded to the green report and no notable difference to their attitude to learning has been identified, or their behaviour still falls below expectations, a pupil may be escalated to a yellow report. This is issued and monitored by the tutor. The report must include at least two targets that are related to the concerns the pupil has raised. The pupil must present this report to their teacher every lesson and the teacher must enter a comment related to the pupil's target. At the beginning and at the end of each day, the report is reviewed by the tutor (or a member of SLT in their absence) and signed by their parents every evening. After two weeks, the pupil may be moved back to a green report if adequate improvements have been made.

Red Report

Should the pupil not respond to the yellow report, a red report will be issued. This is issued and monitored by a member of the SLT. Parents will be invited into school to discuss the targets that will be on the report and the strategies that will be put into place to support the pupil. The report must be signed by a member of SLT before school, during each break and again at the end of the school day. Any negative comment in relation to the targets will result in the immediate loss of the pupil's next break.

If the pupil responds positively to the red report, they may deescalate through the system as required.

Any pupil who loses a report will be sanctioned with a detention and the report cycle will need to complete an additional week of being on report.

Exclusions

Internal Exclusion

A pupil may be placed in Internal Exclusion by the Deputy Head (Pastoral). This may be for a variable amount of time, depending on the seriousness of the incident. This will be communicated to parents via email and/or a phone call home. Isolation will be closely supervised to ensure high standards of behaviour. The pupil and parent must attend a reintegration meeting before returning to normal lessons.

If deemed necessary, a referral to an external counsellor may be encouraged so that further discussions can be had to assist pupil's learning and behaviour.

The pupil will be placed on a yellow report when returning to normal lessons.

External Exclusion

External exclusions are rare and will be issued for serious breaches of behaviour. The decision will be made by the Deputy Head (Pastoral) in consultation with the Principal. The pupil will be placed on a red report when returning to normal lessons.

The following types of serious case incidents may lead to exclusion and in some cases possible permanent exclusion depending on the severity of the incident. This list is not exhaustive:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Suspected or proven drug- and alcohol-related incidents
- Damage
- Theft
- Smoking or bringing smoking material onto the school site
- Persistent disruptive behaviour
- Bringing an offensive weapon or an imitation weapon into school, using or attempting to use such a weapon in school or on the way to and from school
- Bringing illegal or suspicious substances into school or selling/attempting to supply or sell such substances in school, on the way to or from school

A permanent exclusion is only typically issued for repeated fixed term exclusions where the pupil persistently fails to respond or for one major incident.

Managing Behaviour Outside of School

The school may discipline a pupil for any misbehaviour when the child is:

- taking part in any school organised activity or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

Pupils may also be disciplined by the school for misbehaviour that:

- might have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Policy History

Date of adoption of this policy	September 2022
Date of last review of this policy	August 2022
Date for next review of this policy	August 2023
Policy owner (SLT)	Deputy Head (Pastoral)
Policy owner (Board)	Chair

Appendix 1 - Pre-Prep

Feelings

- **Children are emotional beings.** Children have the right to acknowledge and express a wide variety of emotions when dealing with other children and adults, different physical environments and social/emotional challenges. Recognising and responding appropriately to emotions is central to understanding who we are and finding our place in society.
- **Children should connect to the feeling.** Pride, feeling friendly, and the amazing sense of accomplishment is what we want our children to connect to and to motivate themselves by, not a reward system. Rewards are appropriate for large scale accomplishments (House Points, Values etc.) but for daily motivation we encourage our children to connect to the feeling.
- **There are always Choices and Consequences.** Children must always have/be offered a choice when responding to challenges/situations, and we must guide them towards making better choices when faced with situations and people to whom they have a strong emotional response.
- **Cleverness is finite, hard work is infinite.** When we praise a child, we focus on the hard work, the effort, not how 'clever' a child is. This allows for repeat and continued praise as the level of perseverance and dedication increases with the challenges.

Children are emotional beings

There are several stages that we must guide our children through when working with their emotions:

- a. Recognising and naming basic emotions in themselves. This can be through vocal tone, facial expressions and body language.
- b. Appropriately expressing a wide range of emotions.
- c. Recognising and naming basic emotions in others. This can be through vocal tone, facial expressions and body language.
- d. Connecting the feelings in themselves to the feelings in others.
- e. Recognising the emotions behind a situation by connecting to the feelings of others.
- f. Responding appropriately to situations based on the recognition of feelings of others.
- g. Connecting to social and emotional challenges and responding with appropriate expressions of emotion.
- h. Problem-solving situations and offering solutions based on strategies developed through group work in response to real-life social and emotional challenges.

Understanding behaviours

- All staff working with young children must follow clear and consistent behaviour expectations, to ensure that children can be confident with the boundaries and agreed expressions of emotions in their daily lives in school
- The Pre-Prep children will follow the 'Reach for the Stars' system to visually remind them of their behaviours
- Children will be encouraged to make good choices in their behaviours, but we accept that there are times when emotions take the lead and behaviour choices may not be acceptable. On these occasions, there will be clear, agreed consequences.
- For early years pupils, when children go on the sad cloud, they will have some thinking time with a sand timer. This may involve missing 3 minutes of an activity. If they reach the stormy cloud, they will visit another class/Head of Year (dependent on the class/child)

- For Pre-School – Year 2, pupils on the sad cloud are given a warning to improve their behaviour and given positive choices to choose from.
- For pupils in Pre-School – Year 2 who do not chose a positive resolution, their parents will be contacted.
- For pupils in Pre-School and Reception, the use of sand timers (1 minute, 3 minutes, and 5 minutes) will also help with transitions as they are a visual reminder of time passed and time yet to pass. Advance notice of transitions helps children move smoothly through their day.
- Children who, by the nature of their needs, find school behaviour expectations challenging will be supported by additional strategies to be devised in collaboration and agreement with the Head of Learning Support, staff and parents.

Children should connect to the feeling

- Unacceptable behaviours are not changed by offering rewards, for once the rewards are withdrawn the unacceptable behaviours often return; there is no motivation remaining
- Connecting to the feeling of pride or success is something that can never be withdrawn. Self-motivation is the key to self-confidence and perseverance.
- Discussing different things that the children do each day in the context of feeling proud and friendly reinforces to all children how these are the feelings we want to feel

There are always Choices and Consequences

- Use praise first when possible. Encouraging children to make good choices through praise is most effective, but there will be times when this is not enough.
- The number of choices is always limited to two. One that we want the child to choose (the good choice) and one other (the poor choice), which usually has a less-acceptable consequence.
- Children may ask for a third choice of their naming, but we do not accept this third choice
- We guide our children towards making the good choice, but ultimately the choice is theirs and we must accept whichever decision they make
- Children who make a poor choice must be aware that there will be a consequence involved. This consequence must be defined and shared with the child prior to them making their choice.
- If children make a poor choice, then we must follow through with the stated consequence. This shows fairness for all children and reassures them that boundaries are in place that may not be crossed.
- Consequences may be different from class to class, or for various situations, but following through on the consequence must always be a priority for staff. Consistency is very important. We cannot give mixed messages to children.
- All Pre-Prep staff in school will receive training in Choices and Consequences to allow for consistency when dealing with children
- Engaging children in discussions/stories/puppet play and role play related to different kinds of behaviours will be central to them gaining a greater understanding of behaviours and what is acceptable/ unfriendly or not
- When discussing a poor choice, we label the behaviour, not the child. i.e.: I don't like **it** when you kick your friend (and not) I don't like **you** when you kick your friend

- Children cannot make us feel anything, so stay away from phrases that tell children they have made you feel a certain emotion, i.e. when you do that, it makes me feel angry. Instead use emotional facts. i.e.: When you do that, **I** feel angry. You have control over your own emotions, how you react to their behaviour is your own choice.

Biting

Many children go through a stage of biting other children and staff. We know this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed:

- The victim will be comforted by their key person / class teacher and any required medical treatment given
- The perpetrator will be taken from the play area and told, in a manner appropriate to the child's age that the behaviour was unacceptable. The child will not be shouted at and only one member of staff, preferably the child's key person / class teacher will deal with this.
- Sanctions will be applied as stated in the behaviour management policy
- Staff will use their written observations and knowledge of the child to try to pinpoint trigger points and reasons
- The incident will be reported in the Incident File
- Parents of both children will be informed

About Oneself

In Pre-Prep, pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. As members of a class and school community they learn social skills such as how to share, take turns, play, help others, resolve simple arguments, and resist bullying. They begin to take an active part in the life of the school. The Golden Rules are used to encourage and maintain positive behaviour. They are age appropriate and easy for our pupils to understand and follow. They develop the ethos of Respect for Self and Respect for Others which also tie into the school's vision.

Strategies to Support Good Behaviour

We believe in positive motivation and aim to help re-establish a child to good behaviour. Classroom organisation and management can play a key role in supporting children's behaviour in the classroom:

- Minimise attention for poor behaviour whenever possible
- Pupils may be told where to sit for lessons within a structured, working group
- Children may have a particular place to sit on the carpet or near to the teacher
- Encouragement of good behaviour through reward systems
- Talk to children in a calm, non-confrontational manner
- Time Out area can be used for children to spend a time proportionate to their age calming down (i.e. three minutes for a three year-old, four minutes for a four year-old, etc.). This consists of a Thinking Chair where there is a Sand Timer

If a child is having difficulty with their behaviour in the classroom the following strategies may be used if appropriate:

- The child will be reprimanded and warned to stop the behaviour before sanctions implemented (clear, direct instructions, i.e. “Stop!”)
- Class teachers to keep a log of behaviour on iSAMS
- Class teachers will inform other staff of behaviours being exhibited in order for them to be monitored during playtimes / hobbies etc
- Think (Time Out) chair directed by the teacher to spend an amount of time proportionate to age thinking about appropriate behaviour and actions
- Child may be sent to work in another class for a cooling off period (max.10 minutes)
- Reduced playtimes to complete work not completed / reflect on poor behaviour (max. 10 minutes)
- Informally taking to parents with or without the child present
- Formal interview with parents if difficulties persist with class teacher and Head of Pre-Prep
- If a child shows no signs of improvement in behaviour, the child’s parents must be sent a written warning, explicitly stating what the child is saying or doing that is unacceptable and warning the parent that the school may require the child to be withdrawn from the school on a temporary or permanent basis if the behaviour does not stop. Unacceptable verbal behaviour within this context includes any form of comments which are racist, offensive, provocative or aggressive.
- We will not use corporal punishment or any other punishment which physically hurts the child or may humiliate them.
- Physical intervention will only be used to manage a child’s behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child’s behaviour will be recorded and parents will be informed about it on the same day.

Appendix 2 - Prep and Senior Schools

Sanctions Key

To support learning and reduce/eliminate repeat occurrence of non-productive behaviours, several sanctions could be applied:

<u>SANCTION</u>	<u>NOTES</u>
Changing seats	Moving a pupil away from a distraction.
Alternative work	Providing a pupil with work that still allows them to achieve but may be less enjoyable (e.g. answering questions from a book)
Contacting parents	This can be achieved by sending a letter and/or email, but ideally a parent will be contacted by phone to discuss any issues.
Report (Green, Yellow, Red)	Pupils can be placed on a report card. The focus on this report may be: Poor behaviour, Equipment, Effort, Punctuality. (See Behaviour chart)
Confiscation	If a pupil is found in possession of an article which has been banned under the School rules, then the article may be confiscated by the member of staff.
Teacher detentions	These should normally last for a maximum of 25 minutes during the start of break or lunch. It is expected that the reasons why the pupil was placed on detention are discussed with them and strategies/targets discussed to prevent similar behaviour in the future. If during break or lunch, pupils should have enough time remaining for a toilet break and to obtain food. Parents must be informed via iSAMS.
Department detention.	These are run by HoDs and should be used when a pupil has failed to attend a detention by a teacher within the department or for persistent poor behaviour. Parents must be informed via iSAMS and a phone call.
Lead Tutor Detention – After school	These are used when a pupil has failed to attend a Department detention, or their actions warrant an immediate higher-level intervention
SLT detention – Monday afterschool	Run by SLT if pupils consistently repeat poor behaviour or more serious incidents.
Withdrawal from lessons in a particular subject – Shadow (Pupil works in Department Colleagues room)	There will be occasions where pupils have been involved in incidents which have not been able to be resolved by the next lesson or where the seriousness of the incident means that the relationship between pupil and teacher will not allow for the pupil to return to the lesson. Work must be provided for the pupil to complete.
Internal exclusion	A pupil may only be placed in isolation because of a serious incident or for ongoing persistent poor behaviour across a number of contexts. This must be agreed by the SLT. Isolation will run from 7:45 – 3:10 (CCA to be decided) and break and lunch will be held in the room. All excluded pupils will be provided with work from departments to complete during the exclusion. Reintegration meeting with parents.
Fixed Term exclusion	To be used for continued or excessive negative behaviour. It is the decision of the Principal if a pupil should be excluded. All excluded pupils will be provided with work from departments to complete during the exclusion. Reintegration meeting with Parents and a Behaviour Agreement Plan will be completed in this meeting
Permanent Exclusion	This is to be used in extreme cases of negative behaviour and is the Principal's decision.

In the Prep and Senior Schools, they will be adapted slightly and are called ‘The Code of Conduct’ to make them more accessible to the older children:

Be honest	Don't cover up the truth
Be considerate	Don't hurt people's feelings
Be kind and helpful	Don't be selfish
Listen to other people	Don't interrupt
Work hard	Don't waste your or other people's time
Look after property	Don't waste or damage things

Rewards and Sanctions

The school works hard to promote good behaviour through a programme of rewards and sanctions and this helps to set the tone of the whole school. This is accentuated weekly during our Celebration Assembly.

Reward - Verbal Encouragement and Praise

Children who maintain their effort and/or achievement will receive verbal praise and encouragement from the teacher.

Reward - House Points

These are awarded by subject teachers for achievement and/or for effort and they are recorded by the Class Teachers on a reward tracker. A termly competition is held for the House gaining the most points. Individual children who gain a specified number of House Points in a term are given a small treat.

Reward - Principal's Commendations

If a child produces an outstanding piece of work, they are asked to take it to show the SLT where they will receive two additional House Points. For children producing exceptional work, the Principal will award three House Points. A list of the children gaining this honour will be read out in the weekly Celebration Assembly.

Sanction – Completion of Outstanding Work

It is up to the subject teacher's discretion to keep a child in during breaktime to complete any outstanding work. This should be done in increments of five minutes. For example, a child could be kept in to complete their work for ten minutes, resulting in 20 minutes of playtime. **Children should not be kept in for more than 20 minutes.**

Sanction - Report Card

If a child is giving cause for concern, whether academic or behavioural, the form tutor must be informed. The name of a pupil who is causing concern may also crop up at one of the regular pupil progress staff meetings or at the weekly staff briefing. A meeting will then be arranged with the relevant staff (usually either the Head of Year, Deputy Head (Pastoral) or Deputy Head (Academic) and a course of action discussed. The Head of Year, Deputy Head (Pastoral) and Deputy Head (Academic) have a variety of work/conduct/organisation report cards. If a child is put on a report card, he/she must give the card to the member of staff at the beginning of each lesson. Parents will be informed if their child is put on report. The tutor must check the card at the end of the day and if previously specified the relevant member of SLT will also see it. Whenever possible the report card experience should be a positive one for the individual.

The Disciplinary Sequence

A copy of the school's Disciplinary Sequence is posted in every classroom from Year 5 upwards, together with the Code of Conduct. It is the role of a teacher to monitor the standards of conduct achieved by all children present in the class. Teachers must refer to the diagram when talking to the children about their conduct.

Appendix 3 - Power to Restrain Pupils

Please refer to Staff Code of Conduct.

Although teachers may not use corporal punishment as a disciplinary sanction, they and others, if authorised to do so by the Principal, may use such force as is reasonable to prevent a pupil from:

- committing a criminal offence;
- injuring themselves or others;
- damaging property, including their own;
- behaving in a way which is prejudicial to the good discipline and order of the school, whether in the classroom or elsewhere where the teacher has lawful control of a pupil.

Reasonable Force

The degree of force must be in proportion to the incident and the minimum to achieve the desired result. The use of reasonable force might be justified in the following situations:

- Violent behaviour by a pupil such as fighting or attacking a member of staff or another pupil
- Acts of vandalism
- Behaviour by a pupil, such as rough play, the misuse of objects or running in the corridors, which is likely to cause personal injury or damage to property
- Refusal by a disruptive pupil to leave a classroom.

Recording Incidents

It is important to keep detailed, up-to-date written records of all incidents when force has been used and to immediately inform the Principal, Deputy Head (Pastoral) or, in their absence, another member of the SLT.

These records should include:

- the names of the pupils involved and any witnesses together with where and when the incident took place;
- the reason why the use of force was necessary;
- a description of the incident, including the steps taken to calm the situation before the force was deemed to be necessary, and the nature of the force used;
- the pupils' response;
- the outcome of the incident;
- details of any injury suffered by any of the parties or damage to property.

Conclusion

As the above guidelines imply, the use of force is only warranted in very exceptional circumstances and should not be regarded as a normal method of enforcing discipline.

Appendix 4 - Discipline and Exclusions

All members of the of the King's College Doha community – pupils, staff, parents and board members - are expected to contribute to the creation of a stimulating and caring environment where all pupils are encouraged to realise their potential in all areas of school activity.

This commitment is exemplified by three important principles:

1. The school seeks to provide a disciplined and ordered community in which education and learning can flourish. When accepting a place at the school, parents agree that their son or daughter shall be always subject to the school guidelines and regulations in force.
2. The school will make clear the standards of behaviour and commitment that it expects from pupils. It will encourage pupils to adopt positive attitudes and values such as consideration, honesty and respect for others. It will acknowledge and praise pupils when they reach these standards.
3. When pupils fail to meet these standards, they will be told that this is the case and be given clear guidelines and expectations for improvement. Any breach of good manners or good sense, whether at school, on journeys to and from school, at events organised by the school or when representing King's College Doha are a breach of the school's expectations. High standards of behaviour are expected and bullying in any form is unacceptable.

Sanctions for various misdemeanours are published separately. Corporal punishment is not used.

The School's Terms and Conditions confer upon the Principal the power to impose the sanction of suspension or expulsion on any pupil for any cause which he considers adequate.

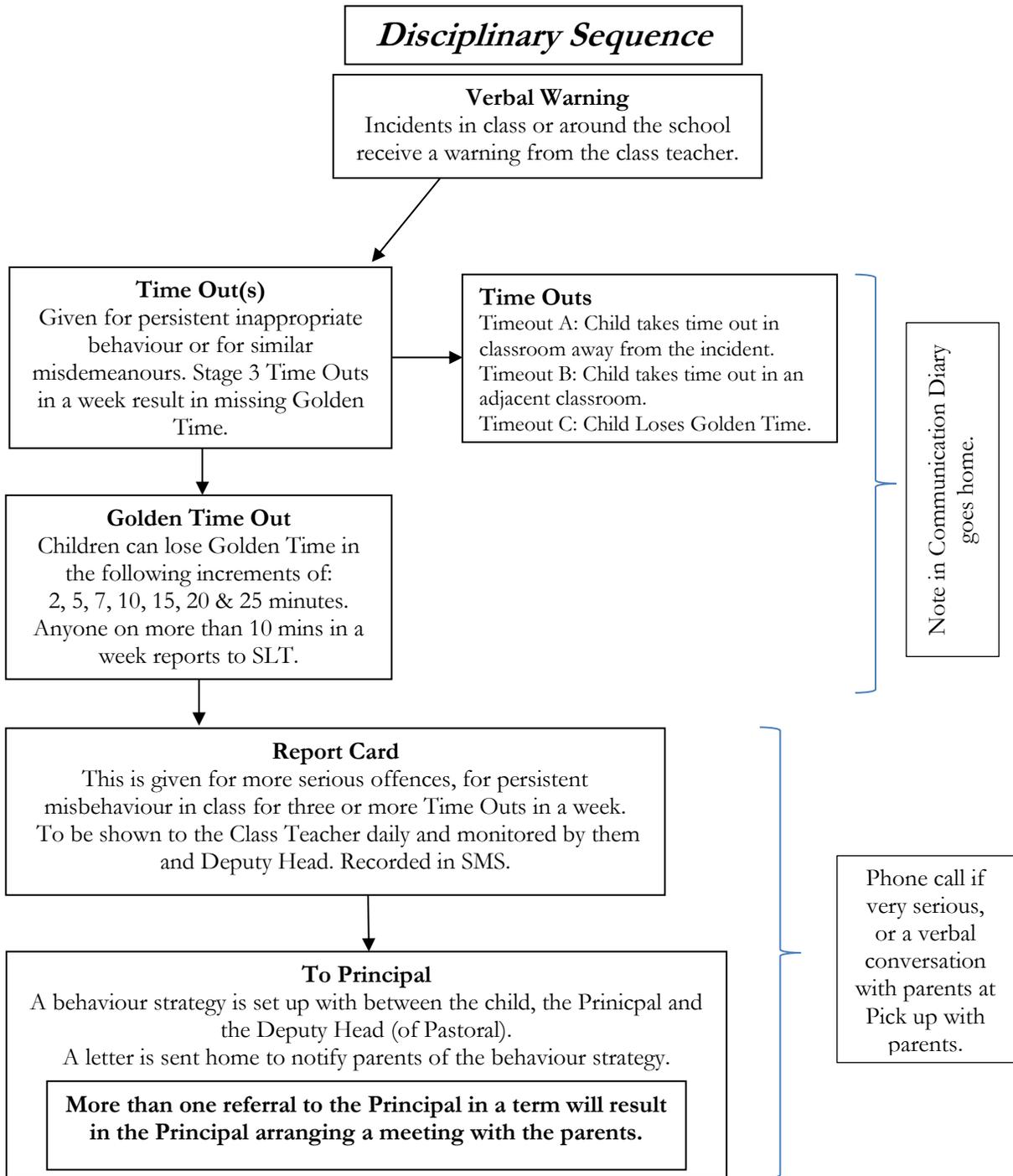
Suspension may be ordered if a pupil persists in misdemeanours after warnings or is involved in bullying, theft, lying, bringing proscribed articles or substances to school, repeated truancy from lessons or other serious wrongdoing. This gives the pupil a chance to consider, if possible, with the help of discussions at home, the possibility that expulsion may subsequently be ordered unless conduct improves. Suspension, if found guilty, may be the action against a pupil who is found to have made a malicious accusation against a member of staff.

Expulsion may be ordered in certain circumstances, normally following suspension except in cases of serious misconduct. If this sanction is being considered, both pupil and parents will normally be invited to a meeting with the Principal. Parents may in some cases be offered the opportunity to withdraw the pupil. In other cases, the Principal may expel the pupil forthwith. The appropriate procedure to be adopted in any case is entirely at the discretion of the Principal. Expulsion, if found guilty, may be the action against a pupil who is found to have made a malicious accusation against a member of staff.

This policy makes reference to the following school policies and/or documents:

Terms and Conditions
Staff Code of Conduct
Pupil Code of Conduct
Health & Safety Policy

Appendix 5 - Disciplinary Sequence Flow Chart



Appendix 6: Rewards Summary Flow Chart – Prep and Senior

