



Policy: Behaviour

Academic Year 2020-21

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| Written By: | SLT |
| Approved by the Principal: | |
| Approved by Management Representative: | |
| Approved by Parent Representative: | |
| Parent Name: | |

Vision: To be a welcoming and diverse international school that nurtures students to acquire, articulate and establish the necessary skills and knowledge to become a citizen in a global environment.

Mission: To create an inclusive environment of responsibility, respect and tolerance, based on Qatari values, for all members of the school community. To deliver an in-depth consistent learning program, which provides opportunities to display their learnings.

Objectives:

1. To enable students to think critically to explore and analyze the possible solutions in curriculum as well as living.
2. To get an understanding of Scientific, Mathematical, Linguistic, Performance and Visual Artistic skills through Emotional skills and improvise them.
3. To work towards progress and attainment in curriculum and life.
4. To learn to accept diversity and differences, develop tolerance and respect towards any culture, traditions, practices, race, religion, ethnicity, language, gender and individuals.
5. To grow sustainable development with empathy and leadership.

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Basic Values for behaviour

- Self-esteem
- Justice and equality
- Commitment
- Integrity and honesty
- Joint cooperation
- Transparency
- Respecting others
- Responsibility

Concepts and Terms

1. **Behavior:** All statements and actions of the student, whether physical, verbal direct or symbolic, during his or her interaction with the faculty member and the elements of the school environment in different situations.
2. **Positive behavior:** It is a desirable behavior that has a positive impact in the school environment and is derived from the values, customs and traditions of society.
3. **Negative behavior:** It is undesirable behavior that violates accepted norms in the school environment derived from the values, customs and traditions of society.

Main Objectives

1. Providing a safe school environment free from violence and everything that hinders the educational process in achieving its goals, so that students and administrative and educational staff can play the required roles to the fullest and according to what parents expect from the school towards their children.
2. Promoting positive behavior among students, and contributing to reducing the occurrence of behavioral problems or outbreaks of negative behavior on the campus.
3. Providing educational guidance methods for teachers, in how to deal with the behavior of students and away from the use of any forms of psychological or physical abuse.
4. Understanding students and parents for school rules and regulations and the importance of adherence to them.
5. Engaging and helping students to incorporate their needs and tendencies, and guide them to reach the positive behavior and what positively affects the growth of their mental abilities.

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6. Developing and instilling values of mutual respect among students, parents, teachers and all associate of the school.
7. Taking into account the morals and values of society and adhering to them and maintain them, as well as taking into account the nations culture, its customs, traditions and enable students to follow them and practice them properly.
8. Giving priority to the public interest rather than personal interest.
9. Promoting loyalty and belonging to the community.

Parents

- Familiarity with the characteristics of the educational environment, curricula and outputs of the school.
- Choosing the appropriate school according to the aspirations, abilities and concepts of the student.
- Being aware of the regulations and laws and terms of the school before choosing the school, to be informed of the directions and education system in it.
- Access to school systems and laws, regarding the system of behavior evaluation, in addition to focusing on the rights and duties of the student and his / her guardian (pros and cons)
- Positive participation of the guardian in the school and identify all ways of communication between the school and both parents, who are fully aware of the behavior of the student.
- Assimilating the tasks, responsibilities and ways of communicating with the school, as contributes to solving all or some of the problems.
- Participating in the presence of seminars, awareness and guidance lectures and celebrations held by the school, which contributes to joint cooperation between all parties.
- Providing the school with health, official and correct documents about the children, and the disclosure of their behavior at home educationally.
- Parents should use sound pedagogical instructional method(s) in the social upbringing of their children.
- Communicating with the school to know the conditions of their children and problems that they may face, as it may affect the achievement level.
- The parents shall cooperate with the school in planning and implementing awareness, preventive and intervention programs with regard to behavioral and academic problems.
- Providing students with basic needs (health - food - physical - attention to appearance) and a safe environment.
- Communicating with the Department of Schools Affairs of the Ministry of Education and Higher Education when the school does not adhere to its declared systems, after taking all the methods of communication with the school.
- Assuming their responsibilities towards their children in case of non-response and cooperation with the school, which entails the deprivation of their children from the services of the school temporarily or permanently, based on the applicable regulations of the school.

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Spectra Global School

- The school must provide a sound educational environment.
- The school should clarify to stakeholders the transparency of its systems, regulations and controls, and follow-up the behavior of students.
- The school shall establish a clear and visible behavior evaluation system for students and parents, in a way that guarantees the rights of all.
- The school should establish a clear mechanism for the involvement of parents in the development and decision-making of behavior.
- The school is responsible for establishing a clear system for the identification of behavioral problems, including a solution to the benefit of all parties and ensuring the safety of the educational process in the school.
- Developing individual intervention plans for behavioral cases and following-up their implementation at once, by cooperating with parents to ensure their success.
- Awareness of students of positive behavior and promoting it, and negative behavior and its consequent punishment.
- Dealing with students well, as well as taking into account influences and conditions of students (family - social - economic - psychological conditions).
- Investing the potential of students through scientific methods to reduce behavioral problems.
- Predicting behavioral problems and attempts to treat them at once.
- Preparing therapeutic programs for students with behavioral problems, in addition to helping them to overcome and reduce undesirable behaviors and promote their behavior with positive alternatives.
- Reinforcing methods of mutual dialogue between students and school staff and strengthening the spirit of communication and mutual respect and good dealing between the parties.
- Providing the necessary requirements to achieve an effective and purposeful educational environment (building – devices - tools - aids - requirements - services).
- Benefiting from influential teachers in the school to participate in the development of plans and implementation of programs that affect the behavior of students and address their problems.
- Benefiting from civil society institutions to participate in the study of appropriate methods to prevent behavioral problems before its spreading among students, as well as contributing to the development of different ways to address the problems, and invest their potential in holding awareness seminars and lectures in this field.
- Taking the necessary action in case of non- restriction and commitment of the student's parents to the laws and regulations of the school.
- Reporting and not appearing in the decisions of exclusion without referring to the Ministry of Education and Higher Education.

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- The school is committed to include the rules of assessment of students' behavior with the policies of the school and provide it to the parent.
- Documenting the behavioral issues of students and complaints of parents statistically and qualitatively during the academic year and studies within the proposals and recommendations of parents to develop regulations to evaluate the behavior of their students.

General guidance

- The parents should formally be informed of the regulations and behavioral assessment systems applied by the school.
- The school should document all behavioral issues and disciplinary measures taken and refer to the Ministry of Education and Higher Education if necessary.
- Considering the characteristics of the student and age group during the preparation of the regulations of the school and determining the disciplinary sanctions.
- Taking into account the confidentiality and privacy when studying behavioral cases and students' data.
- The school shall take into consideration the justice and the equality of treatment among all categories of students in the school, taking into account the individual differences between students and the circumstances and misunderstanding in which the error occurred and its frequency.
- Regulations and behavioral assessment systems are issued in Arabic, in addition to the other languages depending on the school system.
- When the school applies the internal suspension of a child, an appropriate place should be selected. The student is required to complete classwork related to the current lesson objectives, ensuring the student is engaged.
- Taking into account that the total number of classes and the dispersed days for exclusion do not exceed 15 working days in the academic year. Otherwise, it requires the school to raise the status of the student to the Ministry of Education and Higher Education, supported by the measures that have been done and impacted on the student's behavior and recommendations related to it.

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| Stages | In-charge | Action |
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| 1 | | <ul style="list-style-type: none"> Students on task |
| 2 | Class Teacher Action | <ul style="list-style-type: none"> First time, have a verbal discussion about the incident with the child. Second time, teacher message on ClassDojo parents about behaviour. Third time, teacher telephones parents about behaviour. Fourth time, teacher meets with parents and issues behaviour letter 1. <p>Class teacher must record all of the above on the behaviour tracking sheet and must inform Year Leader before meeting with parents to approve behaviour letter 1 (Monitor the child for 1 week).</p> |
| 3 | Behaviour Report – Year Leader & Student counsellor | <ul style="list-style-type: none"> First Time, have a verbal discussion about the incident with the child. Second time, Head of Year meets with parents, issues behaviour letter 2, records on behaviour tracking sheet. Child is put on behaviour report for one week. Head of Year to check the behaviour report daily. Behaviour in specialist lessons will also be recorded on the behaviour report card. After a week the child should collect more than 25 Good or Satisfactory ticks and is a pass. Less than this is a fail. Move to step 3. <p>(Student counsellor will be monitoring the behaviour report card)</p> |
| 4 | Internal Isolation 1 Day – Key Stage Leaders & Student counsellor | <ul style="list-style-type: none"> Parents to meet with Key stage leaders with the Student counsellor. Key Stage Leaders records on behaviour tracking sheet under TEAMS. Internal isolation for 1 day Behaviour Letter 3 is issued <p>(Student counsellor & Key Stage Leader will be deciding on the isolation)</p> |
| 5 | Internal Isolation 3 Days – Principal | <ul style="list-style-type: none"> Parents to meet with Principal. Student counsellor to record on behaviour tracking sheet under TEAMS. Internal isolation for 3 days Behaviour Letter 4 is issued |
| 6 | External Exclusion X Days - Principal | <ul style="list-style-type: none"> Parents to meet with Principal Principal to record on behaviour tracking sheet under TEAMS. External exclusion for X days Behaviour Letter 5 is issued – exclusion warning |
| 7 | External Exclusion X Days - Principal | <ul style="list-style-type: none"> Parents to meet with the Principal Permanent exclusion option / blocking of student. Part time timetable put in place until child's departure. |

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