




Title: **Procedures for Managing Student Behaviour at
Dukhan English School**

Status: **Current**

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| Department | Prepared by | Reviewed by | Approved by |
|------------------------|---|-------------|-------------|
| QATARENERGY Schools |  | | |
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“Our vision is for our students to be high achieving, healthy and happy individuals, well prepared to take their place as global citizens and leaders of the future.

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FOREWORD

This procedural guidance has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by user departments before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section. This guideline provides support and guidance for implementation of the **Behaviour Policy**.

This document in its present form reflects, as far as possible, the current corporate requirements.

This document is subjected to periodic review to re-affirm its adequacy or to conform to any changes in the corporate requirements or to include new developments on its subject matter.

All comments/views, recommendations etc. regarding this document should be forwarded to the Head, Education Section.

1. PURPOSE

- 1.1 To clearly outline the current procedures to ensure that there is a consistent approach to behaviour management across QatarEnergy Schools and that issues such as bullying are dealt with quickly and efficiently in order to ensure students feel safe and secure.

2. SCOPE

- 2.1 This Procedure applies to QatarEnergy schools and as such includes all students regardless of age. It is acknowledged that rewards and sanctions will vary according to the age range of students, however a consistent approach to behaviour management will be shared across the schools.

3. DEFINITIONS/ABBREVIATIONS

| | |
|---------------------|--|
| QatarEnergy Schools | Dukhan English School, Mesaieed International School |
| VH | Executive Vice President Human Capital QatarEnergy |
| Senior Leaders | Members of the Senior Management |
| Head of School | Head of a QatarEnergy Primary or Secondary School |
| Staff Member | Any employee of QatarEnergy schools |
| Principal | Principal of a QatarEnergy school |
| Behaviour | The way in which students act or conduct themselves, including his/her verbal speech and/or interactions with members of both the school and local community |

4. PROCEDURES

The procedures for managing behaviour are based upon the **Behaviour policy**.

4.1.1 Managing Behaviour PROCEDURE FOR QATARENERGY SCHOOLS - 4 areas

1. Approaches
2. Expectations of students
3. Zero tolerance
4. Expectations of behaviour in regards use of ICT

4.1.2 Approaches to dealing with student behaviour

We recognise student behaviour can be both positive and negative.

All teachers have a responsibility to deal with incidences of student behaviour, both to stop and correct negative behaviour and recognise and praise positive behaviour.

All teachers have the responsibility of recording incidences of student behaviour, both positive and negative. All staff record these using ClassCharts.

The correct approach to dealing with incidences of student behaviour is set out in the Behaviour Pathway. Positive behaviour should be publicly recognised and celebrated.

Staff manage challenging behaviour and use de-escalation techniques if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. Physical restraint is used only in an emergency.

4.1.3 Expectations of students regarding behaviour

Expectations of student's behaviour is clearly set out in the Student Code of Conduct, which is shared with parents and staff annually.

We promote positive social behaviour and enable students to recognise and value positive social behaviour that helps other individuals, our community or the environment. DES seeks to ensure that students are properly recognised and rewarded for such positive social behaviour.

We encourage students to recognise and learn to avoid negative social behaviour. Negative social behaviour can cover a wide range of activity that causes harm to individuals, to the community or to the environment. Negative behaviour which results in damage to property or equipment, or which leaves community members feeling alarmed, harassed, or distressed, will be considered as anti-social behaviour and sanctioned appropriately.

Students are expected to ensure their attendance and punctuality is excellent. We define excellent as an attendance rate of 95% or above and no lateness. Attendance and punctuality are recorded, monitored, and regularly reported on. Parents are expected to fully support the student in meeting these expectations. Students failing to meet these expectations will be sanctioned as per the NB procedures. Expectations of students in regards attendance and punctuality are also set out in the Attendance Policy and Procedures.

Students are expected to care and respect both school and individual property. Any damage to property because of negligence or deliberate vandalism, within the school, will be subject to sanctions as per the Behaviour Pathway. In addition, the parents of those students responsible being liable to pay for any damages caused.

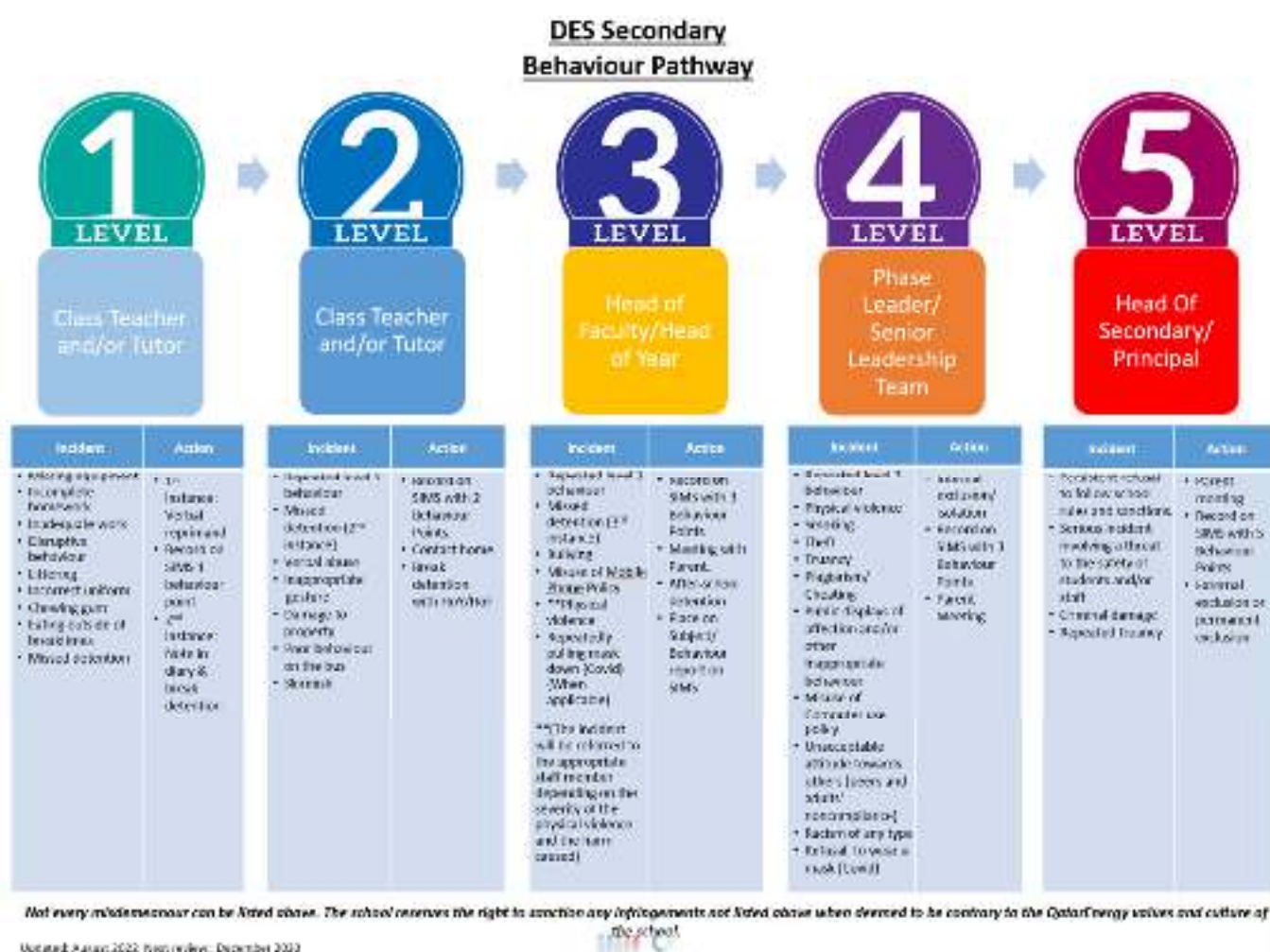
Students on school trips are ambassadors for the school and as such should ensure that the excellent reputation of the school is maintained. We have the same high expectations of behaviour for students on school trips. Students will be reminded of the expectations of positive behaviour prior to commencing any school trip. Any instances of negative behaviour that damages the reputation of the school, does not meet our expectations or endangers the trip are subject to sanctions as per the Behaviour Pathway and, in addition, removal of the privilege of participation in future trips.

In the event of an emergency, students are expected to follow the emergency procedures in a quiet and orderly fashion. Note any deliberate triggering of the fire alarm or tampering with fire prevention equipment, will result in those responsible being liable to pay for any costs incurred.

Primary Behaviour Pathway



Secondary Behaviour Pathway



4.1.4 Zero-tolerance

The school has a zero-tolerance policy to alcohol, smoking, drugs and any other offences that are of a criminal nature. Any instances of such will be regarded as very serious incidents and dealt with as per the procedures. Restorative practices will be used to help educate the student away from such behaviour. Parents will always be fully involved in addressing and correcting such behaviour. All such serious incidents will be brought to the attention of the Principal. Where a criminal act has occurred, the police will be informed.

The school has a zero-tolerance stance towards bullying and racism. We recognise that such behaviour can be the result of poor education and will, in the first instance, always seek to use restorative practices to help educate the student away from such behaviour.

The school has a zero-tolerance stance towards use of ICT for bullying/racism, towards any use of ICT that can be considered of a criminal nature, including any use of ICT to share inappropriate images. Any use of ICT that is of a criminal nature or that is deemed bullying or racism will also be treated as above.

4.1.5 Expectations of student's behaviour in use of ICT.

The school recognises that parents may wish students to have a personal mobile phone. Mobile phones must remain switched off and out of sight when in school. If a student needs to call their parents urgently, they must go to Reception to make the call. Parents should call Reception if they need to contact their child urgently. Mobile phones may, with the express permission of the teacher, be used within a lesson where their use would support and enhance the learning but not in a way that disadvantages any other students.

Expectations of student's behaviour in regard to the use of ICT are set out in the ICT usage procedure and in the zero-tolerance procedures above.

4.1.6 Monitoring and Escalation

Any serious behaviours are immediately reported to the Phase Leader and parents are informed. The Assistant Headteacher and / or Headteacher will also be informed. The sanctions will be in line with the Behaviour Pathway.