



اكاديمية الدوحة
DOHA ACADEMY



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SECONDARY SECTION BEHAVIOUR POLICY REVISED: August 2023



POLICY RATIONALE

The development of our Secondary School Behaviour Policy is to create a happy, purposeful and successful learning environment which is based on mutual respect and Islamic Values.

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 Behaviour 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.

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.

SCOPE

Our policy applies to all students:

- While in school and travelling to and from school via school transport
- While on school trips, sporting fixtures or community events outside of the school
- While online using your school email address



PASTORAL RESPONSIBILITIES

The form tutor

The role of the form tutor is to prepare our students in being ready to learn each day. Significantly, the form tutor is the point of contact between school and home for students in their tutor group. The tutor has an overview of their students' academic progress and their personal development.

The Head of Year

The role of the Head of Year is to provide pastoral support to the form tutors and students within their year group. They are available if you have any concerns that cannot be resolved within the form room. They may contact you regarding pastoral issues such as behaviour, attendance, punctuality, uniform, school equipment as well as praise, rewards and celebrations.

Deputy Head of Pastoral

The role of the Deputy Head, Pastoral, is to provide pastoral support to the Heads of Year and oversee the pastoral provision within their respective sections. They are the third point of contact if the form tutor and Head of Year have been unable to resolve any issues within the form class. They are responsible for both rewards and sanctions and may contact you regarding either.

OUR EXPECTATIONS FOR STUDENTS

Arriving at school:

- Students should arrive promptly to school at 6:50am and go directly to their form room for registration
- Students who arrive between 7:20 and 7:30 should register at reception and attend lesson one
- Students who arrive after 7:30 should register at reception and then wait in the reflection room until the beginning of lesson two
- Students arriving at 8:20 onwards will not be permitted into school unless they have pre-authorized permission

During break times:

Break times are split into two sittings, Junior break (Yr7 and 8) 10:25 – 10:55 and Senior break (Yrs. 9-12) 11:25 – 11:55. Access to canteen is not permitted at any other time during the day.

Students should either be in the canteen or the playground. Access to classrooms and corridors are not permitted during break times.

After school:

- Students are dismissed at 1:55pm (on the sound of the bell) and make their way out of the side exits, with the exception of students who are collected from reception by a parent/ carer who may leave with them via the reception doors.
- Students with a sibling pass can show their passes to the members of staff on duty on the side of their respective school buildings and make their way to the main gate/ primary section to collect their siblings
- Sibling passes are issued by Secondary receptionists and it is the students' responsibility to collect and keep.



- Secondary students with sibling passes are not permitted to leave school early.

At all times, students should:

Respect yourself:

- Show commitment in all that you do
- Wear the full, correct school uniform with a sense of pride*
- Always bring the correct equipment to lessons
- Complete home learning/ assignments/ projects within the due dates

*Please note that students/ parents will be given the first two weeks of each academic year to source the correct school uniform. After this date, students attending school with the incorrect school uniform will be sent home to change/ removed from class until the correct uniform is brought into school.

Respect our community:

- Arrive on time to lessons
- Follow all instructions given by a teacher
- Conduct themselves in a sensible manner, showing respect for others and their surroundings
- Behave in a polite and respectful way to all members of our community
- Show respect for the opinions and beliefs of others
- Be respectful of cultural differences
- Adhere to the segregated areas of the school

Respect our environment:

- Show respect for the working environment
- Do not vandalise, deface or graffiti any areas of the school or anywhere in our community
- Eat only in the designated areas
- Place all rubbish in the bins provided
- Keep our school free from chewing gum
- Keep our school free from drugs, alcohol, cigarettes and e-cigarettes/ vapes

The role of parents/ guardians

Parents, guardians and carers are central to our success in developing a community in which all students can flourish. We expect parents to work with us in modelling and reinforcing exemplary attitude to learning and behaviour, demonstrating respect for members of the community, our environment and this policy.

Parents should support our approaches, our strategies and our sanctions and co-operate with us in restoring self-esteem, respect and communication when expectations are not met by their children. They should, in particular, support their children by ensuring they arrive to school on time, dressed neatly in the school uniform and that home learning and other tasks are completed on time. Parents should also avoid contacting their children via mobile phone during the school day. Any urgent communication should go via the school reception.

We believe that our goals are best achieved when students, parents and all adults within our community have a clear and consistent understanding of our expectations. They recognize their responsibility to work together to develop equitable approaches to meeting those expectations.

Whilst as a school we are responsible for what happens within the school and on school visits externally, we



cannot be held liable for events that are initiated outside of the school. Anything that we find the students to be contravening Qatari law, could result in further action by other official authorities.

RECOGNITION OF POSITIVE BEHAVIOUR

Rewards

- The school will promote good and improved behaviour by students through a system of recognition and rewards
- House points will be given to students on ISAMS that promote or embody our Islamic values, produce exemplary work and exceed our expectations
- Success will be celebrated during form times, assemblies, rewards and trips
- Appropriate and fair consequences are used in response to repeated or serious disruption to learning
- When a reward is given, it will not be removed as a consequence for subsequent misbehaviour
- Similarly, a consequence will not be removed once given

Recognition and rewards may include:

- Verbal praise and positive feedback
- The award of house points
- Certificates and rewards from teachers, Heads of Year and SLT
- Praise during year group assemblies
- Positive e-mails/ phone calls home
- Recognition in termly awards ceremonies
- Recognition in end of year celebrations

The school will implement a range of strategies to promote positive behaviour within the classroom and whole school environment, taking into account individual circumstances where necessary

- An appropriate and differentiated curriculum
- Meeting and greeting students on time for all lessons
- Well planned and taught lessons
- Use of restorative language
- Quiet/ discreet re-direction within the class
- Verbal warnings, following the school's behaviour policy
- Re-seating students within the class
- Award of behaviour points and or referral to Heads of Year
- Letters/ calls to parents or guardians
- Formal meetings with parents or guardians



LEVELS OF MISCONDUCT

Student actions regarded as poor conduct are categorised as levels 1-3 and are listed below

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	
Encouraging others to break rules	C1 - C5
Deliberately not doing work	C1 - C5
Repeated talking	C1 - C5
Disrupting teaching and Learning in class	C1 - C5
Initial refusal to follow a teacher's instruction	C1 - C5
Disrupting a lesson by arguing with another student	C1 - C5
Not following classroom rules	C1 - C5
Use of unkind words towards others	C1 - C5
Chewing gum	C1 - C5
Disrespecting class environment	C1 - C5
Lateness to class (more than 3 minutes after the bell unless with teacher note)	C1 - C5
Not wearing correct school uniform	C1 - C5
Sleeping in class. Referral to Nurse	C1 - C5

Level 2	
Repeated Level 1 misconducts	C4 - C6
Use of inappropriate language	C4 - C6
Repeated refusal to follow staff instructions after initial advice	C4 - C6
Unauthorized access to staff computer	C4 - C6
Un-Islamic behaviour	C4 - C6
Truancy	C4 - C6
Repeated use of unkind words	C4 - C6

Level 2.1	
Racism / Prejudice	C5 - C8
Graffiti on school property	C5 - C8
Physical fighting	C5 - C8



Level 3	
Long term unsatisfactory Red Report	C7 - C8
Repeated Level 2 misconduct	C7 - C8
Extremism or intolerant ideals	C7 - C8
Possession, use or distribution of alcohol or drugs or a weapon	C7 - C8
Fire-raising	C7 - C8
Premeditated assault	C7 - C8
Bullying (including others to bully or mistreat someone else).	C7 - C8
Persistent non-compliance with school uniform policy	C7 - C8

CONSEQUENCES	
C1	Dialogue
C2	Seat Change
C3	Behaviour point 1
C4	Behaviour point 2
C5	Behaviour point 3
C6	Removal to reflection room
C7	Parent contact
C8	Formal suspension, Exclusion or Expulsion from school/ non re-enrolment for the following academic year

C6: Removal to reflection room/ truanting

Within a week

- 1st occurrence- 30 minute after school detention with Head of Year
- 2nd occurrence- 1 hour after school detention with SLT and placed on green report
- 3rd occurrence- 1 day suspension
- 4th occurrence- 1 day suspension, increasing per incident and placed on yellow report

Within a day

- 1st occurrence- 30 minute after school detention
- 2nd occurrence- 1 day suspension, increasing per incident and placed on yellow report

Suspension Guide	
1 day	Removal from class x2 in a day*
1 day	Cumulation of 12 behaviour points in a week*
1 day	Repeated truancy*
1 day	Repeated uniform infraction*
1 day	Repeated lack of equipment*
1 day	Unwarranted use of fire alarm
1-2 days	Severe disruption of learning
1-2 days	Access of prohibited areas of school
1-3 days	Graffiti



1-5 days	Deliberate destruction of school property
1-5 days	Physical fighting
2-5 days	Swearing/ verbal abuse of a member of staff
3-10 days	Pre-meditated assault
3 days	Possession of a vape/ cigarettes
5 days	Use of a vape/ smoking in school
10 days	Possession of a weapon
10 days	Physical assault of a member of staff

*The duration of suspension will increase by one day for every subsequent suspension of the same nature

The above list is a guideline and the School's Leadership team have ultimate discretion in relation to the duration of suspension



STUDENT MONITORING VIA WEEKLY PASTORAL REPORTS

Green Report

Students who are removed from class/ truant three times in one week will be placed on a Green Report for a 1-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

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 removed from class/ truanting three times within a day or four times within the week

Year Leaders	Monitor Yellow Reports - daily discussion with students about their comments and feedback on Yellow Report.
Parents	Meet with Year Leader. 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 (Continue to meet with Social Worker once a week for 6 weeks: mentoring sessions.)
Unsuccessful progress	Placed on Red Report

Red Report

Students who receive an unsatisfactory yellow report over a 2-week period will be placed on a Red Report.

Deputy Head	Monitor Red Reports - daily discussion with students about their comments and feedback on Red Report.
Parents	Meeting with SLT. Parent 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
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Unsuccessful progress

Second Warning. DHT Year Stage to liaise with Head of School:

- Urgent parent behaviour meeting
- Formal suspensions from school
- Behaviour Undertaking



Policy Name: Behaviour Policy (Secondary Section)		
Authors	Doha Academy Senior Leadership Team	
Responsibility	Staff / Principal / Deputy Principal / SLT / CEO	
Created (Date)	August 2021	
Amended	January 2023	
Effective Date:	January 2023	
Review Date:	May 2023	
Approved by Principal:	Signature:	Date:
Approved by CEO:	Signature:	Date:
Storage: Electronic	School's OneDrive	
Storage: Hardcopy	Principal's Office HoS Office	
School Stamp:	Group Stamp:	