



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. In accordance with the Equality Act 2010, reasonable adjustments are made for pupils with special educational needs or disabilities.

Objectives of this Behaviour Policy

King's College Doha has very high expectations of pupil behaviour. The key objectives of this Behaviour Policy are to:

- promote pupil wellbeing and happiness;
- ensure optimum conditions for learning within all classrooms;
- provide a clear and transparent set of procedures that are easily understood by all members of the school community;
- place an emphasis on positive behaviour and relationships between teachers and pupils;
- encourage the use of clear, firm, polite and positive statements that communicate to pupils how they are expected to behave;
- ensure a fair and consistent application of rewards and sanctions;
- instil in pupils the importance of accepting responsibility for their own behaviour.

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 allows teachers to regularly ensure that all pupils are being supported, rewarded, and challenged where necessary. The data is evaluated weekly by class teachers, tutors, Heads of Year and Heads of Phase.

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.

The expectation is that all teachers regularly use this system.

Managing Behaviour in the Pre-Prep School

The King's Code

All children in Pre-Prep follow **The King's Code**, which is displayed in all classrooms and is regularly referred to by class and specialist teachers:



Class Contract: Ownership of The King's Code

At the beginning of each academic year, class teachers:

- discuss **The King's Code** with their class and establish their own class behaviour success criteria (e.g. *Be Polite by listening to others, using 'please' and 'thank you', showing good table manners and opening doors for one another*);
- draw up a **Class Contract** for the classroom wall, which all children sign.

Encouraging Positive Behaviour

Staff in the Pre-Prep School focus on **positive behaviour management**, as underpinned by The King's Code. This means that staff seek out and always celebrate positive behaviour: in lessons, around the school campus or when on a school excursion. Teachers plan exciting, multi-sensory learning activities, which support high levels of pupil engagement and pupil ownership of learning, thereby supporting *behaviour for learning*. Rewards are used explicitly to reinforce and celebrate positive behaviour.

Shining Stars

Each classroom has a ‘Shining Stars’ display upon which the children’s faces are displayed on individual stars. This serves to remind each child that each one of them can become a ‘shining star’ if they follow The King’s Code in class.

We recognise that young children are still learning about good and bad behaviour and so, if a child breaks The King’s Code, they are first asked to ‘Stop and Think’ and are given a verbal warning. If, on the same day, they repeat this undesirable behaviour a second time or break another aspect of The King’s Code, their star is moved to the border on the ‘Shining Stars’ display.

If a child repeats this poor behaviour for a third time on the same day, they lose their star, and it is removed from the board. At this point, the class teacher will speak to the child and restorative measures will be put in place.

Unless poor behaviour is seen repeatedly (and usually over several days), parents should not be informed about the movement of their child’s star to the border. This is because young children benefit from having the freedom to make mistakes, learn from them and still return home to a positive welcome.

On very rare occasions, a child may exhibit more extreme misbehaviour, such as biting or hitting another child. In such instances, the child will ‘lose’ their star without prior warning. The member of staff witnessing the incident should collect witness statements from other pupils or staff, as necessary, before completing an **Accident/Incident Report Form** as soon as possible. This should then be shared with the Head of Pre-Prep School and the relevant Head of Phase, copying in the class teacher, and should include reference to the statements taken. Parents should then be contacted by the class teacher following liaison with the relevant Head of Phase. In such instances, the school asks for the support of parents at home in reinforcing the importance of good behaviour in school.

House Points

Pupils in the Pre-Prep School may also be awarded a House Point, in the form of a sticker, if they consistently follow The King’s Code. This will be added to their individual House Sticker Chart and then added to their whole-class House Points Tracker.

Each child can progress through a series of special House Certificates as they accumulate larger numbers of House Points. These are awarded to pupils during the House Assemblies, which take place monthly:

House Points Total	Certificate
25	Bronze
50	Silver
100	Gold
150	Platinum

Star of the Week

At the end of each week, one child from each class in the Pre-Prep School is named ‘Star of the Week’ and their achievements are celebrated in the Weekly Assembly. These pupils are also named in the weekly e-newsletter, *King’s Connect*, so that the wider school community and parents can celebrate with them.

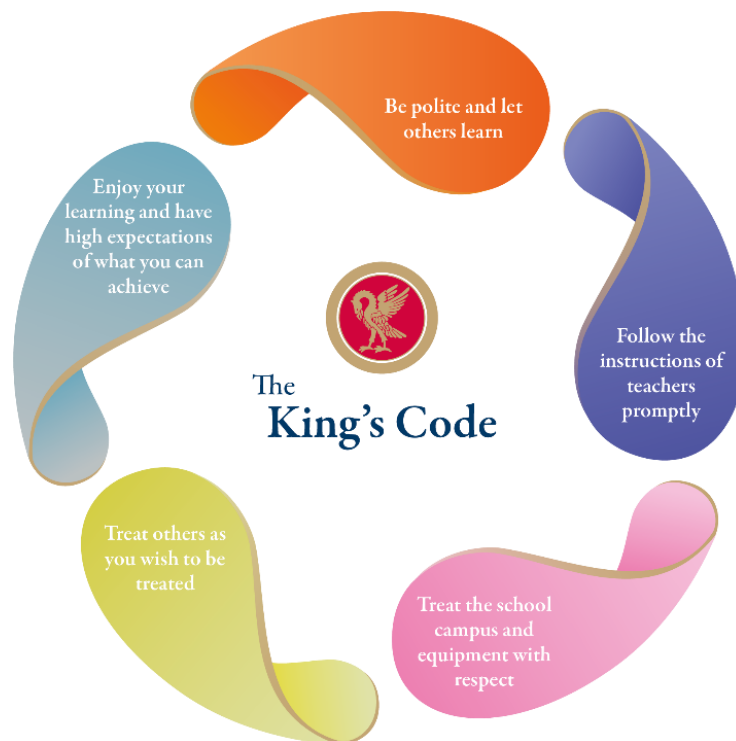
Managing Behaviour in the Lower School

The King's Code

All children in the Lower School follow **The King's Code**, which is an evolved version of that which features in the Pre-Prep School.

The King's Code is displayed in all classrooms and tutor rooms and is regularly referred to by both class and subject teachers.

It is also reproduced in the Pupil Planner and pupils are asked to sign up to it at the beginning of each academic year (or upon their arrival at King's as newly enrolled pupils):



Pupils who consistently follow The King's Code, as well as those who exhibit more general positive behaviour, attainment, achievement, progress and/or attitude to learning, are rewarded by teachers giving pupils House Points:

Reward	Value	Reason(s)
House Point	1 Point	<ul style="list-style-type: none"> • Excellent modelling of The King's Code • Doing a good deed for a teacher • Exceptionally good manners • An excellent piece of work • An excellent attitude to learning
Head of Prep School Award	5 Points	<ul style="list-style-type: none"> • Letting a teacher know a fellow pupil needs help or support • An excellent piece of extended work • A sustained improvement in one subject area
Principal's Award	10 Points	<ul style="list-style-type: none"> • An outstanding act of consideration, kindness or helpfulness to others • Organising an event for the benefit of fellow pupils • An outstanding series of pieces of work • An exceptional improvement due to effort, resilience and/or determination

The latest House Point tallies for each of the four Houses are collated on a weekly basis and the overall totals are announced each week in Prep School Assembly. As pupils win more and more House Points, these contribute to the award of **House Point Award certificates**, which are shared with individuals in weekly assemblies:

House Points Total	Certificate
25	Bronze
50	Silver
100	Gold
150	Platinum

Star of the Week

At the end of each week, one child from each class in the Lower School is named 'Star of the Week' and their achievements are celebrated in the Weekly Assembly.

As with their Pre-Prep School counterparts, these pupils are also named in the weekly e-newsletter, *King's Connect*, so that the wider school community and parents can celebrate with them.

Sanctions

If the King's Code is broken in class, the following process should be followed:

- **Warning 1:** the pupil's name is recorded by the teacher, who may initiate **in-class behaviour management** (such as moving a pupil within the room), but no further action is taken;
- **Warning 2:** the pupil is given a final warning and a **Caution**;
- **Warning 3:** the pupil is given a **second Caution**, is referred to the Head of Lower School and the Head of Prep School for **collection from class** and the pupil's parents are contacted.

A Caution may also be awarded if a pupil repeatedly moves onto Warning 1 of this process in successive lessons without having progressed to the latter warnings over the course of a single lesson.

In extreme cases of poor behaviour (such as aggression towards another pupil), this warnings process will be accelerated to Warning 3. If this is the case, the member of staff witnessing the incident should collect witness statements from other pupils or staff, as necessary, before completing an **Accident/Incident Report Form** as soon as possible. This should be shared as soon as possible with the Head of Lower School, copying in the class teacher and the Head of Prep School, so that parents can be promptly contacted.

Pupils should always be told when and why they have been given a Caution and the reason they have been withdrawn from the classroom in rare instances of a Warning 3 incident. Each Caution given should be promptly entered onto ISAMS, enabling the class teacher and Head of Lower School to monitor emerging patterns of misbehaviour.

Managing Behaviour at Break and Lunchtime

Pupils are expected to behave very well both in the classroom and around the school campus.

As the expansive outdoor facilities at Mesaimmer will present additional supervisory challenges for the youngest pupils on this campus, the following sanctions should be applied to pupils in the Lower School in instances of poor behaviour when they are using outside play areas during break and lunchtime:

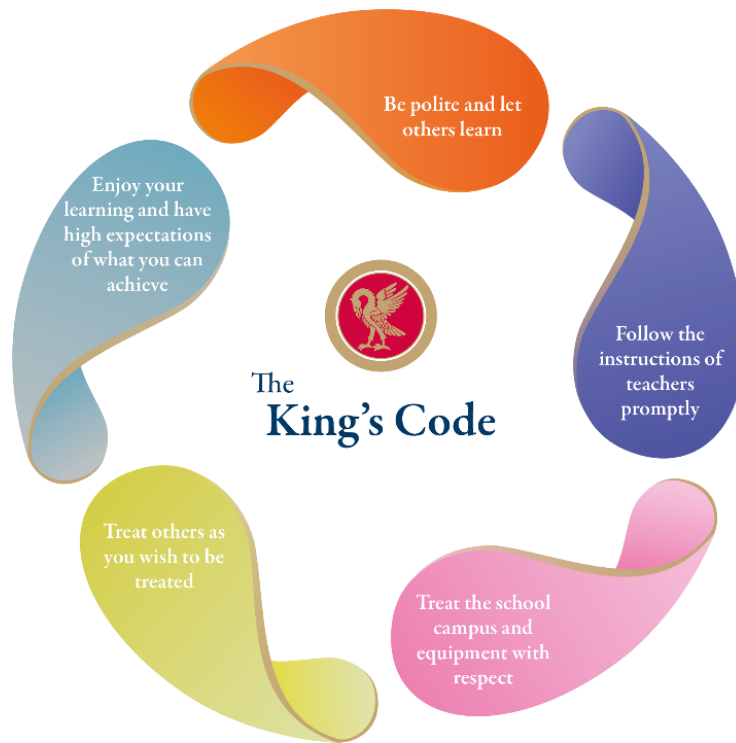
Sanction	Staff Action
Verbal Warning	The member of staff on duty verbally warns the pupil and then monitors his/her behaviour for the remainder of break/lunchtime.
Yellow Card	The pupil is shown a yellow card by the member of staff on duty and is requested to sit/stand next to them for five minutes.
Red Card	<ul style="list-style-type: none"> • The pupil is shown a red card and is given one Caution by the member of staff on duty • The pupil is not allowed to play in the play area for the remainder of the break/lunchtime • The supervising teacher emails the class teacher for follow up
Suspension	<ul style="list-style-type: none"> • The pupil is suspended from the play area for a fixed period because of <i>repeatedly poor behaviour</i> at lunch/breaktime • The supervising teacher emails the Head of Lower School for follow up • The Head of Lower School confirms the length of suspension from the play area with the pupil and parents

Managing Behaviour in the Middle School, Upper School and Sixth Form

The King's Code

All children in the Middle School and Senior School follow **The King's Code**, which is again displayed in all classrooms and tutor rooms and is regularly referred by both tutors and subject teachers.

It is also reproduced in the Pupil Planner and pupils are asked to sign up to it at the beginning of each academic year (or upon their arrival at King's as newly enrolled pupils):



Like their counterparts in the Lower School, pupils in the Middle and Senior Schools who consistently follow The King's Code, as well as those who exhibit more general positive behaviour, attainment, achievement, progress and/or effort, are rewarded by teachers giving pupils House Points:

Reward	Value	Reason(s)
House Point	1 Point	<ul style="list-style-type: none"> • Excellent modelling of The King's Code • Doing a good deed for a teacher • Exceptionally good manners • An excellent piece of work • An excellent attitude to learning
Head of Prep/Senior School Award	5 Points	<ul style="list-style-type: none"> • Letting a teacher know a fellow pupil needs help or support • An excellent piece of extended work • A sustained improvement in one subject area
Principal's Award	10 Points	<ul style="list-style-type: none"> • An outstanding act of consideration, kindness or helpfulness to others • Organising an event for the benefit of fellow pupils • An outstanding series of pieces of work • An exceptional improvement due to effort, resilience and/or determination

The latest House Point tallies for each of the four Houses are collated on a weekly basis and the overall totals are announced each week in the Prep and Senior School Assemblies. As pupils win more and more House Points, these contribute to the award of **House Point Award certificates**, which are shared with individuals in weekly assemblies:

House Points Total	Certificate
25	Bronze
50	Silver
100	Gold
150	Platinum

Sanctions

Sanctions in the Middle and Senior Schools are applied in instances where The King's Code is broken and are applied incrementally based upon the extent to which the rules have not been followed. In such instances, a pupil may be given a **Caution** by their class or specialist teacher. Cautions may also be given to pupils who fail to hand in homework, arrive late or forget equipment.

If a pupil breaks The King's Code in a lesson, the following sanctions apply:

- **Warning 1:** the pupil's name is recorded by the teacher, who may initiate **in-class behaviour management** (such as moving a pupil within the room), but no further action is taken;
- **Warning 2:** the pupil is given a **Caution** and this is recorded by the teacher on ISAMS;
- **Warning 3:** the pupil is given a **second Caution**, is referred to the relevant tutor, Head of Year and Head of Phase for **collection from class**, and the pupil's parents are contacted.

A Caution may also be awarded if a pupil repeatedly moves onto Warning 1 of this process in successive lessons without having progressed to the latter warnings over the course of a single lesson.

In extreme cases of poor behaviour (such as aggression towards another pupil), this process will be accelerated to Warning 3. If this is the case, the member of staff witnessing the incident should collect witness statements from other pupils or staff, as necessary, before completing an **Accident/Incident Report Form** as soon as possible. This should be shared as soon as possible with the tutor, relevant Head of Year and Head of Phase, copying in the Head of Prep/Senior School, so that parents can be promptly contacted.

Pupils should always be told when and why they have been given a Caution, and the reason they have been withdrawn from the classroom in rare instances of a Warning 3 incident. Each Caution given should be promptly entered onto ISAMS, enabling the tutor, relevant Head of Year and Head of Phase to monitor emerging patterns of misbehaviour.

Repeatedly poor behaviour of a pupil in Years 5-12 sees the pupil placed on a **Behaviour Report**, which involves close liaison with the pupil's parents and members of the pastoral team. Pupils on Behaviour Reports should sign and be involved in the drawing up of Behaviour Agreements. Consistently poor behaviour may, in extreme cases, lead to temporary or even permanent exclusion.

A simple guide to school interventions for a poor attitude to learning and/or behaviour are displayed on the **Interventions Grid**, which can be viewed as an Appendix to this Behaviour Policy.

The four different types of behaviour point that are recorded on ISAMS are as follows:

- House Point
- Caution [Behaviour]
- Caution [Organisation]
- Caution [Homework]

By looking at the combination of these four types of behaviour points, a snapshot of a pupil's behaviour can be obtained by the pastoral team. It is the responsibility of tutors under the guidance of the Heads of Phase to monitor the behaviour of the pupils for whom they are responsible.

The **Behaviour Management Process** is illustrated below (see the Behaviour Policy for further details):

Stage	Sample Behaviour	Sample Sanction/Action	Liaison	Pupil Monitoring
(a)	<ul style="list-style-type: none"> • Pupil receives a Caution • Pupil receives frequent Warning 1 in class • Pupil fails to hand in homework or hands in unsatisfactory or incomplete work • Pupil fails to bring equipment 	<ul style="list-style-type: none"> • Subject Teacher Detention (20 minutes) 	Subject Teacher	N/A
(b)	<ul style="list-style-type: none"> • Pupil receives a number of Cautions • Pupil repeatedly fails to hand in homework or hands in unsatisfactory or incomplete work • Pupil repeatedly fails to bring equipment 	<ul style="list-style-type: none"> • Tutor Detention (30 minutes) • Tutor contacts parents with concern 	Tutor	N/A
1	<ul style="list-style-type: none"> • Pupil receives a Warning 3 in class • Pupil is involved in a Stage 1 Behaviour Incident 	<ul style="list-style-type: none"> • Detention (60 minutes) • Head of Year arranges meeting with pupil's parents 	Head of Year	Stage 1 Behaviour Report (if appropriate)
2	<ul style="list-style-type: none"> • Pupil receives a series of Warning 3s • Pupil is involved in a Stage 2 Behaviour Incident 	<ul style="list-style-type: none"> • Context-specific • Head of Middle School/Upper School/Sixth Form arranges meeting with pupil's parents 	Head of Phase	Stage 2 Behaviour Report (if appropriate)
3	<ul style="list-style-type: none"> • Pupil behaviour continues to cause concern • Pupil is involved in a Stage 3 Behaviour Incident 	<ul style="list-style-type: none"> • Context-specific • Head of Prep/Senior School arranges meeting with pupil's parents 	Head of Prep/Senior School	Stage 3 Behaviour Report & Agreement
4	<ul style="list-style-type: none"> • Pupil behaviour continues to cause concern • Pupil is involved in a Stage 4 Behaviour Incident 	<ul style="list-style-type: none"> • Context-specific • Principal arranges meeting with pupil's parents 	Head of School and Principal	Stage 4 Behaviour Report & Agreement
5	<ul style="list-style-type: none"> • Pupil behaviour continues to cause concern • Pupil is involved in a Stage 5 Behaviour Incident 	<ul style="list-style-type: none"> • Context-specific • Principal arranges meeting with pupil's parents 	Principal	Stage 5 Behaviour Report & Agreement

The five **Behaviour Stages** referred to in the table above are as follows:

Stage	Specific Serious Behaviour Examples	Referral
1	<ul style="list-style-type: none"> • Indirect bullying (e.g. socially excluding other pupils, spreading rumours to upset others in some way) • Minor deliberate damage to school property or the property of others 	Head of Year
2	<ul style="list-style-type: none"> • Direct bullying • Failure to respond to a repeated direct instruction from a teacher • Leaving the school campus without permission • Truancy • Stealing • Swearing or verbal abuse 	Head of Phase
3	<ul style="list-style-type: none"> • Violent conduct • Major deliberate damage to school property or the property of others 	Head of Prep/Senior School
4	<ul style="list-style-type: none"> • Repetition of a severe occurrence of Stage 3 behaviours • Smoking on campus • Bringing a weapon, drugs or alcohol to school • Threatening violence to a member of staff 	Head of Prep/Senior School and Principal
5	<ul style="list-style-type: none"> • Repetition of a severe occurrence of Stage 4 behaviours • Physical attack on a member of staff 	Principal

Fixed-Term and Permanent Exclusions

Only the Principal (or the acting Principal) has the power to exclude a pupil from school, either for a fixed-term or permanently. If the Principal excludes a pupil, he informs the parents beforehand, giving reasons for the exclusion. Parents do not have right of appeal under such circumstances.

The Role of Parents

King's College Doha works collaboratively with parents so that pupils can receive consistent messages about how to behave at home and at school. Clear guidelines about behaviour are included in the Parent Handbook and all parents undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract.

In doing so, they pledge to support the values of the school in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework. The school anticipates that parents will co-operate with the school in its endeavours to build supportive dialogue between the home and the school, and will inform parents of any concerns about their child's welfare or behaviour.

If the school must use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the relevant Head of School who will investigate and liaise with parents in the first instance, with the support of an Arabic-speaking colleague as appropriate.

If the concerns remain despite this contact having been made, parents should then speak to the Principal.

Anti-Bullying

Everyone at King's College Doha, the right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The school makes each member of its community aware of its opposition to bullying and has a consistent and robust approach to behaviour management and, specifically, bullying. Please see the Anti-Bullying Policy for further details.

Assessment and Record Keeping

King's College Doha maintains a variety of records related to misbehaviour and the awarding of rewards and sanctions on the school database (ISAMS) and the Heads of Phase are responsible for identifying trends and bringing these to the attention of the Heads of School, who will then inform the Principal as necessary.

The Heads of School also keep a record of any serious disciplinary incidents and the Principal keeps a record of any fixed-term or permanent exclusions.

Staffing and Resources

Class and subject teachers, Heads of Phase, Heads of Year and members of the Senior Leadership Team all have a duty to ensure that the practice and procedures outlined in this policy document are adhered to. The Board of Governors is informed by the Principal of any serious behavioural incidents.

Monitoring and Review

This policy is monitored annually by the Heads of Schools (Pre-Prep, Prep and Senior School) and the Principal, and is under constant review.

Policy History

Date of adoption of this policy	September 2023
Date of last review of this policy	August 2023
Date for next review of this policy	August 2024
Policy owner (SLT)	Principal
Policy owner (Board)	Chair

Appendix 1

Expectations for Behaviour in Classrooms and Lessons

Classroom Standards

The standards typically expected of pupils at King's College Doha are set out below. Staff should consider the type of lesson, dynamic of class and age of pupils in determining the applications of these guidelines, but it is expected that these standards should be adopted consistently to enable pupils to develop a clear understanding of how they should behave in and around lessons.

The process of learning is the key priority for pupils at King's College Doha and the behaviour of pupils in lessons must allow all to coexist in a positive and structured environment.

Entering the Classroom

- Pupils should line up outside the classroom against the corridor wall, punctually, in single file and by facing outwards into the corridor space.
- It is the responsibility of the lesson teacher to review the line of pupils, calmly address any uniform infringements with individuals and then ensure that pupils enter the classroom quietly.
- Pupils should never enter the classroom without uniform infringements having first been addressed and corrected. They should only ever enter the classroom with the express permission of the lesson teacher and should never be left in classes unsupervised.
- Pupils should be reminded to maintain good posture and to be seated in an upright position that promotes attention and learning.

Start of Lesson

- Seating arrangements are the prerogative of the member of staff, but a seating plan should be established. This seating plan should take full account of individual and/or learning enrichment needs.
- Pupils should be instructed to get necessary equipment ready immediately. The correct equipment should be brought to every lesson.

Work Ethic During Lessons

Pupils are expected to always abide by The King's Code, including throughout each lesson. In doing so, they should:

- follow instructions from staff promptly;
- actively contribute to the lesson;
- engage fully with the tasks set;
- write down all homework tasks and the date homework is due in their Pupil Planners (Years 5 and above);
- either write the homework themselves or neatly stick in a teacher-prepared prep task (Years 3 and 4)*;

**Please note: learning time should not be wasted writing out long prep instructions.*

Expectations of Behaviour

- An appropriate level of noise should be always maintained, with silence if requested and where appropriate.
- Pupils should be reminded not to talk when a member of staff is talking or when another pupil is contributing to the lesson.
- Pupils should not shout out answers to questions posed by the member of staff. They should put their hand up and wait to be selected to respond or, if the teacher is operating a 'no hands' policy, should wait silently to be chosen to respond.
- Pupils may not mock or criticise other pupils and should respect and listen to the contributions of others.
- If pupils are working whilst seated at tables, they should remain in place for most of the time unless given permission to do otherwise. However, this should never detract from the development of pupil's independent learning skills, such as quietly getting up to access resources/books, approaching an adult for help etc. without disturbing others.

End of Lessons

- Pupils should be directed to check that the classroom is tidy and free of litter. It is the responsibility of the class teacher to complete the lesson early if the level of mess will take time for pupils to clear up, thus ensuring that pupils can leave punctually prompt for their next lesson/break/lunchtime/the end of the school day.
- Desks should be arranged neatly and chairs should be tucked under tables by the pupils.
- Pupils should stand behind their desks in silence, enabling uniform to be checked again and the class to dismissed calmly by the lesson teacher.
- Pupils should pack up their equipment promptly and then leave the room quietly when dismissed.

Behaviour in between Lessons

- Pupils are not permitted to run or jog in the campus buildings.
- Staff moving around the school between lessons should intervene where necessary to ensure good order.
- When colleagues see behaviour around the school which is not respectful, appropriate, empathetic or generous, please stop and explain calmly but clearly to pupils why this is not acceptable.
- Pupils in the Lower School (Year 3 and 4) should be accompanied by an adult when moving around the school.
- At the end of break/lunchtime, pupils in the Lower School will line up on the Astro and be collected by the teacher who is teaching them next.

Appendix 2

Interventions Grid

