



BEHAVIOUR POLICY

RATIONALE

The aim of the Park House English School (PHES) behaviour policy is to assist teachers to teach, not to constrict them; to enable learners to learn, not to oppress them, and to achieve an atmosphere of structure, order and calm allowing *'behaviour for learning'* and *'high-quality learning'* to take place.

AIMS

The implementation of the policy will be fair, firm and consistent and all students, teachers and parents will be made aware of rewards and sanctions resulting from certain behaviours of students in and around the school.

Careful evaluation of the individual situation will be made so that the school's response to the student will be appropriate. In all cases, the goal of the disciplinary intervention is to help the child deal with the situation more responsibly and appropriately in the future.

At PHES, we believe that self-discipline is *learned behaviour* and needs to be taught *in the home*, at *school* and in *the community*. The child learns through experience and imitation of those around them. 'Appropriate behaviour' is a developmental process. The ultimate goal is internalisation of this 'appropriate behaviour' so that little external enforcement is required.

The cooperation of many people is necessary to establish and maintain a positive learning environment.

PROCEDURES

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

It is the responsibility of *subject teachers* to deal with *minor incidents* which occur in the classroom, and a **C1 must be recorded in the student's planner**. Form tutors must monitor a pupil's level of 'consequences' on the school's management information system (Engage). Three consecutive C1s will result in a Key Stage *detention* with the duty member of staff during break, this should be **recorded on school's management information system as a C2 and on the Whole School Detention** spreadsheet on the Lion's Roar.

More serious incidents can be dealt with by the teacher but must also be recorded on the school's management information system as a C2, C3, C4 or C5 (as appropriate), and referred to the appropriate HoD, Progress Leader (PL) or Assistant Headteacher (AHM) for the relevant Key Stage. After the HoD/PL/AHM has dealt with the matter, in line with the school policy, the consequence and sanction is recorded on the school's management information system.



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It is the responsibility of the **Form Tutor** to monitor their tutees' behaviour regularly on the school's management information system. They should then refer to the **Progress Leaders**, when necessary, who will continue to monitor students' behaviour across the curriculum using a reporting system. The **PLs** will become involved if a pupil's behaviour is causing concern in several areas. They may then take appropriate action, including putting a child on report, putting a student in after school detention and meeting parents. They are also responsible for dealing with serious incidents, which may result in suspension or exclusion and work in liaison with their AHM following protocol and policy.

Members of the **Senior Leadership Team (SLT)** are available throughout the day to deal with **the most serious incidents** and to remove students from lessons where there is **serious disruption**. Subject teachers should contact the on-call email address (oncall@parkhouseschool.com), where a member of the SLT will be automatically contacted. It is essential that these incidents still are recorded on Engage to enable the PL/AHM to deal with the matter in line with behaviour policy. If required, the teacher should provide the PL/AHM with witnesses of an incident and the PL/AHM will collate incident forms.

The Head of Secondary (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a **fixed term exclusion or permanent exclusion or an internal isolation, in consultation with the Principal**. In the case of all exclusions or suspensions, parents/guardians are informed will receive a telephone call and then in writing of the reasons for the exclusion and are expected to sign to acknowledge receipt of the letter. The parents will then be invited to a readmission meeting with the SLT member to discuss the expectations of the student moving forward. If parent(s) do not attend the meeting or refuse to sign to acknowledge receipt of the letter, this will be noted. However, the contents of the letter are still valid.

N.B. Excluded/internally isolated students are provided with work for the duration of the exclusion.

SANCTIONS

Outlined below are examples of unacceptable behaviour at Park House English School and sanctions which are available to staff. It is essential that each case must be dealt with according to individual circumstances and in line with the behaviour policy. Sanctions will be applied fairly and in accordance with the departmental and whole school behaviour policy. If students show repeated patterns of behaviour, this will be described and defined as an escalation of previous behaviour.

The school is able to show judgement on any of the below (or alternative) situations. The school reserves the right to apply the behaviour policy fairly and appropriately. The professional opinion of the staff member applies in all circumstances. By sending their child to Park House English School, parents are agreeing to the contents of the behaviour policy by default.

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C1s: These incidents can be sanctioned by the classroom teacher or form tutor and include, but not limited to:

- Late to lesson
- Untucked shirt
- Excessive make-up
- Excessive jewelry
- Silly/immature behaviour
- Incorrect uniform (including shoes and Inappropriate skirt length and wearing PE kit on the wrong day)
- Chewing gum
- Using a personal electronic device (without permission, resulting in confiscation)*
- Not following teacher instructions
- Disruption to lessons

Sanctions could include:

- Verbal reprimand
- Formal warning – C1 in planner
- Short cooling off period outside the classroom (maximum 5 minutes)
- Moving seat
- Phone call or email home
- Student can be escorted to a safe space and supervised by a member of staff

* NB. Please refer to the Device and Acceptable Use Policy for incidents involving personal devices.

C2s: These incidents can be sanctioned by the classroom teacher or form tutor and include, but not limited to:

- 3 or more C1's in student planner
- Loitering in the toilet
- Rude behaviour
- Persistent lateness to lesson
- Silly/immature behaviour (Repeated)
- Offensive language (swearing, inappropriate terminology, inappropriate slang)
- Homework issue (Repeated/Continued issue)
- Lack of equipment (stationary, books)
- Lack of work in a lesson
- Using the bathroom without a toilet pass during lessons
- Use personal device without permission (repeated)
- Any escalation of C1 should be given and recorded in the planner or on Engage as a C2.

N.B. An escalation is defined as; *The cycle or repeated stages in which conflict and/or undesirable behaviour worsens and becomes more intense, serious, and potentially dangerous.*

A C2 sanction is a 15-minute detention during break 1 on a Wednesday with the member of staff on duty. All detentions should be recorded in the students' planner and recorded on Engage and on the Whole School detention spreadsheet on the Lion's Roar.



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C3s:

These incidents must be recorded on Engage and passed to the relevant **HoD**. Unacceptable behaviour in this category includes, but not limited to:

- 3 or more C2's in a half term
- Misuse of ICT / Internet / Devices
- Offensive language, as per C2 (Repeated)
- Plagiarism
- Cheating in a test
- Defiance
- Reported incidents of hostile social media comments to members of the school community by members of the school community.
- Any escalation of previous consequences

N.B. Defiance definition- A verbal or non-verbal refusal to immediately comply with a reasonable request from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action. Example: Student asked to remove jewellery by a member of staff. The student refuses, this would be described and classed as defiance.

A C3 sanction is a 20-minute detention with the Head of Department or PL during break 2 on Thursday. All detentions should be recorded in the students' planner and recorded on Engage and on the Whole School detention spreadsheet on the Lion's Roar.

C4s:

Serious incidents are dealt with by the Key Stage Leader and / or the SLT. These include, but not limited to:

- 3 or more C3's in a half term
- Out of bounds
- Intimidation (Either threatening language or through digital communication)
- Theft
- Missing a detention
- Selling contraband
- Bringing the school into disrepute (Please see below)
- Truancy (Lesson)
- Any escalation of previous consequences

N.B. Bringing the school into disrepute definition- The school loses its good reputation, because it is connected with activities that the school does not approve of. For example, if a student is wearing the school uniform they are considered a representation of the school itself and any anti-social behaviour, whether inside or outside of school, will be sanctioned in line with the behavior policy.

A C4 sanction is a 30-minute after school detention with a member of the SLT on Thursday after school. Contact will be made with the student's parents/guardians to arrange alternative pick up arrangements.

All detentions should be recorded in the students' planner and recorded on Engage and on the Whole School detention spreadsheet on the Lion's Roar.

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C5:

These incidents are dealt with by Progress Leaders and SLT. They include, but are not limited to:

- Fighting / Assault / Inappropriate contact
- Alcohol / Drugs / Smoking / Vaping related incidents
- Offensive weapons related incidents
- Violent behaviour towards students(s)
- Violent behaviour towards staff
- Vandalism towards school property or students' property
- Truancy (School)
- Racism (including any use of language deemed to be racially inappropriate)
- Bullying (see bullying policy) (see below for definition)
- Behaviour that is offensive to Qatari culture
- Use of discriminatory or prejudicial or derogatory language
- Any escalation of the above consequences

A C5 sanction starts an Internal Exclusion and can rise to Expulsion depending on the severity of the situation. Parents will be notified if a student commits any of the above offences or an escalation of previous offences.

N.B. In cases such as *fighting*, both students will be sanctioned equally, *regardless of who started the fight*. If a student assaults another student, that student should immediately withdraw themselves from the incident and inform the closest member of staff. Retaliation should not be pursued and will result in the student being punished in a similar fashion to the 'aggressor'.

EXCLUSION CLAUSES

The SLT have the right to issue an internal isolation or a fixed term exclusion. The Principal and the Head of Secondary can decide on a permanent exclusion to any student where it is deemed to be an appropriate response to conduct, either in or out of school.

The school aims to keep exclusions to a minimum and when issued they are in line with behaviour policy. However, it is our belief that exclusions are not necessarily a consequence for an action. Therefore, excluded students will always face a consequence on their return to school. This consequence is a day in isolation which provides our students with the opportunity to re-integrate back into the school, and where appropriate to receive any additional interventions that may be deemed necessary.

The school has a separate exclusions policy. Consideration of an individual's needs and the circumstances of the misdemeanour itself are considered. Consideration of an individual's race, gender, religion and culture, Special Educational Need and disability are balanced against the impact of the misdemeanour on the school population as a whole.

Senior staff have the authority to ask a student to consent to a bag search for any item prohibited by the school – this includes the files of an electronic device and deleted files if they think it is appropriate.

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INTERNAL EXCLUSION

Internal exclusions are at the discretion of the school and do not qualify as formal exclusions. Internal exclusions do not qualify as an external exclusion because they do not impact on a pupil's education by removing them from school premises.

Internal Exclusion serves as a serious sanction directly below a Fixed Term External Exclusion but above minor sanctions such as detention. Internal Exclusion is used to prevent students from engaging with the school community and reflect on their behaviour to ensure it is not repeated but without this impacting on their academic learning.

Internal Exclusions are imposed for serious and/or persistent breaches of the Behaviour Policy of Park House English School. Patterns of behaviour will also be considered. Although decisions to internally exclude a pupil will depend on the individual circumstances, examples of breaches of conduct that may result in, but not limited to, internal exclusion are:

- Physical violence/inciting physical violence/Intimidatory behaviour
- Bullying
- Verbal abuse that is prejudiced (e.g. prejudicial, derogatory or sexist) and/or foul mouthed in nature
- Verbal and/or physical abuse of staff
- Truancy

There is no statutory maximum period for internal exclusion. Internal exclusion is a less serious sanction than external exclusion. In most cases a period of internal exclusion will last between 1 to 2 days.

Park House English School never puts internally excluded students into isolation; internally excluded students are always supervised. At the heart of our policy is the aim to modify students' behaviour to enable them to make the maximum progress in school. An internal exclusion enables students to continue learning, prevent a reoccurrence of the offending behaviour and to ensure reintegration when the period of internal exclusion is over.

After an internal exclusion, we will work with students to carry out restorative work. This strategy is dependent on the cooperation of all parties involved in an incident/situation and will usually be used when one person has done something to upset or harm another. It can be helpful for the offender to redress the harm they have done and learn from the mistake. It can also provide closure to those who have been harmed.

Parents/guardians will be informed of the duration of and reasons for an internal exclusion. They will be contacted by the relevant PL/AHM on the day that a decision to internally exclude is made; and will receive an email outlining the reasons. Parents/guardians can be invited into school for a meeting to discuss the internal exclusion with the relevant PL/AHM.

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FIXED TERM EXTERNAL EXCLUSION

The length of a fixed-term exclusion will be set out by the school at the start of the exclusion period in a written document that is provided.

A fixed-term exclusion may result from a serious breach of the Behaviour Policy. It may be that a first offence or persistent disruptive behaviour that requires a tougher sanction does not warrant permanent exclusion. The student will be provided with work to complete via an online learning platform (Microsoft Teams).

There is no statutory maximum period for external exclusion. In **most cases** the period of external exclusion will last between 1 to 5 days.

Examples of breaches of conduct that may result in, but not limited to, fixed term exclusion are:

- Assault/Fighting
- Bullying
- Racism (including any use of language deemed to be racially inappropriate)
- Verbal and/or physical abuse of staff
- Truancy
- Vandalism towards school property or students' property
- Behaviour that is offensive to Qatari culture

READMISSION MEETING (including signing of a readmission document)

Following a fixed-term exclusion, a readmission meeting will be held involving the student, parents, a member of the Senior Leadership Team and other staff where appropriate. The purpose of this meeting is to formally readmit the student subject to assurances of their future good conduct, to consider any wider concerns, for example in relation to attendance or academic progress or pastoral concerns, and to discuss any support which may be required to help the student's reintegration or to sustain improved behaviour.

Parents will be provided a readmission letter detailing the conditions of the student's readmission to school. We ask that the parents and the student sign this letter to acknowledge the discussion and content of the meeting.

Please note, attendance at the readmission meeting is taken as acceptance of the of the terms of the readmission letter. We ask parent(s)/guardian(s) and the student to sign the readmission letter to acknowledge the content and purpose of the meeting, rather than an agreement of terms. However, if the parent(s)/guardian(s) do not attend the meeting or refuse to sign the readmission letter this will be noted. The contents and expectations of the letter will still be valid even without a signature from the parent/guardian.

REPEATED EXTERNAL EXCLUSION (including signing of a readmission document)

The length of a fixed-term exclusion will be set out by the school at the start of the exclusion period. The school will then reference the previous readmission document, that was signed and/or a copy was provided to the parents (either physical copy or via the email address held on file), to discuss the escalation process and the reason for a further exclusion. This will be clearly highlighted in a letter which will be provided via the email on file and a physical copy will also be provided if the parent attends the school.

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The repeated fixed-term exclusion would have resulted in a further serious breach of the Behaviour Policy. The reasoning will be due to persistent disruptive behaviour that requires a tougher sanction but does not yet warrant permanent exclusion. The student will be provided with work to complete via an online learning platform (Microsoft Teams) during their exclusion.

There is no statutory maximum period for repeated external exclusion. In **most cases** the period of external exclusion will last between 2 to 7 days.

If a pupil is excluded three times in one academic year, this will trigger a meeting with the Principal, Head of Secondary, the PL for the student and the AHM of the Key Stage to discuss circumstances of the exclusion and whether the student should be permanently excluded, or the parents should be instructed to find a new school for their child.

N.B. The school reserves the right to ask parents or guardians to seek an alternative school for their child. If the school believe that the child cannot be reintegrated into school, without detriment to fellow students, this will be provided in writing to the parents/guardians and to the Ministry of Education.

EXPULSION

A student may be permanently excluded from Park House English School. This should be considered as a last resort. Where all other measures have been implemented without success. Expulsion can occur if there is a contravention of the readmission letter between the school and parents/guardians. However, the Principal can exclude a student with immediate effect if this is deemed necessary.

A fixed-term exclusion can also be escalated into a permanent exclusion by the Principal, if the circumstances warrant it. In this case, parents/guardians will be notified in writing with an explanation of why the change has occurred.

The Principal may expel a student from the school if, whilst attending school, travelling to and from school or engaging in any school-related activity away from school (including when travelling to or from that activity), the student:

- Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or well-being of any person
- Causes significant damage to or destruction of property
- Commits or attempts to commit or is knowingly involved in the theft of property
- Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or well-being of any person
- Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age, gender, race, impairment, physical features, political belief or religious belief
- Consistently behaves in an unproductive manner that interferes with the well-being, safety or educational opportunities of any other student
- The student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programmes, expulsion is the only available mechanism.



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At the Park House English School, students and families involved in expulsion procedures are provided with all necessary support, including but not limited to, wellbeing and career transition care throughout the process. Where all other measures have been implemented without success and a student is expelled from the Park House English School, the student and family will be provided with assistance to move to a more appropriate education/training setting. It is the responsibility of the parent(s) to find alternative educational provision.

An expelled student will be unenrolled from Park House English School and will not be allowed to re-enroll without the permission of the Principal. A decision to expel a student may only be made after consultation with the Principal.

Sanctions available include (please see appendix iii for more details):

- Inclusion meeting
- Internal exclusion/suspension
- Fixed term external exclusion/suspension
- Permanent exclusion
- Police involvement

Key Stage 5 Common Room Behaviour

Please see the Appendix for a guide on sanctions available specific to behaviour in the Sixth Form Common Room.

Using the 'OnCall' System

If a member of staff requires assistance with an incident or if a student is missing from your lesson and you are concerned about them, you can raise an alarm call using your email.

Staff should send an email to oncall@parkhouseschool.com (this may need to be searched in contacts initially) stating the student's **full name, class and teaching room**. This will alert the necessary staff (Oncall member of staff / admin / School Nurses / PLs / SLT that there is an incident.

Usually, if a student is over 5 minutes late and other students cannot provide information upon their whereabouts, that would be classed as a missing student. Staff should not activate 'Oncall' for missing students before the 5 minute cut off period unless there is a serious concern.

'On-call' should only be activated as a last resort or in case of an emergency. Where possible, departments are encouraged to deal with behaviour incidents within the department.

POSITIVE REINFORCEMENT

Verbal Praise

Students are praised regularly during lessons to foster good relationships between staff and students, and to focus on building self-esteem and confidence.

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Rewards for Perseverance, Resilience, Independence, Dedication & Excellence (PRIDE)

Students should be rewarded during lessons, or during the school day, based on the key principles of **PRIDE**. The rewards could take the form of **Postcards**, **House points**, **Emails of praise** or **School trips (PHES)**.

House Points

Students are awarded house points (in accordance with the system above). Staff record the house points on Engage and form tutors monitor their tutees' progress. Form tutors are responsible for keeping track of house points and entering them on the relevant Key Stage spreadsheet.

Celebrations and Awards or PRIDE Assemblies

Special commendations are awarded termly to students for outstanding effort and achievement, for excellent attendance and punctuality, for success in examinations, for sporting endeavours, services to the school, supporting fellow students or for any other outstanding achievements throughout the year.

Tutors should encourage students to inform the school of their participation and achievements in activities out of school so that we can celebrate their success in school also.

Awards Ceremony

This is held in the last week of the academic year. Subject awards are presented to the most outstanding student in KS3, KS4 and KS5.

Student of the Year

This award is to be presented to the best all-round student in terms of effort, attitude, behaviour and achievement.

PARK HOUSE ENGLISH SCHOOL (PHES) REWARDS: **THE SECONDARY SCHOOL HOUSE SYSTEM**

Aim

To increase school spirit through participation in organised activities.

How the system works:

1. All students in the secondary school will belong to one of four houses – **Panthers** (Blue), **Tigers** (Red), **Leopards** (Yellow) or **Jaguars** (Green)
2. Each house will have a house leader who will be a member of staff. All other members of teaching staff will be assigned to a house
3. Each house will have a student leadership team with roles of responsibility to be decided by the head of house. House captains are elected at the beginning of Term 1 and will continue throughout the full academic year
5. Throughout the year, a series of challenges will be set for the houses by various members of staff and points will be awarded to the teams accordingly
6. Individual House points will also contribute to house totals and students will be recognised in PRIDE award assemblies



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The House trophy will be presented to the House with the most house points.

EVALUATION

This policy has been reviewed and updated by the SLT in June 2023.

APPENDICES

PRIDE – Key principles of the school's ethos & PHES Rewards details

- i) Consequences Ladder
- ii) Sanctions Ladder
- iii) Expectations of Students, Staff & Parents
- iv) Agreement to be signed by parents
- v) Detention policy
- vi) Warnings
- vii) Behaviour Policy Offences