



# Behaviour Policy

## Academic year 2022-2023

Policy Number:	01
Review Date:	01/ 08/ 2022
Written By:	SLT & MLT
Approved by:	School Principal
Next Review:	June 2023

**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:** Spectra Global School helps individuals to become life-long learners with STEPS. We provide S-STIMULATING environment for learning.

**T-TRANSPARENT** vision helps us to communicate easily.

**E-EMPATHY-** towards others helps us to learn life skills lessons and values of the country that we are growing.

**P- PROGRESS** to achieve and attain better.

**S-SUSTAIN** with what we do and maximize it.

This policy has been written to ensure that we provide a Stimulating environment for our students and adults with transparency. To Sustain, we need to be progressive and attain what we are capable of and ensure that we remain human and empathetic with one another.

All staff shall work together to improve the quality of behaviour in our school. Children will be encouraged and praised for good behaviour rather than being reprimanded for bad behaviour.

### **Basic Values for Positive Behaviour:**

- Kindness and compassion
- Respecting others
- Honesty
- Responsibility
- Empathy
- Cooperation
- Unity
- Fairness

### **Concepts and Terms:**

1. Behaviour: 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 behaviour: It is a desirable behaviour that has a positive impact in the school environment and is derived from the values, customs, and traditions of society.
3. Negative behaviour: It is undesirable behaviour 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, administrative staff and educational staff can each fulfil their roles.
2. Promoting positive behaviour among students and contributing to reducing the occurrence of behavioural problems or outbreaks of negative behaviour on the campus.

3. Providing teachers and all school staff with clear guidance on how to deal with poor student behaviour and ensuring that no forms of psychological or physical abuse occur.
4. Ensuring that all students and parents fully aware of all school rules and regulations and understand the importance of adherence to them.
5. Supporting and guiding students to make good choices and display positive behaviour at all times.
6. Developing and instilling values of mutual respect among students, parents, teachers, and the wider community.
7. Considering the morals and values of society and adhering to them and maintain them, as well as considering the nations culture, its customs, traditions and enable students to follow them and practice them properly.
8. Promoting loyalty and belonging to the community.

### **RIGHTS AND RESPONSIBILITIES:**

#### **Rights of Pupils Responsibilities of Pupils:**

- To know what is expected of them.
- To be able to learn without threat.
- To feel safe.
- To be treated fairly, with respect.
- To ask for help if necessary.
- To listen to others.
- To treat others fairly.
- To follow directions from staff.

#### **Rights of Staff Responsibilities of Staff:**

- To be able to teach/work.
- To be treated with respect.
- To be supported by parents.
- To make a safe learning environment.
- To treat pupils with respect.
- To communicate regularly with parents.
- Remind children of their responsibility to follow rules and instructions.
- Teachers are responsible for maintaining good behaviour in class and during their duties.

#### **Rights of Parents Responsibilities of Parents:**

- To know the characteristics of the educational environment, curricula, and outputs of the school.
- To know that their children are safe.
- To be treated with respect.
- To be able to share concerns.
- To get children to school on time.

- To treat people with respect.
- To tell teachers if their child is upset.
- To talk to their children about what they do at school.
- To collect on time.
- To know all the school policies and focus on the rights and duties of the student/parents. And providing us with correct, official, and health documents about their children.
- Providing their children with basic needs (health, food, physical, attention to appearance, school stationery).
- Assuming their responsibilities towards their children in the event of non-response and cooperation with the school, which results in depriving their children of school services temporarily or permanently based on the regulations in force in the school and Ministry of Education policy.

### **Responsibilities of the school management:**

The school has adopted the principles of Positive Behaviour Management to manage behaviour in school.

We will:

- Actively teach good behaviour.
- Ensure that every child is successful.
- Have a clear framework for behaviour, realistic goals, and high expectations.
- Communicate the framework clearly to all concerned.
- Involve pupils in understanding rewards and sanctions.
- Help pupils understand good behaviour by providing good role models.
- Recognise and celebrate good behaviour.
- Promote self-discipline by increasing awareness of the link between actions and consequences, and personal responsibility for behaviour.
- Work in partnership with parents.
- Not accept negative behaviour but accept the person.
- Ensure that all our efforts are directed to preparing the pupils to be good citizens of the world.
- The school should clarify to stakeholders the transparency of its systems, regulations, and controls, and follow up on the behaviour of students.
- The school shall establish a clear and visible behaviour evaluation system for students and parents, in a way that guarantees the rights of all.
- Developing individual intervention plans for behavioural cases and following up on their implementation at once, by cooperating with parents to ensure their success.
- Investing in the potential of students through scientific methods to reduce behavioural problems, predict behavioural problems, and attempt to treat them at once.
- Preparing therapeutic programs for students with behavioural problems, in addition to helping them to overcome and reduce undesirable behaviours and promote their behaviour 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.
- Benefiting from civil society institutions to participate in the study of appropriate methods to prevent behavioural 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.
- The school is committed to include the rules of assessment of student's behaviour with the policies of the school and provide it to the parent.
- Documenting student's behavioural issues and parents' complaints during the school year and solving them.
- Awareness the students about positive behaviour and promoting it, negative behaviour, and the consequences of punishment, and dealing with students well, considering the effects of their circumstances (family - social - economic - and psychological conditions).

**Good behaviour management is:**

- Being effective – having a positive attitude.
- Accepting responsibility for doing your job.
- Being in control – not tolerating misbehaviour.
- Speaking clearly with firm directions that are not hostile.
- Interruptions during teaching should be kept to an absolute minimum.

**STRATEGIES:**

**1. Class Rules:**

Children should be involved in the process of deciding their class rules to give ownership. The classroom rules must be on display. Classroom rules must be positive and will cover areas such as:

- We are gentle.
- We are kind.
- We listen.
- We are honest.
- We work hard.
- We are one team.
- We look after property.
- We are responsible.
- We maintain the classroom environment.

## 2. Playground/Gym Rules:

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules?

## 3. Traffic Lights:

Every child starts their day on a positive note with their name on the green traffic light. Children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a Dojo Point.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then they should be moved to the yellow light. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on the yellow light and they have to be told again of inappropriate behaviour, then there are consequences. A yellow light would equate, for example, to 5 minutes off playtime (mainly for Level 1 and 2 behaviours- see Behaviour policy and table below).

Sometimes, just the warning of moving a child on to the red light is enough to encourage them to behave appropriately. However, if necessary, the child will be moved to the red light. Persistent Level 2/ level 3 behaviour (see table below) would equate to a red light which would then have a consequence of loss of playtime of lunchtime. Persistent Level 3 or Level 4 behaviour could result in a temporary/ permanent exclusion. A child who has received three red warnings in a half term would be a cause for concern, and parents would be notified.

Teachers and responsible staff respond to inappropriate behaviour using the traffic light system. The table below gives examples of some kinds of behaviour which are levelled according to 'severity' (taken from the School's Behaviour Policy).

Level 1	Range of Possible Sanctions
<ul style="list-style-type: none"><li>•Out of seat.</li><li>•Rocking on seat, slouching.</li><li>•Calling out.</li><li>•Not listening/ paying attention.</li><li>•Pushing, shoving in line.</li><li>•Running indoors.</li><li>•In wrong place.</li><li>•Not working.</li><li>•Not clearing up.</li><li>•Non- Uniform.</li></ul>	<ul style="list-style-type: none"><li>•Informal gesture: eye contact, frown, gesture.</li><li>•Moving the child to a different seat.</li><li>•A private reminder about the behaviour we wish to see- inviting them to make the right choice.</li><li>•Repetition of task/ completion of work in own time.</li></ul>

<b>Persistent Level 1 &amp; Level 2</b>	<b>Range of Possible Sanctions</b>
<ul style="list-style-type: none"> <li>•Distracts others.</li> <li>•Throws small objects to distract – not to hurt.</li> <li>•Inappropriate physical contact, e.g., poking, flicking, pulling hair.</li> <li>•Complains or mutters. disruptively/persistently.</li> <li>•Talking at an inappropriate time or asking inappropriate questions to disrupt.</li> <li>•Hides work or resources</li> <li>•Interferes with other’s property.</li> <li>•Minor deliberate damage (pencils).</li> <li>•Leaves the room without permission.</li> <li>•Lies (older pupils).</li> <li>•Telling lies to get others into trouble.</li> <li>•Persistent rough play.</li> </ul>	<ul style="list-style-type: none"> <li>•5 minutes off playtime or lunch time.</li> <li>•Sent to head teacher/students counsellor.</li> <li>•Missing whole/ part of a breaktime or lunchtime.</li> <li>•Write letter of apology.</li> </ul>
<b>Persistent Level 2 &amp; Level 3</b>	<b>Range of Possible Sanctions</b>
<ul style="list-style-type: none"> <li>•Encourages others to misbehave.</li> <li>•Uses obscene words to offend.</li> <li>•Causes hurt intentionally.</li> <li>•Verbal abuse of adults.</li> <li>•Answering back or constantly questioning adults decision or request.</li> <li>•Refuses to obey instruction.</li> <li>•Destroys own work.</li> <li>•Destroys others’ work.</li> <li>•Insulting, name calling including racist language.</li> <li>•Damage to property or equipment (including play equipment).</li> <li>•Threatens violence.</li> <li>•Bullying.</li> <li>•stealing.</li> </ul>	<ul style="list-style-type: none"> <li>•Parents informed- meeting with Class teacher to discuss</li> <li>•Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in.</li> <li>•Sent to students counsellor office- recorded in Behaviour Book/</li> <li>•Student put on behaviour report card for a period.</li> <li>•Loss of whole of Playtime or Lunchtime.</li> <li>•Follow up letter sent home to parents.</li> <li>•Child uses ‘time’ to try to make amends e.g., repairing property; re-doing work; apology</li> <li>• Exclusion from fun time (Trips, free time, etc.)</li> </ul>

Persistent Level 3 & Level 4	Range of Possible Sanctions
<ul style="list-style-type: none"> <li>• Physical or violent assault causing injury, or persistent violent behaviour</li> <li>• assault.</li> <li>• Serious damage to property (e.g., vandalism).</li> <li>• Carrying a weapon with the intention to wound (e.g., scissors).</li> <li>• Persistent Bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parents/and students counsellor and Vice-principle with follow up letter home</li> <li>• Lunchtime exclusion.</li> <li>• Exclusion from fun time.</li> <li>• Internal detention (if needed) decides SLT &amp; students counsellor.</li> </ul>

**Rewards:**

- Dojo Points.
- Keeping the student's name in blue as a higher reward.
- Certificates (Star of the week, Best behaviour class, Best reader, Best hand writing, Best project, etc).
- Notes to parents.
- Report to Headteacher who will give reward sticker.
- Weekly celebration assembly.

Every teacher must explain the rules to the children and the rewards and the consequences. Rules, rewards, and consequences must be written clearly displayed in: CLASSROOMS CORRIDORS, GYM, and PLAYGROUNDS. This should be shared with all staff and parents.

Use of equipment or tools in school Curriculum activities requiring use of equipment or tools come with a set of directions that are set out carefully at the beginning of the year. Children need to be reminded regularly and praised immediately for correct use and given merits that lead to rewards.

### **Starting the year:**

- The year should start with a week of establishing expectations of behaviour for all children.
- All members of the class community must be shown how to access all the equipment needed to start work without fuss.
- Class teachers should establish good systems and structures to encourage good behaviours for learning.
- Assemblies at the beginning to the year should reflect the work going on in classes to reinforce the expectations of good behaviour.
- Children should know how they should treat members of staff and all staff should be responsible for behaviour in the school at anytime, anywhere.
- All staff should be patient with children, so that they can sort out problems.
- All activities should be introduced with clear directions that all the students in the classroom will hear and understand.

### **Informing Parents:**

Parents need to be informed of behaviour concerns at the earliest opportunity.

Teachers need to: -

- Share concerns.
- Share solutions with the parent.
- Tell the parent that you will keep them informed.
- Contact parents frequently via Class Dojo, teams, and the school phone.
- Keep the meeting as positive as possible, if necessary, set up weekly meetings with class teacher and social worker.

## **BULLYING:**

Bullying will not be tolerated at our School. Parents should contact the school if they have any worries about any possible bullying of their child. The school will outline action to be taken if any bullying is reported.

Bullying is the systematic targeting of a child by one or several children. It is often secretive and indictable. Responsible staff and school social worker should treat any assertion by parents that a child is being bullied seriously but should also be aware that children sometimes want to stay at home for family reasons and use bullying as an excuse.

### **Strategies for dealing with Bullying:**

- Staff should investigate any concerns regarding bullying thoroughly.
- Staff to ensure details are clear when bringing any serious concerns to students counsellor and SLT.
- Staff can help pupils to find strategies for dealing with these feelings and for avoiding the circumstances that lead to the problem.
- School values and PSHE can be used to help the whole class to manage their feelings.
- Students counsellor will listen to students when they tell us there is a problem and help the students to sort the problems out.

The ordinary vigorous play and give and take that children experience is NOT BULLYING. Students should be taught how to manage social interaction and avoid confrontation through example, discussion, drama, circle time, assemblies, and social worker awareness sessions.

### **Record Keeping**

Teachers will keep records of any incidents on the Incident Record Form and refer all the incident to the students counsellor. The school students counsellor will keep a record of all actions taken and transfer any recorded incidents to the child's personal file. Whenever students are experiencing difficulties managing their own behaviour or with their learning, the school social worker will seek to support them.

### **Policy development process:**

In-service training is planned regularly to keep employees updated. All staff use a positive behaviour approach that supports the school's policy on behaviour. This policy should be viewed in conjunction with the other policies.