

PART B: Policies relating to Student Behaviour

STUDENT BEHAVIOUR AND DISCIPLINE POLICY	Policy Number	B 01
	Effective Date	01/09/2018
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REVISION HISTORY

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	Prepared By	HR – Admin
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B01: STUDENT BEHAVIOUR AND DISCIPLINE POLICY

The greatest day in your life and mine is when we take total responsibility for our attitudes. That's the day we truly grow up.

John C. Maxwell

1. Rationale:

This policy represents a whole school code of behaviour and discipline.

2. Aims

At Edison Global Academy , we aim to

1. motivate children and raise self esteem
2. value achievement and show appreciation of good work and behaviour
3. have high expectations with regards to behaviour and encourage pupils to take responsibility for their actions
4. provide children with a learning environment that all pupils respect, which is safe and secure, and in which we hope pupils will feel happy, comfortable and confident.
5. encourage all pupils to develop self-discipline, awareness and respect for their own needs and rights and those of others, a caring attitude for people, property and environment
6. ensure that all adults present a positive role model for children to follow and ensure a positive atmosphere for learning where every child can maximise their potential
7. stress the importance for children receiving their education in a stable and ordered environment. To this end, children are expected to be polite, helpful and hard-working

Whilst we promote self-discipline and offer pupils incentives to work hard and conduct themselves appropriately, we recognise that in certain circumstances, sanctions are considered necessary.

3. Staff expectations

All members of staff at Edison Global Academy have a very important role to play regarding behaviour and discipline at the school and adhere to the following code of practice:

1. All staff, both teaching and non-teaching must take responsibility in maintaining the ethos and discipline in school to provide consistency
2. Praise where appropriate
3. Draw attention to good behaviour
4. Rules should be expressed positively and their rationale explained. Pupils should play an important part in forming school and classroom rules
5. A balanced system of rewards and sanctions should be in place
6. Be disappointed, upset, even angry at the behaviour and reject that, but not the child who is still valued as a person
7. Ignore petty, attention-seeking behaviour when it does not significantly infringe classroom rights
8. Minimise unnecessary confrontation, undue criticism or embarrassment
9. All responses should be seen as fair

4. Pupil Expectations:

We expect the children at Edison Global Academy :

- to address/refer to all members of staff and other pupils politely and by using their name
- to be honest and assume responsibility for their own actions and belongings
- to arrive to school on time, in proper school uniform and with a positive attitude to work
- to walk around the school and enter and leave school in an orderly manner
- to show self-control and not react angrily at any time
- to show kindness and tolerance towards others without bullying mentally, emotionally or physically
- to show good manners (eg. please, thank you)
- not to swear or use bad language
- not to interrupt when someone is talking

- to assume responsibility for a tidy and clean learning environment and to use litter bins provided
- to care for and use school property and equipment correctly and sensibly
- to use sanitary facilities appropriately and wash hands afterwards
- to never leave the school grounds during school hours unless supervised by a member of staff
- to only bring toys and other valuable items into school when given permission to do so
- not to chew gum at school
- not to wear jewellery (girls are allowed small earrings or studs)
- not to wear make-up or nail varnish
- should not use or have a mobile phone at the school .

The children are constantly reminded in a positive way of these expectations and are reminded of these.

5. Classroom Behaviour

At Edison Global Academy , we believe that positive teaching strategies help prevent disruptive behaviour. Children are given work appropriate to their needs so that self-esteem and confidence can develop. Children should feel an integral part of the school so they do not feel the need to cause disruption.

Hence, in our classrooms

- routines are clearly established and children are involved in this process
- children are expected to participate in all activities with a positive attitude
- consistent expectations for learning are set
- Rules are clearly presented to the class at the earliest opportunity by the Class Teacher, and are reminded of these on a regular basis. It must be made clear to students what is expected of them.
- Tasks are matched to the ability to ensure a sense of success for all children. Learning objectives are communicated to the children in every lesson and Success Criteria generated are appropriate, to ensure that children know what, how and why they are learning
- Children are listened to and taken seriously
- The Class Teacher will learn as much as possible about each child in the class
- The Class Teacher will ensure that an emotionally upset child is supported by informing the appropriate people (eg. Principal, Deputy Principal, Office Staff, etc.) are involved so that action can be taken

- The Class Teacher will have the flexibility not to over-react to situations over which the child has very little control (eg lateness, fee-payment, etc.)

6. Rewards

At Edison Global Academy, there is an emphasis on the positive approach to behaviour management. Pupils will be encouraged and praised and negative criticism is to be avoided. Where it is considered that criticism is appropriate, it will be constructive in its approach and include advice on how to improve behaviour.

Reward systems are in place for every pupil in the school. However, as we aim to promote healthy eating sweets will not be used as a reward.

7. Intervention Planning and Sanctions

There are a number of strategies throughout the school to address poor behaviour and teachers are encouraged to develop their own methods which are appropriate to the age group and maturity of their classes.

- **Focus on Learning**

This includes ignoring the poor behaviour and noticing children who are on task and learning but it is also vital that the learning is well planned and differentiated so that all children are able to stay on task.

- **Non verbal interventions:**

Often looks or a small head movement from the Class Teacher is enough to deter children from further disruption

Verbal Intervention:

- This is meant to be a warning, however it is important that it is, wherever possible, still linked to learning or questioning.

Delay confrontation:

Where possible, confrontation should be avoided in front of an audience. Children should be given the choice to join in with the learning so that there is a 'win win' situation

- **Consequences:**

Consequences of poor behaviour should be based on 'certainty not severity'. Children should understand a consequence will definitely happen whether they begin to join in with the lesson or not (eg. they cannot win back break time with good behaviour).

Examples of Consequences are:

- a. Loss of break time:* children are required to stay in for their break time
- b. Time out sessions:* if a pupil continues to behave inappropriately despite two prior warnings in class, said student will be removed from the class for a 'time-out-session', and will be given some classwork to complete during this time. Pupils are to spend such 'time-out-sessions' in the Principal/Deputy Principal/Learning support staff office.
- c. Involvement of the Principal:* should the pupil continue to behave inappropriately, or should a more serious incident have occurred, the Principal will get involved.
- d. Tasks as Punishment:* for certain pupils, it may be appropriate to issue a task as punishment for inappropriate behaviour. This should be a useful task, yet not one the pupil particularly enjoys or considers to be a reward. The Class Teacher or the Principal will decide the nature of this task and when it has to be undertaken by the pupil (eg. cleaning up the playground, rearranging books in the school library).
- e. Detention:* if a pupil continues to persistently display poor behaviour, he may be issued with an after school detention, accompanied by a letter to the parents informing them of the child's poor behaviour and the necessary detention signed by the Principal.

Reasons for the issuance of detentions are:

- persistent defiant behaviour
- Name on strike sheet
- persistent disruptive behaviour
- behaviour that puts others in danger (i.e. constant fighting, aggressive behaviour towards others)
- persistently breaking school or classroom rules
- disrespect towards any adult around the school
- persistent refusal to do homework or bring copy books to school
- **Bullying**

Through assemblies, stories and other areas of the curriculum the philosophy of respecting each other, helping and protecting those smaller or weaker than ourselves is explained. Edison Global Academy has a no-tolerance stance towards bullying and any incidents are to be reported and recorded.

If bullying is reported by parents or child, procedures outlined in the **'Anti-bullying Policy'** are to be followed.

1. Immediate Suspension:

On occasion, it may be necessary to suspend a pupil from Edison Global Academy with immediate effect. Only the Principal can suspend a child from school. Such an action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Principal also has the right to exclude a child where the health, safety and welfare or education of others are threatened.

Such offences include:

1. assaulting a member of staff or another pupil
2. possession of illegal substances eg. cigarettes), an offensive weapon (eg. knives) or any other object which could be potentially hazardous
3. serious physical or indecent assault against fellow pupils
4. persistent bullying (ongoing intimidation or physical, emotional, verbal abuse against other pupils)
5. refusing to cooperate with staff when the pupil's or other pupils' education or welfare are at risk
6. causing serious damage to school property or the school building

School rules Circular:

The School rules circular in as Appendix 1 to this policy, is to be shared with parents to ensure communication about the importance of the schools rules and the consequences if they are not followed.

Appendix 1:

SCHOOL RULES CIRCULAR

تعميم قواعد الاكاديمية

We have high expectations of student behaviour and academic achievement at Edison Global Academy . It is essential that inappropriate behaviour and the lack of commitment to achieving year level expectations do not affect the learning experiences, safety or well-being of others in our school community.

لدينا في اكااديمية اديسون توقعات عالية لتحسين سلوك الطلاب و تطوير التحصيل الدراسي ومن الضروري التأكيد على أن السلوك غير اللائق وعدم الالتزام يؤثر بصورة سلبية لتحقيق هذه التوقعات

The following points outline our expectations of students.

النقاط التالية توضح توقعاتنا
لطلابنا

Students will:

يجب على الطلاب

- Take **responsibility** for their behaviour, learning and choices.
• تحمل مسؤولية سلوكهم وتعلمهم واختياراتهم.
- Use **appropriate language** and speak politely to others.
• استخدام اللغة المناسبة والتحدث بأدب مع الآخرين.
- **Complete all required work** to the expected standard.
• استكمال جميع الاعمال المطلوبه وفقاً للمعيار المتوقع.
- Respect that all students have the **right to learn without disruption** in a **safe** environment.
• احترام أن جميع الطلاب لديهم الحق في التعلم دائماً في بيئة آمنة.

- Be a **good member of our school community**, and **respect** things that belong to others.
- كن عضوا صالحا وفعالاً في المجتمع المدرسي لدينا، ويجب احترام الآخرين والحفاظ على الاشياء الخاصة بهم.
- Proudly wear our **school uniform which includes black school shoes, not trainers**
- الالتزام بالزي المدرسي وارتدائه بفخرويشمل الأحذية المدرسية السوداء.
- Respect all students, teachers, and all school staff no matter what nationality, religion, gender, or colour they are.
- احترام جميع الطلبة لجميع المعلمين والعاملين مهما اختلفت جنسياتهم ، اجناسهم ، الوانهم أو عقائدهم.
- Refrain from mocking and/or ridiculing others at all times
- الامتناع عن السخرية من الآخرين في جميع الاوقات.

The following misdemeanours are likely to have low to high monetary impact on parents (as estimated by the school management) and include:

هذه التصرفات سيكون لها تأثير مادي من عالي الى قليل وبحسب تقدير ادارة الاكاديمية وتشمل :

- Wilful destruction of school property and/or school equipment (i.e. tables, chairs, computers, projectors, etc.)
- تخريب او تدمير (اجهزة الكمبيوتر – البرجكترات – الكاميرات – النوافذ – الابواب – الطاومات – الكراسي – المكاتب – السجلات – الطابعات – آلات التصوير – دورات المياه – الثلاجات).
- Hate-motivated scribbles anywhere on school grounds (i.e. classroom walls, tables, school building)
- كتابة عبارات حقد وعنصرية علي (جدران الصفوف ، الطاومات او مباني الاكاديمية).
- Damaging the turf of the school grounds.
- اتلاف العشب وارضيات الاكاديمية.
- Throwing of paper cups, glass, or any other potentially dangerous items on school grounds
- القاء الاوراق – الكاسات – الزجاجات – الطعام أو بقايا الطعام في أرضية الفصول أو ساحة الاكاديمية.

We trust that your child will follow the School Rules as outlined, and that measures stated above and in the Student Disciplinary Policy do not have to be taken by the school. Should your child not adhere to the School Rules and should this behaviour occur repeatedly, the Edison Global Academy reserves the right not to re-register your child for the following Academic Year.

ونحن على ثقة من أن طفلك سوف يقوم باتباع قواعد الاكاديمية على النحو المبين اعلاه، وفي حالة عدم الالتزام بقواعد الاكاديمية وتكرار حدوث هذه التصرفات الغير مقبولة فأنا اكدية اديسون العالمية تحتفظ بحق عدم اعادة تسجيل الطالب للعام الاكاديمي التالي

Procedure 1:

BEHAVIOUR PROCEDURE – STRIKE SYSTEM

Behaviour and Discipline Procedure

Lusail

The Primary behaviour procedure is based on the premise that all students should be enabled to take full responsibility for their own behaviour and learning.

This will better prepare them for independent life, enabling a positive contribution to society and to the wellbeing of the whole school community.

1. Our aims are to support students in being well behaved and considerate of others, therefore we must follow these fundamentals:

- All staff members model good behaviour and are positive role models to our students
- There is a partnership between parents/carers, staff and students
- The behaviour expectations are adhered to which leads to a high standard of behaviour both in and out of the classroom
- Students value themselves and others within the school community and respect everyone's right to feel safe, enjoy and achieve.
- Staff and students treat each other with respect and dignity
- All students should be able to learn without disruption from others
- Students should take responsibility for their own actions and be able to reflect and make amends if necessary
- Excellent behaviour for learning leads to excellent progress

2. The key to achieving outstanding behaviour in the classroom is good management. A managed classroom should have the following characteristics:

- Students are welcomed by their teacher at the start of each lesson. Lessons start promptly and follow an established routine.
- The pace of the lesson is good and activities are varied in line with the subject.
- Workbooks are well presented and with evidence of assessment.
- Students know what they need to do to achieve their potential.
- The classroom is tidy, welcoming and has student work on display, showing celebration of their work.
- Differentiation is appropriate to the class and supports the learning and progress of all.
- **Students are frequently praised. A reward system (eg Class Dojo) should be in place and used to promote learning.**
- **Class behaviour expectations have been discussed as a class, and these are displayed in the class room.**

3. The '3 Strikes System' is used to minimise any low level disruption. The strikes are used fairly and consistently. Each teacher will record this information on the Strikes Monitoring Sheet.

- Strike One - The staff member informs the student their behaviour is unacceptable (they are not conforming to the behavior expectations) and how they wish them to behave. The student's name is written on the Board

- Strike Two - The staff member informs the student that this is their second and last chance and that they should now make the right choices. The student is informed that the next time the staff member has to address poor behaviour; there will be a consequence. A mark is placed next the student's name on the board.
- Strike Three – If the student is still not following behaviour expectations, the last mark is placed against the student's name. The teacher will inform one of the management team by Whatsapp/messenger. Manager will remove student from the class- the length of time is dependent on how disruptive the student was, and if it is decided they will now work. **Student will miss the next break by going to set room.** Class teacher will inform the parent if students is getting repeated strikes.
- When a student has 3 strikes, the information is written on the Strikes Monitoring Sheet.
- If there are behaviour issues in the class, and the 3 strikes have not been used or Management has not been informed, the teacher will need provide an explanation.

4. Follow Behaviour Discipline Chart. This has an outline of the consequences and the steps of seriousness for behaviour issues identified in our school.

- All class/tutor teachers are to display the Behaviour/discipline chart at teacher desk, to be readily checked when necessary.
- All classrooms need to have the coloured Behaviour /discipline Flow chart displayed for students to be aware of the different steps.

5. Behaviour Report : A student will go onto a Behaviour report if they are consistently getting '3 strikes'. Students who show serious misbehavior, such as using bad language, starting a fight, truanting, coming to lessons later, defiant behaviour and such, will be put straight onto a Behaviour report.

- There are three levels of Behaviour report. Red is the first level, then Yellow, then Green.
- Students will be given 3 targets, and will be given 1 point for each target met in every lesson over the day. The class/form teacher is to add up the marks at the end of the day.
- A photo of the report is taken and sent to the student's parents by Class Dojo at the end of every day.
- All start on Yellow. If a score of 65% (2/3 targets over the day) is gained over the week, the student will move onto a Green report, and then off the report.
- If a score of 65% is not reached, the student will move to the red report. If a score of 65% is reached, the student will move to yellow, then green as above.
- A student on red who does not reach a score of 65% after 5 days, the teacher will fill out a Behaviour referral form, and the School Psychologist will start collecting information. If the student does not reach 65 % again, a Behaviour Intervention plan will be written. If the student still does not improve, parent meeting will be held. A warning letter will be given about the repeated misbehavior that is occurring, and will go on file.
- A student on a behaviour report can only go on a trip if he/she has shown improvement to the next level in the previous week to the trip.

6. On occasion, where it is unavoidable, the Principal may deem it necessary to issue a fixed term suspension where a student's behaviour is affecting other students and staff. This may be in a form of an internal suspension (where a student is at school but does not work in the classroom), or an external suspension (where a student is not allowed into school and needs to stay at home).

- At Lusail we work together as a team to try and avoid a child being suspended from school either permanently or continuously for repeated offences. Any suspensions of a student must be discussed and reasoned before any procedures takes place.
- If suspensions and all other avenues have been exhausted, a student may need to be expelled from Lusail. By Qatari law, only the Principal may exclude a student, and this needs to be done with the notification to the Ministry of Education.

Level 1 Behaviour

- Being late to morning registration and classes
- Not wearing the correct uniform or violating the dress code
- Littering
- Disruptive behaviour
- Behaviour strikes in classroom

Who gets involved?

The teacher or member of staff who witness the offence

Consequences:

- First offence: Verbal warning
- Second offence: Verbal warning
- Third offence: name is written on strike sheet , students is collected out of class by an admin and 15 minutes lunch break detention.

Level 2 Behaviour

- Repetition of Level 1 Behaviour offences
- Disrespectful behaviour towards peers
- More than 25 lateness to registration and/or class within a term without authorised absence
- Not attending classes
- Bullying or intimidating peers
- Using foul language in class and/or during break times
- Ordering or receiving food from outside EGA without authorisation from senior member of staff

Who gets involved?

The teacher or member of staff who witness the offence, a member of the behaviour team and if deemed necessary the Assistant Principal and/or Principal/

Consequences:

- Parents will be informed of the behaviour offence

Depending on the behaviour offence one or more of the following can be applied by the discretion of the behaviour team and/or Assistant Principal(s) and/or Principal:

- Monitoring Yellow Report for the first 5 days followed by a Stage 1 probation behaviour intervention plan

- Counselling with the school psychologist
- Written warning letter that will be signed by parent(s), student and a senior member of staff and kept on file
- After school detention 30-60mins
- Internal isolation
- Will not be allowed to attend school trips
- Suspension period of 1-5 day(s)

Level 3 Behaviour

- Repetition of Level 2 Behaviour offences
- Bring a weapon to school
- Behaviour that could endanger students' safety
- Smoking, including e-cigarettes
- Verbally disrespectful or abusive towards any member of staff
- Vandalism
- Verbal and/or physical sexual harassment towards peers

Who gets involved?

The Assistant Principal(s) and/or the Principal and/or a member of the behaviour team.

Consequences:

- Level 2 Behaviour consequences can all be applied to Level 3 Behaviour
- Monitoring Red Report for the first 5 days followed by a Stage 2 probation behaviour intervention plan
- Final warning letter that will be signed by parent(s), student and a senior member of staff and kept on file

Depending on the behaviour offence one or more of the following can be applied by the Assistant Principal(s) and Principal:

- Permanently excluded and the student's case referred to the Ministry of Education

Level 4 Behaviour

- Repetition of Level 3 Behaviour offences
- Use, buy or sell alcohol and/or illicit drugs on school premises
- Bring items to school deemed to be weapons
- Starting a fire
- Causing serious harm to anyone
- Physically abusing a teacher
- Threats of terrorism
- Threats of explosives in school

Who gets involved?

The Head of Section and/or the Principal

Consequences:

- Student is immediately suspended from school until a decision has been made by EGA.
- Permanently excluded and the student's case referred to the Ministry of Education

Mobile phones

Students are **not** to bring their mobile phones to school. However, if the student needs the phone to arrange transportation the parent(s) must sign an agreement form that the mobile phone will solely be used for such usage. In this case, the mobile phone must be handed in to school and collected after school hours. Mobiles are not allowed on educational trips, unless the teacher approves. Any students caught using mobile phones without authorised permission will face the following consequences:

Consequences in steps:

1. Message sent home and phone is confiscated until the end of the school day
2. 30mins detention and phone is kept for five (5) school days
3. 1-hour detention and phone is kept for 10 school days
4. Level 2 behaviour consequences apply and the school will keep the mobile phone for a period of time that is deemed necessary by the member of the behaviour team.

Foods and drinks

Students are not to consume carbonated drinks, energy drinks, sweets of any kind including chewing gum and/or sunflower or any kind of seeds that will litter the school. Students must not order food

Consequences:

Students will have the above confiscated and behaviour policy is applied for repeat offenders (also refer to Policy A09 Healthy Eating Policy)

Detentions

After school detention will only be assigned with at least 24 hours' notice to the parent(s). If the student has after school clubs at EGA, the student must attend the detention as a first priority. If there is a legitimate reason that the student can't attend the detention due to medical, appointments, family bereavements etc., the detention will be set the next available day.

Missing detentions

If a student fails to turn up for their detention, it will be increased to an hour the next available day. Should the student miss the detention for a third time, this will escalate to Level 2 Behaviour consequences as well as serving out the missed detention(s).

Students who use the school bus to go home, will have to make alternative transportation arrangements at their own will and costs.

Uniform

Students must adhere to the school's dress code during school hours and on educational trips if required (see also A08 Uniform Policy).

Males:

- EGA school shirt with the logo must be worn with the buttons all done up.
- blue suit trousers or navy blue suit shorts.
- Plain black shoes with no decorations must be worn at all times. No sandals, flip flops or sports trainers are to be worn.
- Students may wear EGA issued jumpers or jackets if they feel cold.

Females:

- EGA school shirt or abaya with the logo must be worn with the buttons all done up.
- blue suit trousers or a knee length skirt. No leggings or tight trousers are to be worn
- Females who wear Shayla/Hijab (head covering) must make sure this is in a plain solid colour with no decorations.
- Students are allowed to wear light make-up and will be asked to remove if extreme
- Plain black shoes with no decorations must be worn at all times. No sandals, flip flops or sports trainers are to be worn

Consequences if EGA school uniform is not adhered:

- First offence: Parents will be informed and the uniform policy is re-addressed
- Second offence: Parents will be notified and they must bring in their child's uniform same day
- Third offence: Parents will be notified and they must bring in their child's uniform same day and the student will receive 30mins detention
- Fourth offence: Parents will be called in to a meeting.

Updated in line with Ministry of Education and Higher Education requirements: February 2019

Procedure 2:

BEHAVIOUR MANAGEMENT PROCEDURE

PRIMARY

1. Low Level Behaviour

Yellow Report (5 days)



Rectified behaviour – Green Report (5 days)



Not recurring after Green Report – off Report System

Recurring after Green Report – Yellow Report (5 days)

2. Serious Concern

Scenario A

Yellow Report (5 days)



Not rectified – Red Report (5 days)



Rectified – Yellow Report (5 days)

Scenario B

Yellow Report (5 days)



Not Rectified – Red Report (5 days)



Not Rectified – Behaviour Referral Form



Behaviour Intervention Plan



Parent Consultation

Yellow Report constitutes:

- 3 x 3 strikes within one working week
- Serious behaviour in and outside the classroom (i.e. using foul language, starting a fight, truanting and coming to lessons late, defiant behaviour, etc)

Scenario C

Red Report (5 days)



Behaviour Referral Form



Behaviour Intervention Plan



Parent Consultation

Red Report straight away constitutes:

- Serious physical altercation
- Abusive or malicious behaviour towards staff and peers
- Dangerous behaviour
- Possession of inappropriate material (i.e. knives, drugs, etc.)
- Bullying
- Damage to school property

SECONDARY

Scenario A

Yellow Report (5 days) + 15 minutes detention on first day



Not recurring after Yellow Report – off Report System

Recurring after Yellow Report – Red Report (5 days)

Scenario B

Yellow Report (5 days) + 15 minutes detention on first day



Recurring after Yellow Report – Red Report (5 days) + 30 minutes detention on first day



Not rectified – Behaviour Referral Form



Behaviour Intervention Plan



Parent Consultation

Scenario C

Red Report (5 days)



Behaviour Referral Form



Behaviour Intervention Plan



Parent Consultation

Yellow Report constitutes:

- 3 x 3 strikes within one working week
- Truancy from a lesson
- Using inappropriate or foul language
- Failure to turn up for detention
- Inappropriate use of electronic device
- Non-compliance to uniform requirements

Moving to Red Report constitutes:

- Failure to reach targets on Yellow
- Repeatedly disrupting teaching and learning in the school

Red Report straight away constitutes:

- Truancing from school
- Physical altercation
- Defiant or malicious behaviour
- Abusive or dangerous behaviour
- Failure to turn up for formal detention
- Strike 3 refusal to exit

SCENARIO D – immediate exclusion from class and suspension

- Persistent truancing
- Racist incidents
- Abusive behaviour towards a member of staff
- Possession of inappropriate material (i.e. weapons, drugs, etc.)
- Theft
- Extreme defiance
- Abusive language towards a member of staff
- Damage to school property
- Health and safety risk (i.e. setting off the fire alarm deliberately)



Behaviour Referral Form



Behaviour Intervention Plan



Parent Consultation

STUDENT BEHAVIOUR REFERRAL FORM

STUDENT NAME: _____

CLASS: _____

DATE: _____

Teacher Comments on the Problem:

General Evaluation:

Trustworthiness



Fairness



Respect



Caring



Responsibility



Citizenship



Further Actions taken by the Behavioural Interventionist:

FUNCTIONAL BEHAVIOUR ASSESSMENT STEPS

During a functional assessment, the behavioural interventionist along with the class/subject teacher gathers information and uses it to create a plan to help the student behave in more appropriate ways. Here are the steps the team takes.

Step #1: Defining the inappropriate behavior.

Using vague words to describe a student's behaviour can make it harder to gather the best information. Saying that the student is "disruptive" doesn't give enough information. And it could mean different things to different people.

Instead, it is important to describe the behaviour in an objective, specific way. For example, you might say that the student "rips up, throws work papers and is argumentative when asked to show work in math class."

Step #2: Collecting, comparing and analysing information.

This is several steps rolled into one. The behavioural interventionist along with the class/subject teacher work to pull together information from the student's records, interviews and questionnaires. Their goal is to answer questions like:

- Where is this behavior happening?
- Where is it not happening?
- How often is the behavior occurring?
- Who is around when it occurs?
- What tends to happen right before and right after the behavior?
- What is a more acceptable behaviour that can be used as a replacement?

An ABC chart is a tool that's frequently used in this step. *A* stands for Antecedent (what happens before), *B* is for Behaviour (the action or reaction), and *C* is for Consequence (what happens after).

The student can help provide this information, too. Only he/she can tell you *how he feels* in these situations.

Step #3: Hypothesising reasons for the behaviour.

A hypothesis is a best guess based on the information you have. The team works together to figure out what the student's behaviour is telling them. What does he/she get out of ripping up his paper and being disruptive? It is the behavioural interventionist along with the class/subject teacher's job to figure out what he/she is escaping, avoiding or getting from the behaviour.

Step #4: Developing a plan.

Once the behavioural interventionist along with the class/subject teacher have an idea of the reasons behind the student's inappropriate behaviour, the behavioural interventionist works closely with the class/subject teacher to find ways to see if the hypothesis is right. This means changing something in the environment to see if it changes the behaviour.

To do this, a behavior intervention plan (BIP) is created. A BIP is a plan that is designed to teach and reward positive behaviours. This can help prevent or stop problem behaviours in school.

Suggestions in the plan may include:

- Changes to the physical environment
- Changes to the way information is taught or presented
- Changes to the student's routine or events that happen before the inappropriate behaviour
- Changes to the consequences for a behavior
- Teaching different, more appropriate behaviours that serve the same purpose (such as asking for help or taking a break when frustrated with math)

Before putting a plan into place, the team has to make sure the students understands the expectations. They have to be sure he/she can control the inappropriate behaviour and is motivated to change. This is where information from a comprehensive evaluation is helpful.

Once a Behaviour Referral Form and a Behaviour Intervention Plan have been put together, it is at the discretion of the Behavioural Interventionist and the class/subject teacher to identify review dates and further actions according to the Edison Global Academy , Lusail, Behaviour Discipline Policy and Pcedure.

SCHOOL COUNSELLOR REFERRAL FORM

Please complete one form per student referral. Each student will be seen as soon as possible and in order of urgency.

Student Name: _____

Class: _____

Referring Teacher: _____

Reason for Referral:

Urgent Matter

Non-Urgent Matter

Requested day and time to meet with student (7AM to 10AM only):

Name: _____

Date: _____

CASE MANAGEMENT NOTES # _____

Student Name: _____ Class: _____	
Date of Birth: _____ No. of Sessions Required: _____	
Needs addressed:	
Summary of actions (including testing):	
Result of action/s:	
Next steps and responsible party (must include date and time of next scheduled consultation)	
Progress towards set goals:	
Parents consultation needed: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Counsellor Name & Signature: _____	
Date: _____	

BEHAVIOUR INTERVENTION PLAN

1. Description of targeted behaviour:

*Describe the behaviour. What does the behaviour look like?

*Identify frequency (how often it occurs), intensity (how severe is it), and/or the duration

2. Functional Behaviour Assessment Data

Setting:

*Where does the behaviour occur? Is it a particular class, time of day, recess, bus, when child is tired?

Antecedents:

*What is the student trying to achieve? What are they getting or avoiding?

Function:

*What is the student trying to achieve? What are they getting or avoiding?

*What happens just before the behavior occurs? What triggers the behavior?

3. Replacement Behaviors (Task Analysis)

*Identify the positive behaviour that will be taught to replace the negative behavior. This must be related to the function.

4. Proactive Strategies (Individualised Positive Behaviour Change Strategies)

*What positive supports will be used to encourage the replacement behavior?

*What accommodations/modifications will be made to support the student? (examples)

5. Positive Strategies to Modify the Environment

*What environmental supports will be used to promote the replacement behaviour (seating, calm down area, room arrangement, signs)?

6. Reactive Strategies

*What strategies will be used when behaviours occur (prompting, loss of points, de-escalating strategies)?

7. Progress Monitoring

*How will progress be monitored and data collected to ensure effectiveness of the behaviour plan?

*Who will collect the data?

*How often will it be collected?

*How and when will the data be reviewed (informal meeting, telephone, IEP meeting)?

8. Intervention Outcome Process

*Identify start and review dates

*Note data here

GREEN/YELLOW/RED/BLUE/BLACK BEHAVIOUR REPORT

Date: 10 March to 14 March 2019

Targets:

1. To respect his teachers
2. To complete all of his classwork
3. To distance himself from any unpleasant or inappropriate behaviour by others

Name: Raad

Year: 6 Jaguars

Date	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Break	Period 6	Period 7
Sunday	/3	/3	/3	/1	/3	/3	/1	/3	/3
Monday	/3	/3	/3	/1	/3	/3	/1	/3	/3
Tuesday	/3	/3	/3	/1	/3	/3	/1	/3	/3
Wednesday	/3	/3	/3	/1	/3	/3	/1	/3	/3
Thursday	/3	/3	/3	/1	/3	/3	/1	/3	/3

Appendix 2:

SANCTIONS LADDER – SECONDARY

LEVEL	WHAT	DURATION	WHO	WHY
BLACK	Smoking on site, persistent truanting, racist incidents, abusive behaviour towards a member of staff, possession of inappropriate material, theft, and extreme defiance. Abusive language towards a member of staff. Persistent bullying. Serious damage to school property. Health and safety risk. STRIKE 3 refusal to exit.			
	External exclusion	5-10 days	Behaviour Manager	Failed to meet targets on RED
	External exclusion	1-4 days	Head of School	
	Internal isolation	3-5 days		
	Internal isolation	2 days		
RED	Truanting from school, physical altercation, and defiant, abusive, dangerous or malicious behaviour. Failure to turn up to a formal detention			
	All subject report and detention	5 days report. 30-minute detention on initial day and subsequent days if targets are not met.	Tutor	Failure to reach targets on YELLOW Repeatedly disrupting the learning and teaching in school
YELLOW	Truanting from a lesson, using inappropriate or foul language, failure to turn up to detention, inappropriate use of an electronic device			

	<p>Subject specific or tutor report and detention</p>	<p>5 days report.</p> <p>15-minute detention on the initial day. If targets are not met there will be subsequent detentions for everyday that targets are not met</p>	<p>Class teacher or tutor</p>	<p>Problems are being raised in more than one subject area.</p> <p>Repeatedly failing to comply with teacher's expectations in class</p>
<p>Teachers will use the ' 3 Strikes' policy to manage behaviour in class</p>				

Appendix 3:

SAMPLE WARNING LETTER

(Note: this is a sample ONLY and is to be amended on a case to case basis)

Doha, _____

To

The Parents of _____,

FIRST/SECOND/THIRD WRITTEN WARNING FOR _____, YEAR _____

Dear Parent,

Unfortunately, we have to inform you that your child, _____, continues to demonstrate behaviour that cannot be tolerated by the school. _____ refuses to correct his behaviour and is a hindrance to his and all other students' learning in Year _____.

Today, he got himself involved in a physical altercation with another student, causing considerable upset on the playground during breaktime. The physical altercation had to be interrupted by both the teacher and the principal. This leave the school with no other option but to issue this first written warning to _____.

On a daily basis, _____'s outbursts continue to upset students and staff, and he shows no willingness to adhere to classroom and school rules. _____ is on a 'red' behaviour report, and is not making sufficient effort to improve this and manage his behaviour.

We trust that you take this matter as seriously as we do.

Sincerely,

-

Principal

Edison Global Academy , Lusail

Procedure 3:

EARLY YEARS FOUNDATION STAGE (EYFS) – BEHAVIOUR MANAGEMENT GUIDELINES

PRINCIPLES:

At Edison Global Academy , Lusail , we believe that in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

We seek to create a caring and learning environment for our children in the EYFS in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect; and
- ensuring fairness of treatment for all

It is these underlying principles that guide our belief that if children are happy and able to enjoy school life, that they are much more likely to be productive and successful in their work and less troubled in their approach to school life.

AREAS OF STAFF RESPONSIBILITY:

1. School Counselor: is responsible for assisting in day-to-day behaviour management issues in the Preschool and Reception classes with the aim to give advice and assistance in how to handle children displaying challenging behaviour or social-emotional issues and development.

2. EYFS Teachers: together with the teaching assistant, EYFS teachers are responsible for ensuring that this document is followed and applied consistently and fairly. EYFS Teachers, with their teaching assistant, are also responsible for creating a high-quality learning environment, modelling and teaching good behaviour and implementing all (other) school policies and procedures with the same consistency and fairness (with the support of the Principal).

EYFS Teachers will also ensure that the application of school policies and procedures does not differentiate according to ethnic or national origin, culture, religion, gender and/or disability. Student abilities/disabilities are taken into account when implementing behaviour management procedures.

CHILDREN ARE TAUGHT TO FOLLOW

1. THE 'GOLDEN RULES'

These are:

- To be gentle
- To be kind
- To be sharing
- To be honest
- To tidy up
- To look after their personal belongings
- To be hardworking
- To always try their best
- To listen to the teacher
- To take turns
- To no interrupt others

2. GOOD MANNERS: these include

- Please
- Thank you
- Sorry

3. HEALTHY EATING HABITS in accordance to the Healthy Eating Policy

4. RESPECT FOR

- Peers
- Teachers
- All in the school community
- The school building and the school grounds (no littering, no breaking things)

MANAGING STUDENTS' FEELINGS, UNDERSTANDING APPROPRIATE BEHAVIOUR AND SOLVING PROBLEMS:

If a child presents a problem, the following steps are to be taken:

- a. Acknowledge the student's feelings
- b. Gather information
- c. Solve the problem

REWARDS AND PUNISHMENT - the focus remains on positive reinforcement

Reception classes:

- Certificates for students who make a positive effort
- Certificates for students with the highest ClassDojo points

These may be awarded at the end of the each week by the teacher.

Minor awards are issued to students during the school day, such as:

- Stars
- Stickers
- Wall Chart and house point chart

Preschool classes:

Teachers will use a board in the classroom where happy, sad and angry faces are been displayed with students pictures. Students who do well, have their picture moved to the happy face.

Procedures for poor behaviour in the classroom:

Reception classes:

- Students who disturb or distract the flow of the lesson will be verbally warned twice

- If the students in questions do not stop, they will lose a point on ClassDojo and asked to sit on a time-out chair for a few minutes
- If the adverse behaviour continues, the student will either be sent to another Reception Class classroom or kept behind at the end of the lesson to finish their missed work

Parents of students, who hit, fight, bite, kick, spit and/or use bad words, and thus disrupt the learning of others are invited in for a meeting regarding their child’s behaviour. The student counsellor will be involved at this stage to give guidance as to how to correct the negative behaviour.

Preschool classes:

- Students who disturb or distract the flow of the lesson will be verbally warned twice
- If the students in question do not stop, their picture will be moved to the ‘sad face’
- If the adverse behaviour continues, the student will lose 10 minutes of break time

Students who like to hit, fight, spit kick, pinch, bite, and/or throw objects, will be asked to sit beside the teacher, to keep him/her from hurting others.

BEHAVIOUR MONITORING ON THE PLAYGROUND

Students of Preschool and Reception classes who do not play nicely on the playground, and/or try to hurt themselves or others, will be asked to stand with the teacher instead of playing. This measure is taken to allow ‘time-out’ for the student to reflect on their behaviour and to consider replacing their poor play habits with good ones.

ANTI – BULLYING POLICY	Policy Number	B 02
	Effective Date	01/09/2018
	Issue Date	15/07/2018
	Valid Until	01/09/2021

REVISION HISTORY				
Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	Aug 2020	Review and update	Sept 2020	

Anti – Bullying Policy	Prepared By	HR – Admin
	Issued By	HR Department
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B02: ANTI - BULLYING POLICY

“Pulling someone down will never help you reach the top”

1. Rationale

At Edison Global Academy , we value good relationships between all of the school community and take every allegation of bullying seriously. Every child that feels they are being bullied will be taken seriously. All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable at Edison Global Academy and will not be tolerated.

A strong stance against bullying needs to be taken at all times, as it indicates a lack of appreciation for the feelings of others. It can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting to harm themselves.

2. Aims:

With this policy, we aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school.

We aim to:

- ensure that children learn in a supportive, caring and safe environment, without the fear of being bullied
- demonstrate that the school takes bullying seriously and that it will NOT be tolerated
- take appropriate measures in incidents regarded as bullying
- clarify to all pupils and staff that bullying is wholly and always unacceptable
- promote an environment where children feel they can trust and tell adults
- promote positive attitudes in pupils (also conflict management)
- ensure that all staff are aware of their duty over those in their care and the need to be alert to signs of bullying
- ensure that all staff are aware of procedures at all times

3. Information on Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. At Edison Global Academy, all forms of bullying are taken equally seriously and dealt with appropriately. Bullying can take place between pupil, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other from time to time. This is not considered bullying.

We identify four types of bullying:

Physical: hitting, kicking, taking or hiding belongings

Verbal: name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber bullying

Emotional: being intentionally unfriendly, excluding, tormenting looks, spreading rumours

Cyber: email and internet chat room misuse, mobile phone threats by text, call, social websites

a. Specific types of bullying:

1. bullying related to race or colour, religion or belief or culture
2. bullying related to special education needs (SEN) or disabilities
3. bullying related to appearance or health conditions
4. bullying related to sexual orientation
5. sexist or sexual bullying
6. bullying using electronic forms of contact (cyber bullying)

b. Styles of bullying include:

1. intimidation or rude gestures
2. the 'look' – as an example of non-verbal bullying
3. threats and extortion
4. malicious gossip and exclusion from the group
5. telling tales with the purpose of causing trouble
6. threatening texts or messages in chat rooms

c. Signs and Symptoms:

1. A child may indicate by signs or behaviour that they are being bullied. All staff should be aware of these possible signs and they should investigate if a child:
2. is unwilling to go to school
3. becomes withdrawn, anxious or lacking in confidence
4. starts stammering
5. attempts or threatens self harm
6. cries themselves to sleep at night or has nightmares/bedwetting
7. regularly feels ill in the morning
8. begins to do poorly in school work
9. comes home with clothes torn or books damaged
10. has possessions go missing
11. has unexplained cuts and bruises
12. stops eating or overeats
13. is frightened to say what is wrong
14. is frightened of walking to or from school
15. changes their usual routine

Edison Global Academy will ensure that all staff are aware of the above symptoms and that they promptly report any suspicions of bullying to the School counsellor, learning support staff, Deputy Principal or Principal.

4. The Role of Staff:

a. The School Principal will:

- ensure that all staff have an opportunity of discussing strategies and will review them regularly
- determine the strategy and procedure
- discuss and further develop those strategies and procedures with the Managing Director of Edison Global Academy
- ensure that staff is aware and appropriately trained
- ensure that procedures are brought to the attention of all staff, parents and pupils
- be responsible for the day-to-day management of the policy

- ensure that there are positive strategies and procedures in place to help both the bullied and bullies
- refer and liaise with professionals if necessary
- arrange relevant pupil training, and determine how best to involve parents in the solution of problems
- ensure record keeping

b. Class Teachers will:

- be responsible for liaising with the Principal/Head of Section over all incidents of bullying involving pupils in their respective classes
- be involved in any strategy to achieve a solution
- teach the anti-bullying programme through PHSE/Assembly lessons

c. All staff will:

- know and follow all relevant policies and procedures
- keep clear records on a 'Record of Incidents of Bullying' form
- be observant and regularly talk to pupils
- deal with incidents according to this policy
- never let any incidents of bullying go unreported

d. Staff are to follow the following principles:

- it is important that children who experience bullying can be heard
- it is important to note that children may react to bullying in various ways
- if children feel upset, they are encouraged to speak to their teacher and that this is kept confidential from other students
- it must be emphasised to the children that they should under no circumstances deal with the situation themselves and that they must remember that physical aggression is not acceptable at Edison Global Academy
- students must be assured that a responsible adult will sort out the problem as calmly as possible

- all incidents are reported to the Principal/Head of Section
- parents are to be contacted to discuss matters
- any incident is noted down and put into the student file
- all pupils are encouraged to report incidents of bullying

5. Reporting and Recording:

- all incidents must be reported and recorded in full and records must be kept
- reports of bullying must be logged by the class teacher and/or any member of staff the incident is reported to
- the forms are kept in the Principal's office as well as the Administration Office
- the form must be filled out in full to ensure that patterns of bullying can be identified

6. Bullying and the Curriculum:

Edison Global Academy will raise awareness of the anti-social nature and the effects of bullying through PHSE lessons, school/class assemblies and/or in the course of lessons in the classroom, whenever the topic covered allows the class teacher to do so.

7. Supporting Pupils

a. Bullied Pupils:

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support.

b. Bullies:

Support will also be given to the pupil who is doing the bullying. Edison Global Academy will to the best of their ability try to change the behaviour and attitude of the bully. However, it is unavoidable that sanctions must be used against bullies.

8. Sanctions:

Edison Global Academy will take tougher action against pupils who do not respond to preventative strategies to combat bullying. Sanctions are determined by the nature of the bullying on a case to case basis and include:

- writing a letter of apology
- removal from the class
- withdrawal from break-time privileges
- withholding participation in any school trip, extra curricular activities and/or other events that are part of the school day
- **temporary, fixed-term or permanent exclusion from the school:** this will only be considered in a case of **extreme and continuing** bad behaviour, bullying, harassment, etc.

Any form of exclusion will be discussed with the School Principal, the parents and the Managing Director of Edison Global Academy .

9. Involving Parents:

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying. Parents will be informed of policy and procedures
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution of the problem as appropriate

10. Cyber bullying:

“Cyber bullying is an aggressive, intentional act carried out by a group or individuals using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself”

Types of cyber bullying:

- text messaging bullying
- picture/video clip bullying via mobile phone
- phone call bullying via mobile phone
- email bullying
- chat room bullying
- bullying via websites
- bullying through instant messaging

School Policy on Cyber Bullying:

- no pupils are allowed mobile phones on school premises
- the school ensures internet safety
- teachers must teach safe internet usage

11. Ministry of Education Policy on Cyber Bullying

Please refer to Appendix 1- Circular from Ministry of Communications.

Appendix 1:

Cyber Bullying Circular in response to Qatar Ministry of Education Policy

Circular from Ministry of Communications
(translated from Arabic)

Qatar issues Law No. 4 /Of 2017, amending some Provisions of the Penal Code Thursday 9 March 2017.

His Highness Sheikh Tamim bin Hamad Al Thani, the Emir of the country Yesterday, No. 4 / of 2017, amending some provisions.

The Penal Code promulgated by law No. 11 of the year 2004.

The law was implemented and published in the Official Gazette.

Here are the modifications. The text of the amendments follows:

Law No. (4) for the year 2017

Amending certain provisions of the Penal Code Law No. (11) for the year 2004:

We are Tamim bin Hamad Al Thani, Emir of the State of Qatar. After reviewing the Constitution, The Penal Code promulgated by Law No. 11 of 2004, and its amended laws, on the proposal of the Minister of Justice, and the draft of the deputies submitted by the Council of Ministers, and after taking the opinion of the Shura Council, we have decided the following:

Article (1)

Article 333 of the Penal Code referred to above, the following text:

Article (333):

"A penalty of imprisonment for a term not exceeding two years shall be imposed and a fine not exceeding one year shall be imposed (10,000) ten thousand riyals, or one of these two penalties, each of the conditions authorised by law by committing one of the following acts:

He violated the inviolability of the private life of individuals, without their consent

1. Dissolution of a special message or cable addressed to other individuals.
2. Sweat your hearing in a phone call.
3. Record or transfer talks in a private place by means of any device
4. Take or transfer photos or videos of an individual or individuals in a special place by means of any device

He shall be punished by the same penalty provided for in the preceding paragraph

1. Capture or transfer photos or videos of an individual or individuals in a public place by means of any device with the intent of their abuse or defamation.
2. Take or transfer pictures or videos of the injured or dead in accidents, by means of any device and in other cases legally authorised "

Article (2)

All competent authorities, each within its jurisdiction, shall implement this law.

And published in the Official Gazette.

Issued at the Amiri Diwan on 1438/6/9.

Tamim bin Hamad Al Thani

Corresponding to: 2017/3/8

Emir of the State of Qatar