



**Doha Academy  
Primary Al Waab  
Behaviour Policy**

Revised: June 2021

### **Policy Statement**

It is the policy of the Primary Department that all children should be polite, well mannered, considerate to others and friendly. They must respect their environment and be aware of their impact on it.

Children and staff are expected to create and contribute to a positive, caring and responsible atmosphere in which the children will feel safe and which will support the teaching and learning. The policy is designed to promote the school's mission and core values as well as contribute to the Islamic ethos of the school.

Both inside and outside the classroom it is the duty of every member of staff to maintain discipline.

### **Aims**

- to create a community where the children and staff feel valued and respected and where positive relationships can develop ;
- to ensure the children and staff are working in a safe and happy environment ;
- to teach values and attitudes that promote responsible behaviour, self-discipline, respect for others and the environment, in line with the Islamic ethos of the school ;
- to ensure that policy is applied fairly and consistently to all children by all staff members.

### **Communication**

Adults can maintain an outstanding learning environment through a range of means. Being positive, calm and consistent is the basis of the School's approach. Pupils are informed about what they are expected to do, dealt with fairly and, most importantly, hear good behaviour celebrated at every opportunity.

### **Rules**

The Primary school's expectations are displayed in classrooms and communal areas as a code of conduct and they are also set out in the homework diary. Adherence to the expectations should be rewarded and encouraged by all staff. All members of staff should also set an example of respectful, polite, caring behaviour.

1. We will be polite at all times
2. We will work quietly and not disturb others
3. We will listen respectfully when others are talking
4. We will be friendly to fellow classmates
5. We will be honest and trustworthy
6. We will respect our teacher and other adults
7. We will be prepared for class every day
8. We will arrive to class on time
9. We will co-operate with others
10. We will always do our best

The following are not tolerated in school:

- Cursing - whether in Arabic or English
- Fighting - including 'play fighting' in the playground
- Bullying - physically or verbally or online
- Racist behaviour – between nationalities / colours
- Spitting or throwing water
- Running inside the school building
- Chewing gum
- Any electronic games, mobile phones or toy guns / anything deemed a weapon

- Glass bottles or cans of soft drink

### **Recognition of good behaviour - Positive Reinforcement**

The basis of our rewards system continues to be positive descriptive praise. We recognise that often a smile; a "well done", high five or thumbs up, can be hugely rewarding and motivating for children. Staff should try and be pro-active, positive and praise good behaviour wherever possible. In addition to this we recognise good behaviour in the following ways:

#### *Individual rewards*

- |   |  |
|---|--|
| 1. Verbal praise                        | 2. Dojo points to share success                        |
| 3. House Points                         | 4. Certificates  |
| 5. Note to parent in diary and on iSAMS | 6. Individual class behavior charts/ stickers/ rewards |
| 7. Meeting with Deputy/Headteacher      |  |

Once the above have been awarded, ideally they cannot be removed as a punishment. 2, 3, 4 and 5 will focus on agreed areas of good behaviour or work. This might include, for example, behaviour in assembly, work presentation, kindness in the playground, respect shown during prayer time etc.

### **(2) Dojo Point system**

Dojo points can be recorded throughout lessons with immediate gratification as teachers can award these via their desktop, which will make notification sound alerts through the IWB indicating to children that this has been done. Accumulated Dojo points are celebrated in individual classes through class reward systems i.e. house points, sweets/treats, certificates, activities, additional playtime etc. The highest scoring Dojo point winners from each class are also recognised as Dojo Champions with a possible breakfast opportunity with HOYs or an SLT member.

### **(3) House Points**

Children can be awarded house points by any member of staff. These can be for a variety of reasons, including examples of positive behaviour. House points are recorded in class daily and then on ISAMS each week. Parents will automatically receive weekly notifications of House Points. Children will also be able to keep a record of their house point totals in homework diaries and on special reward charts.

Children who achieve 25 house points will receive a special bronze certificate to be presented by the class teacher. Silver and Gold certificates are also presented for 50 and 75 house points. Class teachers are also encouraged to inform parents and SLT of individuals who consistently show positive behaviour so they can be encouraged and promoted to their peers.

### **(4) Stars of the Week**

We recognise some of our Stars of the Week during whole year group assembly. Teachers select 2 children who have done a piece of learning/work particularly well as well as keeping the rules and demonstrating positive behaviour all week. They have their picture displayed on Year Group boards to recognise their achievement.

### **(5) Note to parents in diary and on ISAMS**

Teachers may write a note in the diary of a pupil (and copy this onto ISAMS) to show recognition for a particular area of strength or to give positive praise.

### **(6) In class**

Classes that have well-organised and prepared lessons tend to have fewer disciplinary problems as a calm, controlled learning environment is conducive to learning and helps to give children security and confidence.

Children are not allowed in class without a teacher or assistant present. All rules are expected to be adhered to within the classroom. No child should be sent to stand outside the classroom or asked to sit on the floor or stand against the wall as a form of discipline. The child should be spoken to in a firm, but controlled voice. The child needs to realise that they are responsible for the consequences of their actions.

Teachers should try and refrain from shouting to control the class. All children should be treated with sensitivity to maintain and raise self-esteem. Staff should always be looking for opportunities to comment on the positive behaviour of children and diffuse potential problems before they arise. Where negative behaviour has to be addressed, staff should ensure they focus on the behaviour rather than the child and that their response is consistent with all the children. It is important that any significant incidences, both positive and negative, should be recorded on iSAMS in the rewards and conduct module to ensure all staff are aware of children with particular behavioural difficulties and what is being done to address problems.

Behaviour such as bullying, fighting and rudeness is never acceptable and should be addressed whenever encountered.

The use of physical punishment is not permitted and will not be supported under any circumstances.

### **Consequences of deliberate rule breaking**

All classrooms should employ a "traffic-light" behaviour system within the classroom with names displayed on green card/paper to be moved to yellow or red when dealing with negative behaviour; this is to ensure a consistent approach for all children within the school. The following procedure should be followed for instances of negative behaviour:

- Verbal warning making clear to the child what they are doing is wrong and that if the behaviour continues they will be moved to yellow.
- Second warning informing pupil of action that could follow and getting the child to move their own name to yellow to disrupt their behaviour. The teacher may move the child's name if this is not possible
- Third warning verbally given and if necessary move the child to another area within the classroom.
- Final warning requiring the children to move their name to red (or the teacher if the child is too young) and informing them that any further warning will result in them being sent to the Deputy Head. At this stage, if appropriate, the teacher may wish to employ a "time-out" – this could be within the class or in a 'buddy class' (but NOT outside of the classroom door). For younger children, it may be necessary for the assistant to be with them.
- Teachers should use their discretion to move the child's name back to yellow and then green if behaviour improves – focusing on a small positive and moving back up the traffic light should encourage better behaviour.
- Further negative behaviour will result in the child being sent to the Deputy Head who will speak to the child about their actions and determine what the cause/problem is. The Deputy Head may at their discretion give the child a break detention and the child will then be returned to the classroom. The child's name should be moved to yellow and the above process repeated if necessary.
- Any further visit to the Deputy Head will automatically result in a break-detention and a time-out with the Deputy Head.
- Detentions are recorded on iSAMS and notifications are automatically sent to parents. The Deputy Head may also record details of the behaviour on iSAMS in the Pupil Profile and write a note in the homework diary.
- The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others, they should be immediately moved to red, removed from the

classroom and sent to the Deputy Head, who will thereafter follow the policy. The Deputy Head, in consultation with the Primary Head, will determine if the child should be returned to the classroom

- In Foundation, all classes employ a "time-out" system - children who reach red are placed in time-out within the class and will only be allowed to join the rest of the class after some thinking time. They will then be moved back to yellow, but if they reach red for a second time, they are removed from the room to a sister classroom and the details are recorded on iSAMS. A third time on red during the day or week results in the child being sent to the Foundation Head with their diary and this is recorded there and on iSAMS.
- In all cases, the teacher should ensure they explain to the children what they have done wrong and why they are being punished.

An indication of the behaviours that would result in children moving up the traffic lights is given below. The list is not exhaustive and staff will exercise their professional judgement.

Verbal Warning	Amber	Red
First instance of... <ul style="list-style-type: none"> <li>- Being rude (dependent on severity)</li> <li>- 'Silliness' or inappropriate behaviour</li> <li>- Talking when others</li> <li>- Name calling</li> <li>- Not getting on with work</li> <li>- Disrupting others learning</li> <li>- Shouting out</li> </ul>	<ul style="list-style-type: none"> <li>- Repeated behaviour following a verbal warning</li> <li>- If a grown-up has to speak to you while you are on green</li> <li>- Being rude (dependent on severity)</li> <li>- Inappropriate language</li> <li>- Name calling (dependent on severity)</li> </ul>	<ul style="list-style-type: none"> <li>- Bullying</li> <li>- Fighting</li> <li>- Deliberately hurting another child</li> <li>- Putting others at risk</li> <li>- Deliberately damaging property</li> <li>- Being offensive to staff</li> </ul>

### **Persistent Negative Behaviour**

- If a child received more than three detentions in close proximity (or in Foundation is placed on red more than 6 times), the Deputy Head/Foundation Head will arrange a meeting with the parents and the child will be placed on a behaviour report card. This will be recorded on iSAMS.
- The behaviour report card is completed by the teachers each day and approved by the Deputy Head/Foundation Head at the end of the day.
- The child will remain on the behaviour report card for at least one week and may be removed from the report system at the discretion of the Deputy Head/Foundation Head in consultation with the class teacher.
- A further meeting between the parents and the Primary Head will take place if the child is still on report after three weeks.
- The Deputy Head/Foundation Head, in consultation with the Primary Head may consider and approve regular meetings between the child and social worker. These meetings will be recorded on iSAMS and the social worker will liaise with the SMT and class teacher to provide details of any concerns.
- Meetings and agreed actions will be recorded on iSAMS and parents will be informed by letter confirming the school's actions.

- Should there be no improvement in the child's behaviour, the school will consider whether they should be allowed to register for the following academic year. The parents and students may be required to sign a behaviour contract in order to continue within the school that recognises the agreed actions that will be taken in the future should the negative behaviour continue

### **Specialist Staff/Cover Teachers**

Whilst the class teacher has primary responsibility for the children in their class, any specialist teachers within the classroom for lessons in Arabic, Religion, Quran, ICT, French and PE as well as cover teachers are responsible for applying this policy when teaching the children and also informing the class teacher of any incidents and resulting action. Arabic staff should employ the traffic-light system and apply the same procedure.

### **In the Playground**

In order to supervise effectively, staff on duty should be in their designated area in good time. They should actively patrol their designated area and be on the lookout for potential problems. Any large confrontational groups should be dispersed.

Children need to stay in the play areas as stipulated. They are not allowed back into the school building unless they are going to the nurse or accompanied by a teacher, except in the designated areas for toilets.

In Years 1-3, the 'five finger rule' (1. Look away, 2. Walk away, 3. Say 'please stop' 4. Say 'STOP!' 5. Tell the teacher) should be implemented in any minor confrontational situations. The rules should be discussed with infant children. Five minutes time out should be given to children who are playing in a rough way. In Years 4-6, children should be monitored as needed and issues addressed as they arise.

Any physical assault of other children will result in an immediate removal from the playground and placement in the detention area at break time for a period of time at the discretion of the duty-staff.

The whistle will be blown at the end of playtime for children to stand still. When the second whistle has blown, all the children walk to line up. Children are expected to stand quietly. The teacher will be at the head of the line and lead in ensuring children walk up the stairs in a quiet, orderly fashion.

### **In the Canteen**

Children are not allowed in the canteen areas unsupervised. Staff on duty should ensure they arrive in good time and patrol the floor area.

Any children purchasing items from the canteen must queue in an orderly fashion and wait their turn. No children have priority depending on their age and staff must not send children to the canteen to buy food for them.

During break times, children are not allowed to return to the classroom – they must remain in the canteen until it is time to go the playground.

Staff should ensure children are seated when they are eating and that any rubbish is thrown away in the bins. Tables and chairs should be left tidy.

Once the playground is open, any children who have finished eating must leave the canteen and go to the playground. Lunch boxes and drinks can be left in the designated area in the playground. There is to be no eating on the playground, but children may drink water. Staff should ensure that all children have left the canteen for the playground at least 3 minutes before the end of break time to give the children time to line up.

### **In the Corridors**

When moving around the school with classes, staff should ensure children are walking in a line quietly. The teacher should always walk at the head of the line to avoid children getting too far ahead and ensure they can stop the line if children are failing to keep up.

Children are not permitted to run in the corridors or on the stairs. It is the responsibility of all staff to warn children if they see this happening.

No children are allowed to use the external corridor on the second floor or the external fire escapes. Warnings are clearly displayed on the fire doors and all staff must remain vigilant and ensure they stop children who may attempt to use them.

Children are not permitted to use the lifts without an adult under any circumstances.

Children may not enter the Foundation/Kindergarten section without an adult or special pass indicating they have been given permission. Passes must also be worn indicating permission given by a class teacher to use the toilet, get some water or to visit the nurse.