



Behaviour Policy

Academic Year 2023-2024

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Written By:	SLT & MLT
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Approved by Management Representative:	
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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.

Rational

This policy has been written to ensure that we provide a stimulating and nurturing 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.

Concepts and Terms:

1. Behaviour: All statements and actions of the student, whether physical, verbal or through gesture, during his or her interaction with anyone at school and any part of the school environment.
2. Positive behaviour: It is a desirable behaviour that has a positive impact on the school environment and is derived from school values, Qatar values and Islamic values and culture.
3. Negative behaviour: It is undesirable behaviour that disrupts the school environment and is against school values, Qatar values and Islamic values and culture.

Roles and Responsibilities

Senior Leadership Team:

- Have a clear policy for behaviour with realistic goals, high expectations, levels of severity and clear sanctions
- Communicate the framework clearly to all concerned.
- To ensure that it is fully implemented within the school
- Ensure a clear and visible behaviour evaluation system for students is in place
- Reinforce methods of mutual dialogue between students and school staff and strengthening the spirit of communication and mutual respect
- Take necessary action in the case of a students' non-compliance with school rules as per the school policy
- Work cooperatively with parents to resolve behaviour issues and concerns and investigate thoroughly
- Support the Social Worker, Middle Leaders, teachers and support staff when necessary
- Continuously monitor behaviour and behaviour management within the school
- Encourage and celebrate good behaviour

Social Worker:

- Work in partnership with parents
- Promote self-discipline by increasing awareness of the link between actions and consequences and personal responsibility for behaviour
- Review teacher referrals and develop individual intervention plans for behavioural cases.
- Follow up on their implementation, by coordinating with students, staff and parents to ensure their success
- Prepare intervention programs for students with behavioural problems, in addition to helping them to overcome and reduce undesirable behaviours and promote their behaviour with positive alternatives.
- Keep accurate records of all intervention work, incident investigations and meetings
- Keep up to date with positive behaviour management methods and strategies and ways to deal with negative behaviour

Middle Leadership Team:

- Ensure that the policy is implemented effectively within their school section
- Act as good role models for positive behaviour to their team or department

Teachers:

- Deal with low level behavioural incidents
- Communicate effectively with parents when necessary
- Log low level disruptions on TEAMS
- Refer more serious concerns or continuous disruption to the Social Worker. A referral form or incident report must be completed
- Actively teach good behaviour.
- Model positive behaviour at all times
- Involve pupils in understanding rewards and sanctions.
- Recognise and celebrate good behaviour.
- Differentiate negative behaviour from the individual
- Ensure that students are prepared to be good citizens of the world.

Our Commitment

1. Provide a safe school environment free from violence and everything that hinders the educational process in achieving its goals, so that students and all staff can fulfil their roles.
2. Promote positive behaviour among students and contributing to reducing the occurrence of behavioural problems or outbreaks of negative behaviour on the campus.

3. Provide 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. Ensure that all students and parents are fully aware of all school rules and regulations and understand the importance of adherence to them.
5. Support and guiding students to make good choices and display positive behaviour at all times.
6. Develop and instil values of mutual respect among students, parents, teachers, and the wider community.
7. Consider 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. Promote loyalty and belonging to the community.

Our School Values

Our school values are at the heart of our positive behaviour approach.

- Responsibility
- Pride
- Tolerance
- Unity
- Respect
- Appreciation
- Empathy
- Generosity
- Resilience

Code of Ethics

Spectra Global School follows the Code of Ethics set out by the Ministry of Education & Higher education (MoEHE). School Stakeholders have the following Ethical responsibilities:

Students Ethical Responsibilities:

- Adhere to positive behaviours and deal with everyone in a kind and respectful manner
- Comply with school's rules and regulations
- Interact positively with other classmates during school time.
- Preserve school property and facilities

School Staffs' Ethical Responsibilities:

- Respect students without any discrimination
- Follow a consistent principle when dealing with all students
- Prepare students to become leaders and productive in their society
- Promote mutual respect between them and the students
- Build a close relationship between them and their students, accept their inquiries with open arms, allow dialogue and discussion, and express their opinion carefully and politely
- Consider individual differences and provide care and support for students' needs
- Refrain from any form of abuse by using obscene words or any physical assault
- Preserve parents' privacy and confidentiality of information
- Ensure that students are protected from any factors that may expose them to deviant behaviour.

Parents' Ethical Responsibilities:

- Spread awareness amongst their children on the importance of education and respect those in charge of the educational process.
- Show positive manner and behaviour and deal respectfully with other school staff.
- Wear a decent and appropriate outfit while visiting the school.
- Never abuse your position or your social status to influence school's decisions.

Behaviour Management Expectations in our School

It is essential that all staff apply a consistent approach when dealing with behaviour and behaviour management. We expect all staff to:

- Promote positive behaviour management and have a positive attitude
- Take time to establish positive relationships with all students in the class
- Focusing on acknowledging and reinforcing positive behaviour within the classroom
- Accepting responsibility for behaviour management issues
- Setting out clear expectations for behaviour (in line with the policy) and treating ALL students equally (including girls and boys)
- Speaking clearly with firm directions that are not hostile.
- NEVER physically striking a student
- NEVER sending a student to stand alone in the corridor

Our School Rules

To ensure consistency across the school and between all teachers and departments the following school rules apply. These MUST be on display across the school. It is the responsibility of all teachers – class, specialist and Arabic, to ensure that the rules are shared with the students and regularly revisited.

Class Rules:

1. Listen carefully to everyone.
2. Respect others when they are working.
3. Be kind with your words and actions.
4. Take turn and put your hand up.
5. Use your inside voice.
6. Keep your hands and feet to yourself.
7. Keep our classroom clean and tidy.
8. Take a pass when you leave the class!

Playground Rules:

1. Respect school and personal property
2. Play safely and look after each other.
3. Take turns and share equipment.
4. Be friendly to everyone.
5. Keep your hands and feet to yourself.
6. Take a pass to go inside.
7. Put rubbish in the bin and put all equipment away.
8. Line up when the whistle goes

Corridor Rules:

1. Walk sensibly
2. Smile and say hello to everyone you pass.
3. Be a helping hand
4. Stay in a line and wait your turn.

Start of the Academic Year

At the start of the academic year, 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 all classrooms, specialist rooms, corridors and the playground.

Some specialist rooms, such as the nurses room, swimming pool, science lab and art room have their own specific rules in addition to the classroom rules to ensure the health and safety of all stakeholders.

The following actions and activities must take place at the beginning of the academic year:

- The year should start with a week of establishing behaviour expectations for all children. This action must be repeated regularly throughout the year
- Class teachers should establish good systems and routines to encourage good behaviours for learning.
- Building relationships with students takes time, but is time well spent and must happen with all groups of students that you teach
- Assemblies at the beginning to the year should reflect the work going on in classes to reinforce the expectations of good behaviour.
- All staff are responsible for behaviour in the school at any time. This includes the corridors and playground, even if it is not your class
- All activities should be introduced with clear directions that all the students in the classroom understand.

Strategies for Dealing with Behaviour

Class Dojo

Class Dojo is used as a positive behaviour management strategy tool across the whole school. No negative points are given. Students can gather Dojo points for both academic effort and achievement as well as being awarded points related to the school values, which are set across the school as follows:

Responsibility	Excellent Effort
Pride	Outstanding Work
Tolerance	Good Listening
Unity	Interesting ideas
Respect	Great questioning
Appreciation	Tremendous Teamwork
Empathy	Super Creativity
Generosity	Awesome Independence
Resilience	Terrific behaviour
	A Helping Hand

At the end of each month, the student with the top score is invited for breakfast with the Principal. The class that has collectively collected the most points for the Value of the Month is rewarded with a movie afternoon.

As the next month begins, points are re-set to zero. The points collected are transferred to the school House Point system, where the house that collects the most points each term is rewarded with a party.

Other forms of positive reinforcement include:

- Star of the Week
- Stickers
- Positive notes to parents
- Stickers from the Principal/Vice Principal
- Small gestures, such as well done
- A high five
- Take 'the class pet' home for the weekend

*Please refer to the Class Dojo Policy for further details on Class Dojo usage.

The Traffic Light System

The following consistent whole school approach is used with the traffic light system:

- Every child starts their day on a positive note with their name on the green traffic light.
- If they are still on green by the end of the day, the child is awarded a Dojo Point.
- If
- If a child becomes disruptive during a lesson, in the first instance the teacher should give the child a verbal reminder e.g 'if you call out again, I will be moving you to the yellow light'
- If a child does call out again, he should now be moved to yellow, and now a verbal reminder is given, e.g. 'If you call out again, I will be moving you to red and then you will miss 5 minutes from break
- If a child does it for a third time, then the name is move to the red light and the consequence must be applied
- Please refer to the table below for a list of possible sanctions to apply based on the type of behaviour
- All children who remain on green the whole day are moved to gold and awarded 5 Dojo points by the class teacher

Persistent Level 2/3 behaviour must be reported to the Social Worker using the referral form and incident form. Persistent Level 3 or Level 4 behaviour must be referred to the

Senior Leadership team (SLT). This could result in a temporary/ permanent exclusion (as outlined in the table below). A child who has received three red warnings would be a cause for concern, and parents would be notified by the Social Worker

Levels of Behaviour and Consequences

The table below gives examples of some kinds of behaviour which are levelled according to 'severity'.

<p>Level 1</p> <ul style="list-style-type: none"> •Out of seat. •Rocking on seat, slouching. •Calling out. •Not listening/ paying attention. •Pushing, shoving in line. •Running indoors. •In wrong place. •Not working. •Not clearing up. •Non- Uniform. 	<p>Range of Possible Sanctions</p> <ul style="list-style-type: none"> •Informal gesture: eye contact, frown, gesture. •Moving the child to a different seat. •A private reminder about the behaviour we wish to see- inviting them to make the right choice. •Repetition of task/ completion of work in own time.
<p>Persistent Level 1 & Level 2</p> <ul style="list-style-type: none"> •Distracts others. •Throws small objects to distract – not to hurt. •Inappropriate physical contact, e.g., poking, flicking, pulling hair. •Complains or mutters. disruptively/persistently. •Talking at an inappropriate time or asking inappropriate questions to disrupt. •Hides work or resources •Interferes with other's property. •Minor deliberate damage (pencils). •Leaves the room without permission. •Lies (older pupils). •Telling lies to get others into trouble. •Persistent rough play. 	<p>Range of Possible Sanctions</p> <ul style="list-style-type: none"> •5 minutes off playtime or lunch time. •Sent to head teacher/students counsellor. •Missing whole/ part of a breaktime or lunchtime. •Write letter of apology.
<p>Persistent Level 2 & Level 3</p> <ul style="list-style-type: none"> •Encourages others to misbehave. •Uses obscene words to offend. •Causes hurt intentionally. •Verbal abuse of adults. •Answering back or constantly questioning adults decision or request. •Refuses to obey instruction. •Destroys own work. •Destroys others' work. 	<p>Range of Possible Sanctions</p> <ul style="list-style-type: none"> •Parents informed- meeting with Class teacher to discuss •Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in. •Sent to students counsellor office- recorded in Behaviour Book/ •Student put on behaviour report card for a period.

<ul style="list-style-type: none"> •Insulting, name calling including racist language. •Damage to property or equipment (including play equipment). •Threatens violence. •Bullying. •stealing. 	<ul style="list-style-type: none"> •Loss of whole of Playtime or Lunchtime. •Follow up letter sent home to parents. •Child uses 'time' to try to make amends e.g., repairing property; re-doing work; apology • Exclusion from fun time (Trips, free time, etc.)
Persistent Level 3 & Level 4	Range of Possible Sanctions
<ul style="list-style-type: none"> •Physical or violent assault causing injury, or persistent violent behaviour •assault. •Serious damage to property (e.g., vandalism). •Carrying a weapon with the intention to wound (e.g., scissors). •Persistent Bullying. 	<ul style="list-style-type: none"> •Meeting with parents/and students counsellor and Vice-principle with follow up letter home •Lunchtime exclusion. • Exclusion from fun time. • Internal detention (if needed) decides SLT & students counsellor.

- ◆ Level 1 and 2 behaviour issues should be communicated to the parents via the class teacher
- ◆ Persistent Level 1 and 2 behaviour issues should be referred to the Social Worker. The Social Worker will then communicate with the parents
- ◆ Level 3 behaviour issued should be reported directly to the Social Worker using a referral form and/or incident report. The Social Worker will communicate with parents
- ◆ Persistent Level 3 and Level 4 issues should be reported to the Social Worker and SLT using a referral form and/or incident report. The Social Worker will communicate with parents. Parents will be asked to come to school for a meeting with the SLT and Social worker

Informing Parents:

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

- Share concerns
- Share solutions with the parent.
- Keep parents informed of progress and developments
- Contact parents frequently via Class Dojo, teams, and the school phone.
- Keep the meeting as positive as possible
- There should be no surprises at Parents Evenings or in End of Term Reports that parents have not previously been told about

Bullying

Bullying is the systematic targeting of a child by one or several children and is often done in secret. It can be physical, verbal or emotional. We take all accusations of bullying very seriously. If bullying is reported, the Social Worker and other responsible staff begin a thorough investigation.

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.

Strategies for dealing with Bullying:

- Staff to ensure details are clear when bringing any serious concerns to the Social Worker and SLT.
- The Social Worker (in conjunction with the SLT) should investigate any concerns regarding bullying thoroughly.
- The Social Worker can help students to find strategies for dealing with these feelings and for avoiding the circumstances that lead to the problem.
- School and Qatar Values can be used to help the whole class to manage their feelings.
- The students counsellor will listen to students when they tell them there is a problem and help the students to sort the problem 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 Social Worker 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.

*Please refer to the Bullying Policy for further details

Policy development process

Continuous professional development (CPD) opportunities relating to behaviour and behaviour malmanagement take place each year during Staff Induction Week and a range of training methods are utilised regularly to keep employees updated.

The policy is reviewed annually in conjunction with the Middle Leadership Team, who, in addition, convey their team or departments feedback related to the policy.

The policy is accessible to all staff on TEAMS. The policy is accessible to all parents on the school's website.