



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.

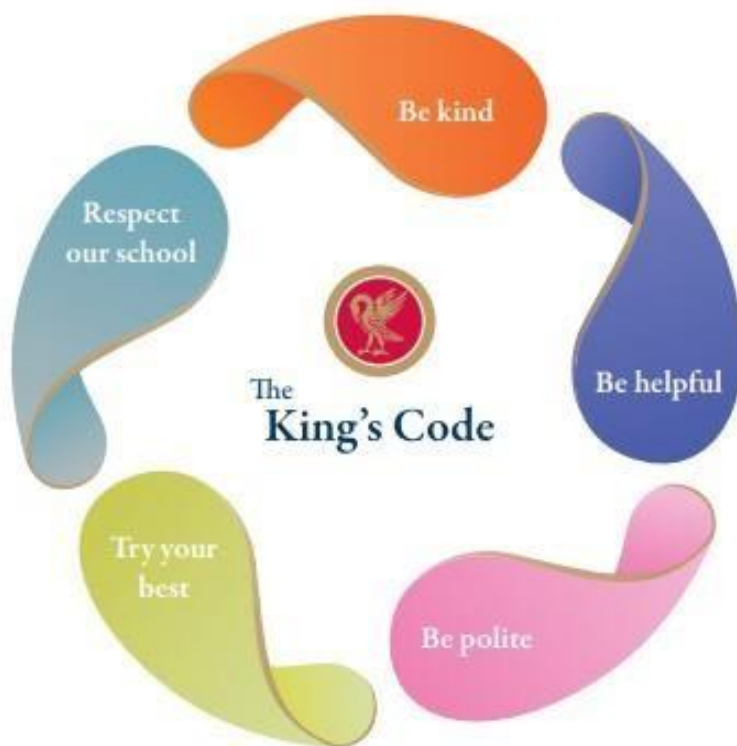
Managing Behaviour in the Pre-Prep & Lower School

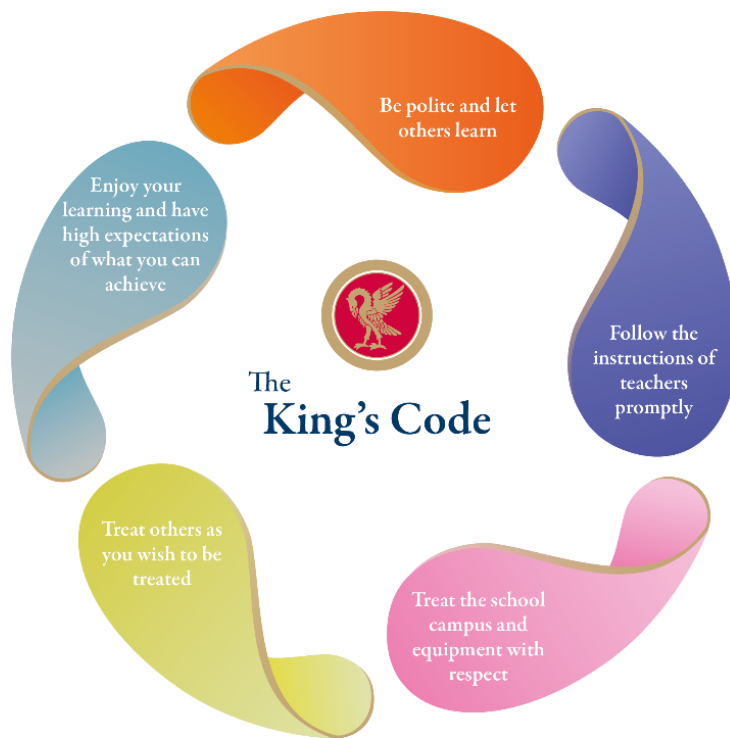
The King's Code

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:

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.

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):





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

All staff in the Pre-Prep & Lower 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 that each child is a shining star in striving to always display the King's Code. The King's Code and King's Identity is visible on this display and pupils are rewarded house points for moving to these visuals.

Consequences

We recognise that young children are still learning about good and bad behaviour and so, if a child breaks The King's Code;

Warning 1: Pupils are first asked to 'Stop and Think' and are given a verbal warning.

Warning 2: If on the same day, pupils continue to break the King's Code, their star is moved to the 'thinking cloud'.

Warning 3: A 3rd warning results in reflection time with their class teacher during break/lunch time. Pupils will be required to complete a reflection activity with their teacher.

Warning 4: This is for extreme cases of misbehaviour such as bullying, racial abuse, physical violence. This may result in internal isolation for Lower School pupils.

Unless poor behaviour is seen repeatedly (and usually over several days), parents should not be informed about the movement of their child's star. 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 (see 'behaviour for learning' for more information). In such instances, the child will immediately move to warning 3 or warning 4 and have reflection time/internal isolation and their parents will be informed. 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 logged as a behaviour concern on iSAMS and shared with the Head of Phase/Head of Year. 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.

Repeatedly poor behaviour of a pupil in Years 1-4 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.

Please see the 'behaviour for learning' and the interventions grid for further details about the behaviour management policy in Pre-Prep and Lower School.

House Points

Pupils in the Pre-Prep and Lower School may also be awarded a House Point, in the form of a sticker, if they consistently follow The King's Code and display the King's Identity. Pupils can move up the 'Shining Stars' display to each of the 5 C's. 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

Reward	Value	Reason(s)
House Point	1 Point	• 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 Pre-Prep/Lower School Award	5 Points	• An excellent piece of extended work • A sustained improvement in one subject area • Dedicated participation in co-curricular activities • An outstanding act of consideration, kindness or helpfulness to others
Principal's Award	10 Points	• 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

Star of the Week

At the end of each week, one child from each class in the Pre-Prep and Lower 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.

King's Kindness Award

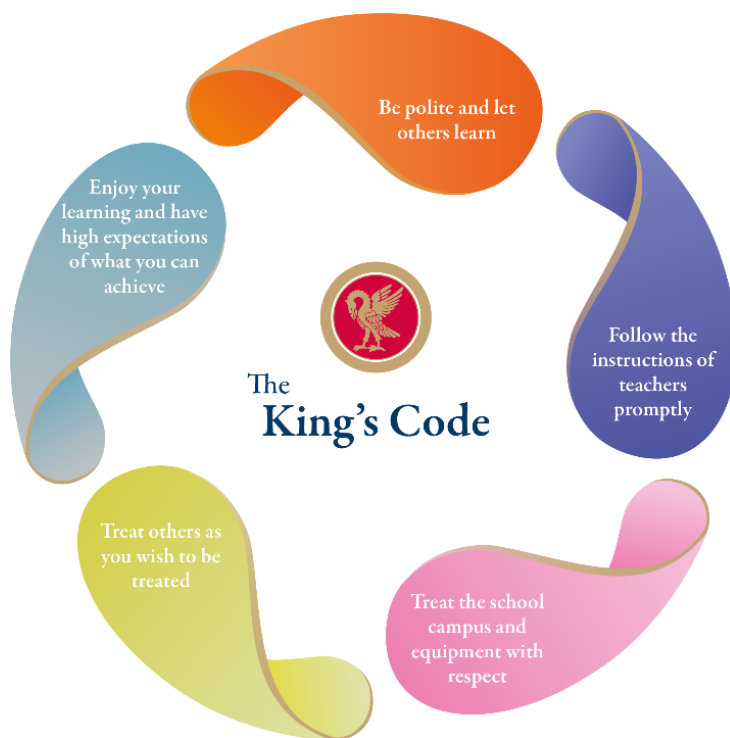
At the end of each week, one class per Early Years, Upper Pre-Prep and Lower School will be awarded the King's Kindness Award for consistently displaying the King's Code and the King's Identity. This will be announced in weekly assemblies.

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 to 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	- 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
Subject Awards	5 Points	- Letting a teacher know a fellow pupil needs help or support - An excellent piece of extended work - A sustained improvement in one subject
Character Awards	5 Points	- An outstanding act of consideration, kindness or helpfulness to others - An outstanding series of pieces of work - An exceptional improvement due to effort, resilience and/or determination - Demonstrating one of the 5Cs consistently

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:

Middle School House Points Total	Certificate
50	Bronze
100	Silver
150	Gold
200	Platinum
Upper School 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 issued a behaviour concern by their class or specialist teacher. A behaviour Concern may also be issued 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 level of sanctions apply:

- **Reminder:** the pupil is verbally informed that their behaviour for learning is not appropriate and given a verbal warning but no further action is taken;
- **Relection:** the pupil is issued with a lunchtime detention and will complete a sheet that allows them to reflect on their behaviour.
- **Re-call:** Significant misbehaviour has taken place either inside or outside of the classroom that results in longer reflection during Elective time.
- **Reset:** Issued by SLT in the very rare instances for example, in cases of racist language, pupil violence or bringing prohibited items into school. A Reset can result in a fixed term external exclusion.

It is not mandatory to be issued with a Reminder before progressing to a higher level if a member of staff believes that a pupils behaviour warrants this.

In extreme cases of poor behaviour (such as aggression towards another pupil or staff), this process will be accelerated to Recall or Reset. 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 Deputy Head Pastoral, so that parents can be promptly contacted.

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 Reminder, and the reason as to why it has been issued. Behaviour Concerns should be promptly entered onto Class Charts, 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 5-13 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.

To support pupils and staff in understanding the consequences of their behaviour, a behaviour chart outlining exemplar behaviours and the associated consequences will be visible in all classrooms and offices. Whilst not exhaustive, this ensures consistency in the application of this policy for pupils and staff. Further, 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.

By looking at the combination of these behaviours the associated points and the reason for them being awarded, 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	Example	Sample Sanction/Action
Reminders (A negative point added to Class Charts)	• Not finishing work • Not having the correct equipment in lessons • Inappropriate movement round school • Littering • Late to school lessons • Petty name calling • Poor presentation of school uniform • Not following classroom rules • Leaving class without permission	• Verbal Warning given to pupil • Repeated offence will result in pupil in reflection
Reflections (15 minute lunch time detention)	• Repeated 'reminder' misdemeanours • Disrespectful behaviour • Rudeness to School staff • Low level unkindness towards peers • Failure to complete homework • Defiance in class • Continued low level disruption • Use of inappropriate language • Superficial graffiti of school property • Misbehaviour which affects the safety of others or self • Inappropriate use of (school) computers	• Lunchtime detention • Recorded on Class Charts by teacher issuing detention • Staff should refer to the interventions grid for pupils who receive 3 or more detentions

Reset	• Damaging school property / Vandalism • Mobile phone visible in school • Making a derogatory comment about member of the school community • Failure to attend lessons • Academic dishonesty (non-examined material) • Disobedience, defiance, disrespect	• Internal Isolation • Head of Year arranges meeting with pupil's parents In instances where a behaviour is repeated or a pupil has 2 internal isolations, the Head of Phase will arrange a meeting with parents
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	• Bullying involving serious name calling /excluding of others • Verbal abuse • Persistent disruptive behaviour • Persistent misbehaviour which disrupts the learning of others • Bringing into school prohibited items • Setting off fire alarm deliberately • Deliberate misbehaviour which does not lead to harm to others or self (e.g. pushing) • Disagreements that lead to physical contact • Continued uniform violations after several warnings and chances	
Removal – Fixed term exclusions	• Continued or persistent resets for the same offence • Continued bullying • Fighting • Stealing	Pupil sent home for a fixed amount of time. First exclusion - 1 day Second exclusion – 2 days Third exclusion – 3 days (unless the principal sees fit to extend an exclusion)

Fixed-Term Suspensions and Permanent Exclusions

Only the Principal (or the acting Principal) has the power to permanently exclude a pupil from school. Examples of a permanent exclusion would include substance abuse, behaviour that threatens another pupils or staff members life, sexual misconduct or anything that is deemed illegal by law.

Deputy Head teachers in charge of Pastoral have the power to suspend a pupil after consultation with the principal. If the school suspends a pupil, they inform the parents beforehand, giving reasons for the suspension. Parents do not have right of appeal under such circumstances. All fixed-term suspensions and permanent exclusions will be made in accordance with the King's College Doha sanction system.

Returning to School following a Suspension

Following a suspension from school, pupils along with their parents will meet with the Phase Leader to discuss their reintegration. If appropriate, and at the discretion of the Phase Leader, pupils will be placed on report to monitor their behaviour. A pupil and their parents may be asked to sign a contract on their return to school as part of the reintegration process. The contract will be personalised to the pupil depending on the seriousness of the offense that resulted in their suspension.

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 2025
Date for next review of this policy	August 2027
Policy owner (SLT)	Deputy Head Pastoral
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 be 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

5 Rs



King's College
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KING'S FIVE R'S OF BEHAVIOUR

REMINDERS

PUPIL GIVEN INSTRUCTIONS TO CORRECT BEHAVIOUR

MIDDLE SCHOOL'S FIVE REMINDERS = 1 REFLECTION

SENIOR SCHOOL'S THREE REMINDERS = 1 REFLECTION

REFLECTION

PUPIL SIT 15 MIN LUNCHTIME REFLECTION PERIOD WITH STAFF

RE-CALL

PUPIL SIT REFLECTION PERIOD DURING ELECTIVES OR AFTER SCHOOL

RE-SET

PUPIL SIT AN INTERNAL ISOLATION

REMOVAL

PUPIL SIT AN EXTERNAL SUSPENSION

3 REFLECTIONS IN A HALF TERM = MONITORING
REPORT



Pre-Prep and Lower School Interventions Grid

