



اكاديمية الدوحة  
DOHA ACADEMY

***BETTER  
BEHAVIOUR  
BETTER LEARNING***

**POLICY**

**POLICY RATIONALE**

The development of a **‘Better Behaviour Better Learning’ (BBBL) policy** in Doha Academy is a response to our wish to further enhance the existing good behaviour and positive working relationships across the school community.

### MISSION STATEMENT & VISION

Doha academy offers education for life. We believe that schools should be happy, purposeful communities that enable children to achieve their best spiritually, morally, socially, intellectually and physically. We strive to be a global leader in providing an accessible, outstanding and all-inclusive education that reflects the principles and teachings of Islam.

Our BBBL policy will be underpinned by an adherence to pillars of Islam - shahada (faith), salah (prayer) and zakat (charity) - and promotion of Islamic values of kindness, mercy, tolerance, fairness and consideration for others.

Doha Academy is a British school with an Islamic ethos committed to the following:

- **Formation of the whole person** – morally, spiritually, intellectually, socially and physically.
- **Close partnership with parents and carers** as the first educators of their children.
- **Inclusive** ethos which values every person in our school community.
- **Pursuit of excellence** and developing people’s unique talents to their fullest.
- **Promoting respect** for all beliefs and cultures.

### NURTURE

Doha Academy is committed to the development of a nurturing school and nurturing approaches as the cornerstone of how we will support behaviour, wellbeing, attainment and achievement in our school.

Dictionary definitions of Nurture provide clarity on why it is integral to building personal relationships and an environment where young people can thrive:

1. *‘care given to someone or something that is growing or developing’* (Merriam-Webster, 2016)
2. *‘care for and protect someone (thing) while they are growing’* (Oxford English Dictionary, 2016)

Marjory Boxall describes a nurturing environment as one that *“promotes security, routines, clear boundaries and carefully planned, repetitive learning opportunities”*. (Boxall, 2002)

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. In Doha Academy, we have an explicit expectation that **staff have the key role to play in establishing positive relationships with all young people** which are reliable, predictable, consistent and conducive to the healthy social and emotional development of our young people.

A nurturing approach has a key focus on the **school environment** in which young people engage with staff – emphasising the **balance between care and challenge**.

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CARE	CHALLENGE
Attunement	Structure
Warmth	High Expectation
Connection	Focus on achievement & attainment

The school’s focus on applying nurture as a whole-school approach will continue to provide clarity to staff on nurture expectations, features of highly effective practice and self-evaluation challenge questions for staff.

The **BBBL policy focus on nurture and positive behaviour in classrooms** will be specifically aimed at the following areas:

1. Knowing the child
2. The nurturing class environment
3. ‘High Expectations Charter’ for students
4. Learning and teaching
5. Recognition & reward of students who demonstrate the school’s values
6. Communication and response systems to manage indiscipline

**1. KNOWING THE CHILD**

Features of highly-effective practice

Teachers are expected to **always be familiar with information pertaining to students** in their regular classes – and to **make appropriate adjustments in how they plan learning and teaching** to meet student needs.

A **secondary school database for the management of student information** will ensure the following:

- Planned collation of information on student learning needs
- Clear communication of student learning needs to all teachers

**Teachers should use this information to identify barriers to learning and make ‘appropriate adjustments’** to ensure that all students can engage positively in learning.

Examples of ‘appropriate adjustments’ to teacher delivery may include:

- Lesson differentiation
- Adapted resources
- Adapted context for dialogues with the young person
- Planned support input
- Professional discretion and judgement in the application of behaviour management strategies.

## 2. THE NURTURING CLASS ENVIRONMENT

The nurturing approach to learning and wellbeing in Doha Academy is based on staff understanding key Nurturing Principles:

- Children’s learning is understood developmentally.
- The whole-school and classroom environment offers a safe base.
- The importance of nurture for development of wellbeing.
- Language (*content, tone, context*) is a vital means of communication.
- All behaviour is communication.

‘Key Values’ which should permeate all practice by teachers in Doha include:

- **Nurture applies at every level and in every context** in the school.
  - 1-1 dialogues with students.
  - Classroom management by teachers during lessons.
  - Management interaction with students and teachers in relation to following up discipline issues.
- **All children feel welcome, known, respected and supported.**
- Teachers create a climate which **balances high expectations and structure with high warmth and empathy.**
- **Positive relationships are at the heart of the Doha Academy community.**
- **Teachers view behaviour from a social perspective** – i.e. attempt to understand how individual child, family, community and school setting factors impact on behaviour.

### 3. 'HIGH EXPECTATIONS CHARTER'

Doha Academy will be synonymous with high expectations and standards across all aspects of the school community.

The mission statement of the school (outlined above) will be visible in our 'High Expectations Charter' which will be the consistent reference point for students, parents and staff in relation to how we will build relationships, promote positive behaviour and ensure effective communication in Doha Academy.

<b>HIGH EXPECTATIONS CHARTER FOR STUDENTS</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<b>Known</b> Teachers know you and your learning needs	<b>Honesty, Kindness &amp; Helping Others</b> Always truthful Mindful of other people's feelings Charitable outlook
<b>Safe &amp; Nurtured</b> You feel cared for by teachers	<b>Respectful</b> Understand role of teachers as classroom managers Willing to accept and follow teacher instructions Able to listen to and take advice from teachers
<b>Supported</b> To receive good advice at key times	<b>Involved &amp; Active</b> Attend school every day Participate fully in learning activities Able to work in teams with other students
<b>Learning</b> To experience excellent teaching To acquire knowledge To develop skills for life, learning & work	<b>Organised</b> Always in school by 6.45am Always on time for lessons Always prepared and ready for class
<b>Achieving</b> To be challenged to improve as a learner	<b>Determined &amp; Aspiring</b> Motivated to work hard and give your best Wanting to improve and be better at what you do Positive outlook
<b>Respected</b> You feel valued, listened to and important in the school You can take ownership of your learning experiences	<b>Curious &amp; Enquiring</b> Open to new learning and experiences Want to learn more Interested in life-long learning

#### 4. TEACHING & LEARNING

We believe that the foundation for **positive student behaviour in classrooms** is ensuring students are motivated and engaged during lessons. Similarly, **positive behaviour around the building** requires students to feel they are responsible and have ownership for their school.

Therefore, **wider focus areas which will be developed in tandem with our BBBL policy** will be:

1. **High quality teaching & learning**
  - Lesson planning
  - Differentiation
  - Active learning
  - AfL - feedback to students on their learning
  
2. **Student Voice & Involvement in their own learning**
  - **Within the classroom**
    - Opportunities to provide *feedback on their learning & experience*
    - Opportunities for *personalisation & choice*
      - Eg electives, masterclasses, inter-disciplinary projects within departmental provision
  - **Curriculum pathways**
    - *Consulted on curriculum provision & subject options design*
  - **Whole-school leadership**
    - Student involvement as stakeholders in a whole-school Teaching & Learning Council

#### ROLE OF THE CLASSROOM TEACHER - EXPECTATIONS

##### Start of Lessons

- **Create welcoming and positive climate** within the classroom.
  - **Be at classroom door** to welcome/personally greet students as they enter classrooms.
  - Encourage the **use of Arabic phrases to embed Islamic ethos** of courtesy, manners and respect.
    - Eg – greeting of “*As-Salaam-Alaikum*” (“*peace be upon you*”)
    - Eg – reply of “*Wa-Alaikum-Salaam*” (“*and peace be upon you*”)
  
- **Consistent routines** established for students to settle quickly as they enter classroom.
  - **Allocated seating.**
    - Consideration of individual learning needs and relationship dynamics.
  - **Students know to access their resources immediately**
    - (*notebooks, pen/pencil, calculator etc*)
  - **Lesson starter activities** available (*max 5 mins*).
    - Whilst teacher is preparing to commence teaching.
  
- **All lessons have clear learning objectives and success criteria.**
  - Students aware of planned content and purpose of their learning.
  - Students aware how they can demonstrate their understanding or skill development.

### During Lessons

- Consistent **reference to the school's High Expectations Charter**.
  - Teachers should consistently refer to the Charter to **establish clear boundaries of expected behaviour**.
- Consistent focus on **dialogue with students**.
  - **Rapport and positive relationships** are fundamental to a positive classroom climate.
  - **Nurture** mutual respect and understanding in teacher-student relationship.
- **High quality questioning techniques** deployed by teachers.
  - Eg – **open-ended** - encouraging students to develop confident and assertiveness in volunteering responses
  - Eg – **directed** - to specific students in a planned distributive style to maintain student concentration
  - Eg – **linking responses of students** as prompt/trigger for further enquiry or investigative probes
    - **Gauge student understanding** (AFL)
    - **Promote student engagement and participation**.
    - **Create a climate** where learners can develop technical skills and personal capacities to engage in **deep learning** – for example, the ability or willingness of students to:
      - Be *curious*
      - Be *analytical*
      - Be *investigative*
      - *Critique accepted 'norms'*
- **Engaging and purposeful learning activities**
  - **Balance**
    - *'chunk'* lessons to distribute time proportionately to *teacher-led coverage* of learning content with *student-focused activity*.
  - **Variation**
    - *individual, paired, group activities* - encourage different types of learning and participation
  - **'Active'**
    - Clear emphasis on students being *'active'* learners - in contrast to *'passive'* or *'observers'* during lessons.
- **High quality feedback to students** regarding their progress.
  - **Formative assessment**
    - Verbal
    - Written
  - **Nurture student confidence** that they are improving or progressing in their learning.
  - **Provide clear 'next steps'** for progress.

### Lesson Plenary

- **Summary and re-cap of learning objectives** achieved during lesson.
  - Eg – 'question & answer' dialogue
  - Eg – brief written summary
- Link to planned learning in next lesson.

- **Homework issued** with appropriate frequency.
  - **Planned** to reinforce classroom learning.
  - Students directed to **record task information in their Planners.**
- **Controlled dismissal of students from classroom**
  - **Brief basic check by teacher on physical condition of room.**
    - No materials left on desks.
    - Seats under tables.
  - **Teacher at door** (*with view of corridor*) to ensure orderly departure from classroom and entry to corridor.

## 5. RECOGNITION & REWARD OF POSITIVE BEHAVIOUR

The school will develop a 'Merits Programme' which recognises and rewards the students who demonstrate the school's values as outlined in the 'Student Responsibilities' section of our 'High Expectations Charter'

The Merits Programme will focus on the following values and qualities expected from students:

1. **Honesty, Kind & Helping Others**
2. **Respectful**
3. **Involved & Active**
4. **Organised**
5. **Determined & Aspiring**
6. **Curious & enquiring**

The Merits programme will involve a planned system of recording via iSAMS when teachers feel specific students have demonstrated the above values and qualities.

### Recording merits on iSAMS - procedures and advice:

- Every class teacher - every lesson
  - Select 3 pupils
  - Award a reward merit to named students
- Form Tutors
  - Weekly updates on points totals
    - Published at Registration
    - Announced at Assemblies

### 6 week monitoring cycles

- Certificates issued at **Year Group Award Assemblies**
  - **Core areas**
    - Homework / Uniform / Attendance / Punctuality
  - **Values**
    - Encouraging good / Forbidding evil
  - **Leadership**
    - Student voice / Peer mentoring / Volunteering / Environmental work



- **Year Leader awards** (1 student per class – ‘Badge of Honour’)
- **Specially organised reward ECAs** for award winners
- **Additional Privileges**
  - Boys Access ‘privileges’ to football court
  - Girls ‘Scarf of Honour’ privilege (wear a head scarf with different colour/design)

## Annual Recognition

- **Formal awards ceremony**
  - Special invites to parents of award winners
  - Food and refreshments
- Subject awards
- Akhlaaq Trophy
- Head Teacher awards

- **Reward residential trips**

### Examples of these communication channels include:

- Daily Form Tutor notices
- Weekly Year Group Assemblies
- Monthly Departmental award certificates
- Termly Merits Award Event
- Annually School Awards Ceremony (*ceremonies for Junior and Senior School*).

## 6. SYSTEMS FOR MANAGING INDISCIPLINE

Our BBBL is intentionally positive and aspirational in tone and philosophy. Nevertheless, it is inevitable that there will be instances when students behave in a way that does not meet our expectations of the values and qualities which they should demonstrate in school.

In these instances, we are keen to **ensure that students, parents and teachers are all clear on the approaches and procedures which will be adopted by teaching staff** (at all levels) in response to poor behaviour or conduct.

### CONTEXTS FOR MISCONDUCT

Our BBBL policy anticipates two broad contexts for instances of student misconduct:

1. Misconduct *in classes*
2. Misconduct *across wider school environment*

There will be clearly understood communication channels for sharing information, and enabling appropriate support intervention, in both of the above contexts.

## MISCONDUCT IN CLASSES

Teachers should consistently make use of a range of responses which enable them to achieve the following classroom management objectives:

1. **Nurture mutual respect** with every young person.
2. **Establish clear boundaries and expectations** in relation to positive behaviour.
3. **Make measured responses** to varying types of behaviour.
4. **Maintain control** and order during lessons.

Effective classroom management strategies for teachers to deploy during lessons will generally include:

- Consistent **reference to our High Expectations Charter**.
- **Agreeing rules or routines with class groups** which are specific to their subject or physical environment.
- **Planned seat locations** for a whole class.
- Being creative in how they can **quickly ‘get to know’ all student names** in a class.
- **Maintaining a calm and controlled personal demeanour** within a classroom – ie teachers focus on measured assertiveness with students rather than ‘shouting’ when they misbehave.
  - This will *help cultivate students’ perceptions of teachers exerting a relaxed confidence and control*.

### Support Interventions & Sanctions Within the Classroom (‘C’ stages)

Teachers should attempt to implement a **phased approach to addressing behaviour concerns** to a student.

Students should clearly understand the following:

- **What** they are doing wrong
- **How** to correct the problem
- **‘Where’** they are in the teacher intervention **process**
  - *(see the ‘C’ stages a teacher can communicate to students during a lesson)*

- C1**    **1-1 dialogues**    ‘soft’ interventions – provide clarification to student of a behaviour concern.
- *dialogues (‘soft’ interventions) should remain an important strategy for teachers even when a student is at C3-C6 in the intervention process*
- C2**    **Seat change**        attempt to encourage more focus and allow student to ‘settle’.
- C3**    **Strike 1**                student allocated ONE STRIKE on iSAMS
- C4**    **Strike 2**                student allocated SECOND STRIKE on iSAMS (triggers 1st DETENTION with Year Leader).
- C5**    **Strike 3-4**              student allocated FOURTH STRIKE on iSAMS (triggers 2nd DETENTION with Year Leader).
- C6**    **Removal from class**    see advice on process and communication channel

- **C1-C6 interventions** are intended as teacher responses to **Level 1 misconduct**.

- Ordinarily, teachers should NOT plan to request a 'room removal' for a student due to Level 1 misconduct issues.

## **PUPIL MONITORING VIA WEEKLY PASTORAL REPORTS**

### **GREEN REPORT**

Students who receive 4 strikes in one week or will be placed on a Green Report for a 2-week period.

**Form Tutors** Monitor Green Reports (will be alerted by Year Leaders) - daily discussion with students about their comments and feedback on Green Report.

**Parents** Should sign each day to acknowledge they have seen the Green Report commentary.

Outcome at end of 1-week period is:

**Successful progress** Removed from Green Report

**Unsuccessful progress** Placed on Yellow Report

### **YELLOW REPORT**

Students who EITHER fail to satisfy the conditions of a Green report OR are engaged in Level 2 Misconduct - will be placed on a Yellow Report for a 2-week period.

**Year Leaders** Monitor Yellow Reports - daily discussion with students about their comments and feedback on Yellow Report.

**Parents** Should sign each day to acknowledge they have seen the Yellow Report commentary.

Outcome at end of 2-week period is:

**Successful progress** Removed from Yellow Report

**Unsuccessful progress** Placed on Red Report

### **RED REPORT**

Students who receive UNSATISFACTORY YELLOW REPORT over a 2-week period will be placed on a Red Report to be monitored by DHT Year Stage.

**Depute Head (year stage)** Monitor Red Reports - daily discussion with students about their comments and feedback on Red Report.

**Parents** Should sign each day to acknowledge they have seen the Red Report commentary.

Outcome at end of 2-week period is:

**Successful progress** Removed from Red Report

**Unsuccessful progress** DHT Year Stage to liaise with DHT Pastoral – consider options:

1. Urgent parent behaviour meeting
2. Formal suspensions from school

## Unmanageable Behaviour in Class

- Teachers should only request immediate support for a student to be removed from class if their behaviour is immediately unmanageable.

### Unmanageable behaviour will be defined as:

- “Any **Level 2 misconduct which a teacher cannot immediately manage during a lesson** due to serious disruption to teaching and learning for other students.”
- Level 2 misconduct will include persistent Level 1 misconduct which cannot be contained within a classroom.
- Student removed from class following support request to ‘*named responsibility*’ staff’\*.
  - C6 support request should be communicated to named person via advised communication channels.
  - **Teacher should record Level 2 misconduct as 2@STRIKES.**

### ‘Named Responsibility’ staff – communication channels:

- **Year Leader**                      **First point of contact**
  - If they are not teaching.
  - Year Leader timetables will be available to staff and displayed in classroom.
- **DHT Pastoral**                      **Second point of contact** (if Year Leader not available)
  - If they are not teaching.
  - Year Leader timetables will be available to staff and displayed in classroom.
- **DHT Year Stage**                      **Third point of contact** (if Year Leader or DHT Pastoral not available)
  - If they are not teaching.
  - Year Leader timetables will be available to staff and displayed in classroom.
- **Other SLT**                      If 1<sup>st</sup>-3<sup>rd</sup> points of contact cannot be accessed
  - **Contact Reception who will access first available alternative SLT.**

### Process for C6 (Room Removal) during a lessons

- **Teachers will NOT instruct a student [causing concern] to leave their classroom without first notifying one of the named staff above.**
  - It is NOT good practice to release a misbehaving student into an unsupervised location.
    - This **notification should take form of sending another student in class to the named teacher and named location requesting intervention assistance.**

- Teachers may also attempt to contact named staff above via email.
- In event of a **request for urgent classroom support – teacher can send another student to Reception for contact with SLT on ground floor.**
  - ‘Urgent’ support requirement should only be requested when there is a situation that a teacher cannot immediately manage.
- **Teachers should NOT put misbehaving students outside classroom doors unless they intend to have an almost immediate 1-1 solution-focused dialogue (within approximately one minute).**
  - It is NOT good practice to put misbehaving students into a corridor where they will be unsupervised.
  - Having a number of misbehaving students from different classes outside classrooms, unsupervised, can create additional problems.
    - Hence – teachers should **only ask students to ‘step outside’ a door if they intend to immediately follow them to engage in a solution-focused dialogue.**
- **Year Leaders and DHT Pastoral will liaise to process C6 behaviour referrals** by ensuring the following:
  1. Immediate re-location of student as required.
  2. Case discussion – student, teacher etc.
  3. Appropriate discipline response (see ‘Levels of Misconduct’)
  4. Recording of referral on iSAMS.
  5. Communication to parents if required
  6. Feedback to referring teacher (within one day & prior to student returning to their class)

## LEVELS OF MISCONDUCT

Student actions regarded as **poor conduct will be categorised into three levels of misconduct (Levels 1, 2, 3)** – these levels should be regarded as a valuable guide for stakeholders in relation to transparency of the school’s approach to poor conduct.

However, the **guidance on levels of misconduct will NOT be rigidly tied to a tariff system of prescribed management response or sanction.**

Instead, we will consider the following:

- *student action* (with reference to the outlined ‘levels’)
- *context* in which the poor conduct has taken place.

**Teachers, Year Leaders and Senior Managers will always have the discretion to apply their professional judgement** in addition to the guidance within this policy.

The lists below outlining examples of levels of misconduct are designed to provide guidance and should not be viewed as an exhaustive categorisation.

### **LEVEL 1 MISCONDUCT**

#### In Class

- Lateness for class (*more than 3 minutes after bell unless with teacher note*).
- Not following classroom rules.
  - Encouraging other students to break rules
- Lack of concentration and/or effort during a lesson.

- Deliberately not doing work.
- Repeated unauthorised talking
- Disrupting teaching & learning in class.
- Initial refusal to follow a teacher instruction – eg to sit in a different seat or remove non-uniform.
- Disrupting a lesson by arguing with another student.
- Sleeping in class.
- Lying
- Verbal bullying
- Chewing gum
- Disrespecting class environment
- Accessing unauthorised area in school

#### Out of Class

- Use of lift without permission.
- Eating or drinking outside canteen.
- Lying or intentionally providing misleading information.
- Academic misconduct (cheating, plagiarising etc)
- Deliberate lack of courtesy to another student.

#### **STRIKE SYSTEM**

- **Teacher** - instances of Level 1 conduct can lead to the issue of ONE STRIKE via ISAMS.
- **ONE STRIKE** (in a week)
  - **Form tutor** will follow-up through an initial **ADVICE DIALOGUE**.
    - This information will be disseminated to teachers by Year Leaders.
- **TWO STRIKES** (in a week) [replicated for a 3<sup>rd</sup>/4<sup>th</sup> strike]
  - **Year Leader** will oversee referral to a supervised **DETENTION** during designated day after school (Sunday/Wednesday).
    - 3@strikes in a lesson, or 4<sup>th</sup> strike in a week, will trigger a second detention.
    - Detention will be **recorded on central list by Pastoral Admin and ISAMS by Year Leaders**.
    - **Notification of detention will communicated to parent at least one day in advance** of specified day of detention.
- **FIVE+ STRIKES** (in a week)
  - **Year Head will inform DHT** of student reaching 5+ Strike threshold in a week – this may trigger a **PARENTAL MEETING** IN school.
- **SEVEN+ STRIKES** (in a week)
  - **Year Head will inform DHT** of student reaching 7+ Strike threshold in a week – this may trigger a **FORMNAL SUSPENSION** from school.
  - The **DHT, in consultation with Head of Section, will have discretion to make final decisions regarding a formal suspension sanction AND the number of days to be applied.**
  - A **Formal Suspension will be communicated directly to a parent by Pastoral Admin – via phone** in the first instance – and **then via Formal Letter**.
    - One copy to student/parent

- One copy placed in student file.
- A **central record of Formal Suspension will be maintained by SLT** for reference and planned days of 'not in school' recorded on iSAMS.
- **DHT Pastoral or DHT (year stage)** will ensure the **student and parent will sign an Assurance of Cooperation Form** prior to returning to classes.

## LEVEL 2 MISCONDUCT

Level 2 misconduct will automatically generate at least 2 STRIKES being allocated to a student.

- Truancy.
- Physical fighting.
- Arguing with a member of staff in a loud or aggressive manner.
- Use of inappropriate language.
- Repeated refusal to follow staff instructions after initial advice.
- Repeated bullying (including encouraging others to bully or mistreat someone else).
- Unauthorised access of staff computer
- Racism/prejudice
- Un-Islamic behaviour
- Inappropriate interactions between students.
- Graffiti on school property.

**Year Leader or DHT Pastoral** - instances of Level 2 conduct will trigger immediate contact with parents.

- The school has the discretion to insist on parents attending an urgent **BEHAVIOUR MEETING** regarding the specified issue.
  - This will **often be an approach to avoid students being suspended from school.**
- Depending on context, **FORMAL SUSPENSION** is available to senior management as a sanction for a Level 2 misconduct issue.
  - **The DHT, in consultation with Head of Section, will have discretion to make final decisions regarding a formal suspension sanction AND the number of days to be applied.**
  - **A Formal Suspension MUST be communicated directly to a parent by Pastoral Admin–verbally in the first instance – and then via Formal Letter.**
    - One copy to student/parent
    - One copy placed in student file.
  - **A central record of Formal Suspension will be maintained by SLT** for reference and planned days of 'not in school' recorded on iSAMS.
  - **DHT Pastoral or DHT (year stage)** will ensure an **Assurance of Cooperation Form** is returned and signed by parent prior to their return to class lessons.

## LEVEL 3 MISCONDUCT

- Long-term unsatisfactory Red Report
- Repeated Level 2 misconduct

- Extremism or intolerant ideals.
- Possession, use or distribution of alcohol or drugs.
- Fire-raising
- Premeditated violence
- Deliberate damage and theft to school property

Level 3 misconduct issues will be categorised as **'SERIOUS MISCONDUCT'**.

- The above list of Level 3 misconduct is indicative and not exhaustive.
  - The school will have the discretion to deem misconduct as Level 3.
- **DHT Pastoral** will report serious misconduct to the Head Teacher immediately.
- **FORMAL SUSPENSION up to 10 school days** may be imposed for a Level 3 misconduct issue.
  - **Head Teacher will convene a meeting with parents and student at the first available opportunity.**
- **Further formal action may follow a formal suspension** if the school deems that there is likelihood of continued significant misconduct or significant disruption to the health and well-being of other students.

## MISCONDUCT ACROSS WIDER SCHOOL ENVIRONMENT

Levels of misconduct and the associated intervention responses will apply similarly to 'out of class' misconduct as described for 'in class' misconduct.

### Teachers (dealing with misconduct)

- **Level 1** - can apply strikes on ISAMS for Level 1 misconduct – this can be communicated to student at the time.
- **Level 2** - misconduct requiring more than verbal reprimand - can be dealt with by:
  - Referral to Year Leader or DHT Pastoral
  - Urgent cases can be brought personally to DHT Pastoral or available SLT (if DHT Pastoral unavailable)

### Year Leaders / DHTs

- Should respond with similar responses to that described previously for misconduct in classes.
- Similar expectations on communication and feedback to referring teacher should also apply.
- Where required, Year Leaders and DHTs will record on ISAMS to maintain up-to-date record of student conduct.

## ADDITIONAL SANCTIONS

The school reserves right to proceed to the following stages at any point should they deem the context requires this response:

### **C7 Parent Meeting to address urgent concern.**



## **Online Behaviour (Appendix to Behaviour Policy)**

August 2021 This behaviour appendix should be read in conjunction with our existing behaviour policy - Better Behaviour for Better Learning (BBBL) and the internet policy.

Our staff are sensitive to the likely social, emotional, and mental health needs of the parents and students. We acknowledge the challenges that online learning poses for students and staff.

When exercising judgment in applying the behaviour policy, the Doha Academy's Senior Leadership Team (SLT) will take into consideration the exceptional circumstances that our students have faced in the preceding weeks and months.

In all cases, professional discretion from the classroom teacher up to and including (where applicable) the School's behaviour lead, will be expected.

As we continue offering online lessons to students, it is important that there is clarity in terms of expected standards and behaviour.

Doha Academy has a commitment to making its learning platforms as safe as possible for our students and staff members.

The expectation is that all students (and staff) using our online platform will follow rules and guidance on **online behaviour** and accept full responsibility of their actions.

### **Online behaviour expectations**

We appreciate the fact that the online learning experience is different from that in the actual classroom. The obvious differences are:

- Countless distractions while learning at home.
- Connection / technical problems during the online sessions.
- Sharing devices with siblings.
- Lesson timing and the importance of interacting with the teacher.

To minimise the negative effects of these differences, we expect students to treat the online lessons as a normal classes, in terms of attitude to learning by:

- Being on time. (Teachers have the right not to admit you to the session if you are late)
- Being prepared, e.g. check connection and devices before the lesson time.
- Raising hands, virtually

- Only asking relevant questions.
- Being patient.
- Being polite. (Remember: everything you write or say is recorded so there is evidence of misconduct when and as it happens).

**How to remain focused during the online lesson:**

- Upload a clear picture of yourself as your profile picture. – This will help the teacher know you better and give you individual support.
- Have your camera on and maintain eye contact with the teacher.
- Minimise distractions (no food or drinks – no pets or siblings around...)
- Remind yourself of the purpose of the sessions and what you aim to achieve.
- Remember the consequences of not concentrating. E.g. missing out on the teacher’s explanations.

**How to guarantee a pleasant online session:**

- Avoid individual chat with other peers.
- Have positive attitude to learning.
- Take your learning seriously.
- Be proactive and come to the session well prepared (access the previously posted materials)
- Be supportive towards your class mates.
- Treat them as you want to be treated.

**Initiating or joining students’ meetings:**

Teams’ meetings are provided for you to access the online live **lessons that are organised by your teachers** according to your timetable. During those meetings teachers will be responsible to manage behaviour. Therefore, **you must not start any meetings of your own or join a meeting that is not organised by a teacher or a member of staff.**

**Initiating such meetings will lead to disciplinary actions that include suspending your access to Teams.**

