SECONDARY SECTION

BEHAVIOUR POLICY

2024/25

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 DohaAcademy, 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 who arrive before 6.50 should make their way to the canteen to be supervised.
- Students should arrive promptly to school at 6:50am and go directly to registration
- Students should have their phones in to their collection box in the reception area. A phone sweep will be carried out during period 1.
- Students who arrive after 7.10am should register at reception and then attend lesson 1 and hand their late slip to the teacher
- All late marks will be added onto ISAMS by the front of house teams.

Mobile Phones
As of November 2024 there is a ban on mobile phones in school. Parents may apply for an exemption (in the form of an undertaking) to allow their child to store a phone with the school secretary during the day, in order to facilitate their transport home.

Once the undertaking has been signed, the phone must be dropped off in a sealed, labelled bag

each morning and collected at the end of the school day, from the school secretary. Phones found with students will results in:

· 1st offence: the phone being returned to the student at the end of the day

· 2nd offence: the phone being collected from the head of Secondary

· 3rd offence: the phone being picked up by the parents and a total ban will follow

The 5 Pillars - (5Ps)

Students can earn up to 5 points during registration time by demonstrating that they are school ready. These points are awarded for the 5 P's. These back up some of the core school targets linked to Islamic values.

- **Presentation –Wearing the correct School Uniform**
- **Prayer – taking part in the school's daily prayer**
- **Preparedness – having the correct equipment and books for the days study**
- **Punctuality – arriving on time**
- **Personal device – bringing their own I-pad or laptop.**

During break times:

Students should either be in the canteen or the playground. Access to classrooms and corridors are not permitted during break times apart from year 11 who may be in their form rooms on the first floor under the supervision of the corridor supervisor.

After school:

- Students are dismissed at 2.00pm (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 may 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
- Students can earn up to 3 points per lesson for behaviour and work during the lesson.
- Students can earn up to 3 points for every piece of completed homework.
- Points will be given to students on ISAMS that promote or embody our Islamic values, produce exemplary work and exceed our expectations.
- Reward trips will be awarded once students reach certain points totals.
- 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 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
- Rewarding points at the end of each lesson
- Meeting and greeting students on time for all lessons
- Well planned and taught lessons
- Use of restorative language
- Quite/ 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 conducts 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 professionaljudgement 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 beviewed as an exhaustive categorisation

Level 1		Point Value
Encouraging others to break rules	1.1	-1
Deliberately not doing work	1.2	-1
Repeated talking	1.3	-1
Disrupting teaching and learning in class	1.4	-1
Initial refusal to follow a teacher's instruction	1.5	-1
Disrupting a lesson by arguing with another student	1.6	-1
Not following classroom rules	1.7	-1
Use of unkind words towards others	1.8	-1
Chewing gum	1.9	-1
Disrespecting class environment	1.10	-1
Lateness to class (more than 3 minutes after the bell unless with teacher note)	1.11	-1
Not wearing correct school uniform	1.12	-1
Sleeping in class. Referral to Nurse	1.13	-1
Any other action/s deemed Level 1	1.14	-1

Level 2		Point Value
Repeated Level 1 misconducts	2.1	-3
Use of inappropriate language	2.2	-3
Repeated refusal to follow staff instructions after initial advice	2.3	-3
Un-Islamic behaviour	2.4	-3
Truancy	2.5	-3
Repeated use of unkind words	2.6	-3
Racism / Prejudice	2.7	-4
Unauthorized access to staff computer	2.8	-5
Graffiti on school property / damage of school property	2.9	-5
Physical fighting	2.10	-5
Any other action/s deemed Level 2	2.11	-5

Level 3		Point Value
Bullying (including others to bully or mistreat someone else).	3.2	-10
Persistent non-compliance with school rules (Level 2)	3.3	-10
Repeated Level 2 misconduct 2.1 - 2.6	3.4	-10
Repeated Level 2 misconduct 2.7 - 2.10	3.5	-10
Extremism or intolerant ideals*	3.6	-10
Theft	3.7	-20
Possession, use or distribution of alcohol or drugs or a weapon*	3.7	-20
Fire-raising/arson*	3.8	-20
Premeditated assault* Any other action/s deemed Level 3	3.9	-20 -20

Level 3 offences marked with an asterix* will result in permanent exclusion from the school in conjunction with the board of directors

CONSEQUENCES	
Level 1	Dialogue
Level 1	Seat Change
Level 1	Behaviour point (1.1 to 1.13)
Level 1	Behaviour point (1.1 to 1.13)
Level 1	Behaviour point (1.1 to 1.13)
Level 2	Removal to reflection room and contact home. Entry on ISAMS 2.1 to 2.10
Level 2/Level 3	Parent contact/set up a meeting if deemed necessary
Level 3	Formal suspension, exclusion or expulsion from school/ non re-enrolment for the following academic year

Suspension Guide – please revisit	
1 day	Removal from class x 2 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
5-10 days	Theft
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

White Report
Students who receive 20 negative points will have a parental meeting with the Head of Year and be placed on a white monitoring report and receive an after-school reflection.

Form Tutor	Monitor White Reports (will be alerted by Year Leaders) - daily discussion with students abouttheir comments and feedback on Report.
Parents	Should sign each day to acknowledge they have seen the White Report
Report	

Outcome at end of 1-week period is:

Successful progress	Removed from White Report
Unsuccessful progress	Placed on Green Report plus a 1 day exclusion

Green Report
Students who receive 40 negative points will be placed on a monitoring report.

Head of Year	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 2-week period is:

Successful progress	Removed from Green Report
Unsuccessful progress	Placed on Yellow Report plus a 2 day exclusion

Yellow Report
Students who either fail to satisfy the conditions of a Green report or reach 60 negative points will be placed on a yellow monitoring report.

Assistant/Deputy Head	Monitor Yellow Reports - daily discussion with students about their comments and feedback onYellow Report.
Parents	Meet with SLT. 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 and excluded for 5 days

Red Report
Students who receive an unsatisfactory yellow report over a 2-week period or reach 80 behaviour points will be placed on a Red Report.

Head of School	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 theRed Report commentary.

<u>Outcome at end of 2-week period is:</u>

Successful progress   Removed from Red Report

Unsuccessful progress   A move to permanent exclusion. A meeting of the behaviour committee to discuss the evidence and make a final decision.

Reflection room

The Reflection Room is a designated space within the school where students are sent when their behaviour reaches a Level 2 misconduct. It is part of the broader behaviour management system designed to:

- Help students reflect on their actions.
- Provide a calm and structured environment to reset.
- Ensure the rest of the class can continue learning without disruption.

The Reflection Room should be used as a last resort after other classroom management techniques have been applied. It is appropriate when:

- A student's behaviour falls under Level 2 misconduct, such as:
    o Use of inappropriate language.
    o Repeated refusal to follow instructions.
    o Persistent disruption or bullying.
    o Truancy.
- A student's presence disrupts the learning environment, and attempts like verbal warnings, seat changes, or time-outs have failed to resolve the issue.
- In cases where a student poses a danger to themselves or others, such as during a fight, the Reflection Room is used to de-escalate the situation.
- It also provides time for students to complete structured reflection activities before reintegrating into the classroom, ensuring that they understand the impact of their behaviour and have a plan to improve.

Before referring a student to the Reflection Room, teachers must follow a graduated system of behavior management strategies in an attempt to de-escalate the situation. These steps ensure that the Reflection Room is used as a last resort. The following should be done:

1. Non-verbal Cues:
    a. Use non-verbal techniques to redirect the student's behaviour (e.g., making eye contact, using proximity to the student, or a gesture).
2. Verbal Warning:
    a. Issue a clear verbal warning, explaining the behaviour and the expected change. Ensure the student understands what is expected and what will happen if the behaviour continues.
3. Positive Framing:

      a. Reframe the expectations in a positive manner (e.g., "I need you to focus on your task quietly" rather than just pointing out the negative behaviour).

4. Seat Change or Environment Adjustment:
      a. Try a seat change or adjust the student's environment (e.g., move them to a different part of the room or give them a different task) to minimize disruption.

5. Tactical Ignoring:
      a. In some cases, use tactical ignoring if the behaviour is primarily for attention. Continue to praise students who are meeting expectations to create a positive reinforcement effect.

6. Time-Out in:
      a. Provide a brief time-out. This could involve asking the student to wait outside to reflect on their behaviour without leaving the class.

7. Dialogue:
      a. Have a conversation with the student about their behaviour. Explain clearly what the problem is, what needs to change, and why the behaviour is unacceptable.

Only after all these strategies have been employed consistently and failed to improve the behavior, or if the student is an immediate danger to others, should the student be sent to the Reflection Room.

[Reflection room protocols](#)

Policy Name: **Behaviour Policy (Secondary Section)**		
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