



SHERBORNE QATAR

SCHOOL FOR GIRLS

Behaviour and Discipline Policy

Purpose: Pupils and staff should have high, whilst realistic, expectations both of themselves and others within the school community

When: At all times

How:

Pupils at Sherborne Qatar School for Girls are expected to:

- Show respect for all pupils, staff and their environment;
- Develop and take responsibility for their own actions and learning, making every lesson count (the extent to which dependent upon the age of the child);
- Attend all classes/lessons and be punctual to these;
- Do all preparation necessary to the best of their ability and meet deadlines;
- Take a positive attitude to their learning and commit fully to the school;
- Respond positively to feedback, seeking help when needed;
- Allow others to learn;
- Try to keep the school a safe, clean and friendly environment;
- Become involved in the schools Extra-Curricular Activities programme and be open to personal growth and development;
- Do all that is expected of them as pupils and act as a positive role model to those who are younger than themselves;
- Speak English at all times whilst in school (whilst not in Arabic, Islamic Studies and Qatar History lessons) with an understanding that our school is a British School and we are helping pupils to become fluent in English and use English as one of their first languages.

Staff at Sherborne Qatar School for Girls are expected to:

- Have the best interests of all pupils at heart, at all times;
- Give effective feedback, set targets and monitor academic progress;
- Ensure pupils are aware of the consequences of their actions and help them to make informed choices;
- Be approachable, positive and good listeners;
- Aim to inspire, reward and motivate;
- Approach discipline in a positive manner;
- Make every encounter and every lesson count towards pupil progress;
- Work as a team, be consistent and support all other staff in the school;
- Be well informed in their curriculum areas and know the latest curriculum updates from the UK and Qatar (Arabic and Islamic Curriculum);
- Share relevant syllabi/schemes of work and the school's assessment structure with

- the pupils;
- Act as a positive role model that reflects the values of Sherborne Qatar Schools and display good professional practice (see The Teachers Standards);
- Provide clear systems and procedures that are well communicated to the pupils;
- Lead, motivate and help all individuals to develop to their maximum potential;
- Listen and respond to pupils, following up issues until resolved;
- Be loyal to Sherborne Qatar, the Headmistress and the leadership team.

Sherborne Qatar School for Girls is a place of learning where pupils and staff work together in a community based on mutual respect and common interest in order to create a happy, safe and effective environment. At this school we treat all members of our community equally, with the respect that they deserve. All the members of the school community are part of our team, which means we must work together and support one another.

Behaviour Expectations

Starting school

- Pupils must arrive promptly at school;
- They must wear the correct uniform;
- They should report to the reception desk immediately if they are late;
- They should enter the school by allocated doors for their year group;
- They should not bring electrical goods or other expensive items to school other than their Microsoft Surface Devices;
- Mobile phones are usually not permitted in school. However, if pupils have them they must not be visible, switched on or used in the school unless it is part of learning activities as directed by a teacher;
- MP3s and other such devices are only permitted in KS4 and KS5 and must not be visible outside classrooms. They must only be used with permission from the class teacher. All devices are brought at the pupils risk and are not insured by the school. Pupils must be made aware of this by all staff.
- If a pupil is found to have an unauthorized device or item, using it outside of an authorised activity, the class teacher must confiscate it and hand it in to the Reception Desk where the school secretary will phone the parent to inform them that they must collect it.
- Inappropriate use of mobile phones and electronic devices will be dealt with seriously and may lead to temporary suspension or even expulsion from school.
- Pupils must not chew gum (a healthy snack may be eaten at break times) and must not leave rubbish around the school.

Preparing for lessons: Senior School Pupils

- Pupils should collect the materials they need for the first lessons from the lockers by 7.15 am.
- Materials for the lessons up to lunchtime should be collected at the end of break

time.

- Materials for the final lessons should be collected at the end of the lunchtime.
- The locker areas and the lockers must be kept tidy. Any bags and equipment left on the floor or in the corridors will be removed by staff.
- Pupils must queue sensibly and quietly for lessons, outside the classroom until they are invited to enter the classrooms.
- They must walk quietly around the school, keeping to the correct sides of the school on the stairs.

Working in lessons (Primary and Secondary):

- Pupils should put their hand up to ask a question or follow the agreed alternative procedure.
- All classroom procedures, for example turn-taking, must be respected.
- Teachers should be addressed politely using teacher surnames and the appropriate title.
- Pupils must use English at all times in British Curriculum lessons and within the school building (except when talking to Arabic staff in a classroom situation or when asked to speak to Arabic visitors).
- Pupils must listen to, and follow teachers' instructions and ask for help or clarification whenever they need it.
- They must listen to and respect everyone's contributions to lessons and should leave all rooms in a tidy and orderly condition.
- Pupils must not eat or drink during lesson times (unless high temperatures permit the drinking of water during a lesson).
- Pupils must report to the Reception desk, to sign in the pupil book, when leaving the premises and on their return.
- When a guest enters the classroom all secondary pupils must stand to show a sign of respect. They must remain standing until told that they may sit by the class teacher.

Staff must **insist** that all pupils follow the **dress code** and will use the discipline policy as appropriate. If pupils fail to wear the correct uniform, a letter will be sent home. Repeated failure to conform to the uniform requirements will result in the school's sanctions system being instigated.

School Discipline System

It is important that we maintain good order and discipline throughout the school. The process of how we discipline pupils is slightly different depending upon the age of the pupils. There are underlying principles and values that are common to all strategies used in all areas.

Integral to our program are our aims, ethos, values, staff responsibilities, pastoral care

and self-esteem. Understood also is the fact that the school has a central role in a child's social and moral development, just as it does in their academic development.

The aim is that children come to recognise that the principle of acceptable codes of behaviour benefits both themselves and the whole school community. This should also help in the drive to raise attainment as it has been demonstrated that there is a positive correlation between good standards of behaviour and high academic achievement.

Respect both for themselves and others is the basis of our policy and is the basis on which cooperative learning experiences are built, both socially and academically. Everything that goes on in the school gives a message about how we value individuals.

In the classroom the teacher uses various methods to emphasise success and progress. Our six [Core Values: Teamwork, Respect, Honesty, Kindness, Perseverance and Responsibility](#) act as our moral compass and help to create a tangible understanding of right and wrong. In school assemblies we reinforce our values and share and celebrate success in all aspects of life in and out of school.

Pupils who choose not to follow the code of conduct or fulfil their stated responsibilities must receive guidance on how to improve their behaviour together with some form of punishment.

The emphasis of positive discipline is on reward to reinforce and promote positive behaviour. Rewards have a motivational effect, helping pupils to see that good behaviour is rewarded. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. The reward system should allow parents to be informed of the reward received by their child and enlist parental support in the positive reinforcement process.

Rewards take the form of:

- Star of the Week (Primary)
- Merits
- Headteachers Awards
- End of Year Awards (attainment, progress, effort and school citizen)

Merits

Merits are awarded for significant achievements. Their purpose is to celebrate and reward positive behaviour and efforts and build self-esteem.

Merits can be awarded for achievement in lessons and / or for contributions to extra-curricular activities etc.

Merits are recorded on the merit pages, in the Pupils' Planner, by the member of staff who makes the award and they should be signified by initialling the appropriate space,

not just ticking the box. Merits should also be recorded on the iSAMS system. They will be monitored by Form Teachers who will complete a House Points chart showing the total number of merits awarded to each pupil in the form. These should be updated every week.

Student House Leaders will also monitor the progress of pupils in their houses and they give names to the Houses Coordinator to prepare certificates for presentation.

All merits contribute to the Inter House Cup, which runs throughout the year and incorporates all the house competitions. The Inter House Cup is presented at Commem and the winning house is recorded on the House Cup Honours Board.

The certificate levels are:

- i. Bronze certificates = 25 merits
- ii. Silver certificates = 50 merits
- iii. Gold certificates = 75 merits
- iv. Platinum certificates = 100 merits
- v. Diamond certificates = 125+ merits

Criteria for awarding Merits:

The norm should be one merit at a time. Those achieving / contributing significantly more can earn two (e.g. raising staff help in an emergency), and, exceptionally, three (e.g. honesty – handing in lost money), etc.

Examples of things for which they can be awarded are:

- a. A good, consistent standard of work / involvement over several weeks
- b. A very good single piece of work / performance / contribution
- c. A significant improvement in standards
- d. Offered (two merits) / requested help extended around the school to staff and / or pupils

The success of the system depends on the sensible and even-handed award of merits by all staff. The maximum number of merits awarded should be 3.

In class Behavioural Management:

To ensure children are aware of how the adults stop them and get their attention in school, there will be phase specific methods.

EYFS

There are various different methods that you can use to manage the children's routines. For example to stop the children in group environments such as assemblies, staff should use '1,2,3 eyes on me.'

KS1

Again, there are various different methods to manage the children's routines but mostly in Years 1 and 2, the silent hand stop or three claps (which the children repeat) is used to stop the children and get their attention.

KS2

Teachers can use 3,2,1, 0 (on 0 the teacher will make the silent hand stop for pupils to mimic) with 0 meaning stop, look and listen or three claps (which the children repeat).

If you have another similar effective system to get pupils attention please feel free to use this.

Primary School Behaviour Ladders

Each class in will have a behaviour ladder in their class. The language will evolve as the children progress throughout the school; however, the colours will stay the same. See diagrams below.

In Preschool, Reception & Years 1 and 2 Separate cards will be produced for each of the following:

- Extraordinary
- Fabulous
- Ready to learn
- Stop and think
- Make better choices
- Yellow card

Teachers will create a behavioural ladder with these cards on either a class wall, whiteboard or on the door.

All children in Primary begin the day on Ready to learn on whichever ladder. When children are seen showing outstanding learning behaviour, they will be asked to move up the ladder and praised. If children have really excelled themselves above and beyond, they will move up to the top spot and this will be tied to a reward.

If positive behaviour management is not working and children are repeatedly rule breaking after verbal reminders, children will be asked to move themselves down the

ladder and given an opportunity given for them to correct their behaviour. If the behaviour continues, they will continue to drop. However, if children can correct their behaviour, they can move back up the ladder- this is the aim.

Once a **yellow card is issued**, class teachers will fill in Yellow Card letter and pass it on to their Head of Section. This will result in a lunch time detention with the Head of Section for the full duration of lunch time. This will be called a 'time out' in EYFS to Year 2. During this time, the Head of Section will discuss the behaviour and aim to correct it. The reflection sheet and yellow card sheet should then be copied (one for school records) with a copy being stapled into the child's planner to go home and be signed by an adult by the next day. Class teachers are responsible for ensuring this happens.

Behaviour Ladder Years 3-6 (KS2)



If children get to Role Model or Extraordinary (on the Pre Prep Behavioural Model) they will be issued with 3 merits for themselves and their house. If they achieve this level more than 10 times they will receive a Headteachers Certificate and will be entered into a prize draw at the end of the academic year.

School Sanctions

We recognise that there is a need for sanctions in order to register disapproval as well as to ensure safety and stability in the school. Some forms of severe behaviour or

disruption must always be dealt with promptly. It must be made clear what change in behaviour is required and the sanction must only be applied to those directly involved in the unacceptable behaviour. The unacceptable behaviour should be the element on which attention is focused and not the unacceptability of the pupil as an individual.

Raised voices and shouting are not effective with a difficult child. This strategy usually only frightens the timid.

Breaches of discipline that may require further sanctions fall within three levels:

- Initial
- Serious
- Very serious

Initial breach of discipline (examples or incidents)

- bad language
- lying (in minor cases)
- repeated failure to complete set work (including homework)
- repeatedly not bringing in the correct equipment
- repeated interference with the work of fellow pupils
- repeatedly arriving late to lessons/ school
- damage to school property (Incident Report)
- misbehaviour in the dining room
- misbehaviour at break times
- misbehaviour in locker areas, corridors or staircases
- use of mobile phones or/and MP3s when not permitted
- repeated failure to wear the correct school uniform (*Uniform Letter)

Further action taken:

At the discretion of staff (please also refer to the yellow card rule in the Primary Section) within reason. Usual actions are Incident Reports; break time detentions and logging detentions in iSAMS (if a detention is given); Subject Reports (Senior School), Tutor/Daily Report.

N.B. *an Incident Report **must** be completed in iSAMS if this occurs.

Serious breach of discipline: Issue of Written Warning (possible suspension)

- 3 minor breaches of discipline/2 previous Incident Reports in iSAMS
- lying – more serious cases
- significant damage to school property/graffiti
- insolence towards staff or staff representatives
- leaving school without permission/missing classes
- physical aggression (even in self-defence), rudeness or lack of respect
- bad language directly addressed towards staff

- intimidating or threatening behaviour
- minor theft
- racist or sexist comments
- continued failure to complete school work (including homework)
- psychological/ emotional bullying

Further action taken:

Copy of **Written Warning** sent to parents, phone call to parents, withdrawal of privileges, contract with parents, Report Form for extended period, external or internal suspension.

Very Serious Breach of Discipline: Issue of very serious Written Warning (external suspension following investigation and decision on reprimand)

- 3 serious breaches of discipline – previous Written Warnings
- direct insults to members of staff (including ancillary staff)
- direct racist, cultural or religious insults
- significant theft
- serious bullying
- serious physical aggression
- major and prolonged failure to carry out school-work despite previous intervention
- possession of seriously banned substances (drugs, alcohol, cigarettes) or other such substances and weapons that could potentially cause harm to others in school (e.g. Knives)
- possession of materials either written or visual that could cause serious offence

Action taken: The specific action will be determined by the Head of Section and the Headteacher.

Usual action will be:

First very serious breach - meeting with parents, official warning from the Headmistress, internal or external suspension, contract with targets with timescale.

Second very serious breach – Expulsion

Please note: Given the seriousness of any indiscipline, the Headmistress may exercise her right to impose suspension or expulsion immediately.

What teachers must do if there is a serious incident in class

It is expected that teachers at Sherborne Qatar School for Girls **do not**, send pupils out of a class, expect pupils to sit on the floor or stand in a corner as punishment; physically

strike or push a pupil; or verbally humiliate a pupil in class.

If an incident occurs in class that the teacher cannot contain she must send another child to inform and get a member of SMT (Headmistress or Head of Section) whilst remaining calm. A member of SMT will then come and deal with the issue. This will involve removing the pupil from the class.

Points for Consideration for Staff:

Class/Subject Teachers:

Well-managed classes and motivated pupils generally produce a positive environment where learning can take place. An atmosphere of mutual respect relies on the teacher's ability to show respect for each individual at all times even when disapproving of particular behaviour. Shouting at children, using sarcasm or belittling them in any way can never be acceptable.

An appropriate and differentiated curriculum, taking full account of the learning needs of pupils and actively involving them in the learning process, will help avoid alienation and disaffection, which can often result in challenging behaviour.

An interactive and stimulating environment, which is supported by clear and effective planning for learning, is crucial to the success of any positive discipline policy. Minimising opportunities for disruption is preferable to having to rely on a series of sanctions to cope with the problems. Efficient and effective classroom management, a varied, interesting and challenging curriculum and creating positive relationships with the pupils and parents, are key elements in maintaining a positive classroom where children are not afraid of learning.

Support Staff

Get to know the children you are working with as quickly as possible - learn their names. Be alert to situations where you can praise a child for doing well. If you have to find fault, make sure you explain clearly to the child why and try to give alternatives. Use a positive approach when reprimanding e.g. "Try to wait your turn" rather than "Don't push in".

Anticipating when disruptive situations are likely to happen either in school or in the playground helps to maintain a positive atmosphere. Always be well prepared for any activity you are doing with children as this prevents any disruption when finding equipment or resources.

It is important to remember that all adults in school are role models for the children. All adults should behave in a calm manner and use a quiet controlled voice. Shouting at children is never an option. Although a child's behaviour may be unacceptable, the child must always be valued.

Pastoral Care

Some of the main points are:

- The total welfare of each pupil has to be taken into account when considering their level of achievement in school.
- All pupils must be included in this approach.
- To have an effective school we must have effective pastoral care as an integral part of our daily practice.
- Effective pastoral care must be considered, well planned and the result of collaboration and consultation.
- Respect and compassion are integral to any programme.
- Pastoral care requires the involvement of all staff.
- The importance of the role of parents/ carers in a child's development must be recognised.
- It must also be recognised that poor behaviour or unwillingness to learn can originate in personal problems or difficulties at home. In these circumstances liaison should take place with promoted staff to plan carefully any subsequent action.
- Many families struggle daily to cope so understanding and sensitivity are vital when making contact or offering support.
- An important aspect of pastoral care is making things clear to a child. Assumptions that children understand can lead to further difficulties.
- All school staff play an important role in setting a good example not only of behaviour and manner of speaking but in their care of others.
- Adults must be sensitive to things that in adult company may not be an issue but send powerful messages to children.
- Good manners towards everyone in school are expected.
- Good working relationships should be aimed for at all times. This is what we ask of our pupils.

It is school policy to encourage and enhance each pupil's self-esteem and self-confidence. Many children come to school unable to cope with what is really an alien environment to them. Having been used to being in a one-to-one situation or in a nursery where there are several adults who are able to deal with them immediately and in a more informal way, they have to become used to the formal and unfamiliar structure of a classroom.

Bullying

"Schools that tackle bullying will be happier places in which pupils are better able to learn. At the same time, they will be helping to combat aggression and intolerance of all kinds. Children who are encouraged to talk openly about bullying will find it easier to talk about other problems" [Andrew Mellor, 1992].

Any behaviour that makes this impossible for our pupils requires it to be investigated and stopped and is likely to be a form of bullying.

To be classed as 'bullying' and not 'unacceptable behaviour' the action is either

repeated or persistent.

Bullying can be physical or non-physical. Verbal bullying can include harassment on grounds of race, gender, disability or family issues.

All incidents of bullying must be reported to promoted staff and recorded in the appropriate way. If Bullying Occurs Please refer to the Sherborne Qatar Bullying Policy

Codes of Behaviour For the Dining Room

- Always go into the room quietly and carefully;
- Keep the noise level low;
- Avoid shouting;
- Always sit down to eat;
- Food should not be swapped or shared;
- Food must never be thrown;
- Care must be taken to avoid dropping food on the floor;
- All food and drink must be taken inside the dining room;
- Always be polite and well-mannered to everyone;
- Always tidy up at the end;

The Corridors and Stairs

- Always walk;
- Always behave in a way that does not disturb others;
- Always keep snacks for the appropriate places;
- Listen to instructions and follow them;
- Always keep the noise level low;
- Wait to let others pass through the door;
- Hold the door for others;
- Always walk on the right.

For the Toilets

- Always keep the toilets clean and tidy;
- Always wash your hands;
- Always make sure the taps are turned off;
- Inform an adult if anything is wrong in the toilets;
- Inform an adult if anyone is behaving badly in the toilets;
- Always respect other people's right to privacy;
- Dispose of tissues in the right way.