





Title:	Procedure for Managing Student Behaviour at Mesaieed International School
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Department	Prepared by	Reviewed & approved by
QatarEnergy		
	VHE/2	VHE

MoEHE values

1. Responsibility
2. Pride
3. Respect
4. Friendship and Appreciation

QatarEnergy Values:

1. Collaboration
2. Excellence
3. Integrity
4. Respect
5. Responsibility
6. Safety

"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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1. 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 VHE, Head of Education.

2. PURPOSE

To clearly outline the current procedures to ensure that there is a consistent approach to behaviour management and that issues are dealt with quickly and efficiently in order to ensure students feel

safe and secure. This Procedure applies to QatarEnergy Schools and as such includes all students regardless of age.

3. PROCEDURES

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

1. Approaches
2. Expectations of students

Approaches to dealing with student behaviour

- At MIS student behaviour is generally positive and our procedures reflect this and promote student responsibility
- The correct approach to dealing with incidences of student behaviour is set out the Behaviour Pathways Appendix I
- All teachers have a responsibility to uphold the Behaviour Pathways
- Both positive and negative behaviour, is addressed with students in accordance with the Behaviour Pathways
- Parents will be involved with the relevant school staff for any incidents that require restorative action
- Physical restraint is used only in an emergency, and according to best practice

Expectations of students regarding behaviour

- Expectations of student's behaviour is clearly set out in our Values Descriptors Appendix ii, which is shared with parents and staff
- The assembly programme and registration/target time (Primary) and tutor time (Secondary) are used to reinforce such expectations
- We promote positive social behaviour and enable students to stand up for what is right and helps other individuals, our community, or the environment. MIS seeks to ensure that students are properly recognised 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 activities that causes harm to individuals, to the community or to the environment
- Research shows that good attendance has a big impact on academic progress. Students are expected to ensure their attendance and punctuality is excellent. We define excellence as an attendance rate of 96% or above and no lateness
- Students on school trips are ambassadors for the school and as such should ensure that the excellent reputation of the school is maintained
- 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 and consequences applied following the Behaviour Pathway

Internal Exclusion

Exclusion from class will only be considered if **all 3** of the following criteria are met or there is a one-off serious incident

1. The consistent behaviour exhibited by a student, or group of students, is either adversely affecting the learning of others, or is a danger to others in class
2. It is agreed by the Senior Leadership Teams that all other behaviour support strategies have been exhausted
3. A clear behaviour support plan has been agreed and shared with the parents of the student

Temporary Exclusion

This will be considered for incidences of a serious nature or repeated internal exclusions. The exclusion is discussed and agreed upon by the principal and heads of school.

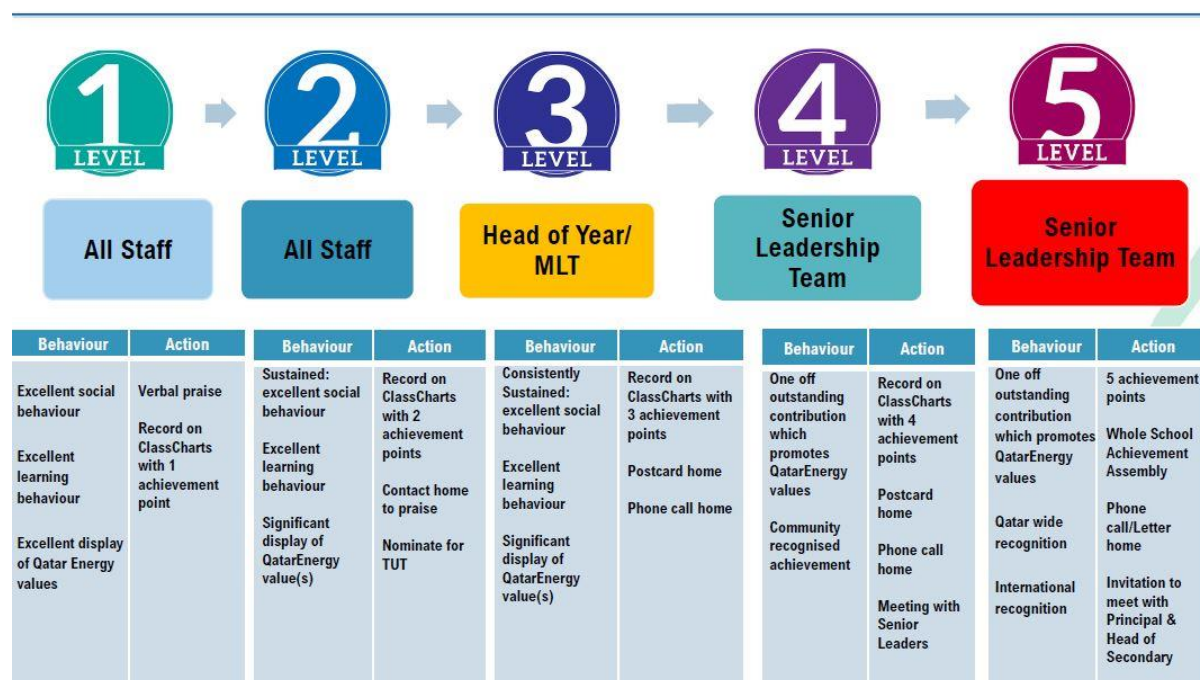
Permanent Exclusion

This would occur only after consultation and agreement with QatarEnergy managers. All permanent exclusions are shared with the MoEHE.

APPENDICES

Appendix i: Positive Behaviour for Learning Pathway - Secondary

Positive Behaviour for Learning Pathway - Secondary



Appendix i: Negative Behaviour for Learning Pathway - Secondary

Negative Behaviour for Learning Pathway - Secondary



Appendix i: Positive Behaviour for Learning Pathway – Primary

Positive Behaviour for Learning Pathway - Primary



Behaviour	Action
Demonstrates school values	Verbal praise
Positive learning behaviour	Digital or physical house point (positive points)
Maintaining expected conduct behaviour	Written praise on work Reward stickers



Behaviour	Action
Consistently maintaining expectations of behaviour	10, 25, 50, 100... digital house points triggers an email home
Excellent attitudes to learning over time	Learner of the week
Consistently high standards of work	Teams/email message to parent AHT/PL work celebration



Behaviour	Action
Significant personal achievement	TUT
Outstanding behaviour	SLT/PL phone call or email home Formal letter home
Outstanding academic performance	Refer to HoP or Principal for praise
Outstanding effort	

Appendix i: Negative Behaviour for Learning Pathway - Primary

Negative Behaviour for Learning Pathway - Primary



Behaviour	Action
Distracting others	Movement through school behaviour system: reminder, warning, sanction
Poor effort or attitude to work	Behaviour reset at starting of each lesson
Refusal to follow adult instructions	Sanction result in missed playtime and phone call home
Talking over adults	Warning = 1 negative behaviour point
Not showing respect to others	Sanction = 2 negative behaviour points



Behaviour	Action
Being hurtful or rude	Accelerated movement through school behavior system: Warning or sanction depending on severity
Being verbally aggressive or behaving in an intimidating way	Sanction results in missed playtime and phone call home
Not acting in a safe way	Warning = 1 negative behaviour point
Deliberately flouting school behaviour norms e.g., Running in the corridor, leaving the classroom without permission, being inside at playtime	Sanction = 2 negative behaviour point



Behaviour	Action
High-level behaviours : fighting, inappropriate language, physical aggression, deliberate damage to property, placing self or others in an unsafe situation	Immediate sanction and associated consequences (phone call home, missed playtime and 2 negative behaviour points)
3 sanctions overtime	Behaviour meeting with family
Bullying	First instance dealt with by PL, second AHT and third HoP. Parents notified at each stage
Prejudice or racist behaviour or language	Investigation by SLT, parent meeting, sanction, internal or external exclusion depending on severity

Appendix ii: Values Descriptors – Secondary

BEHAVIOUR POLICY- SECONDARY

- ✓ We use kind and positive language and behaviour
- ✓ We follow school rules
- ✓ We care for our school resources and equipment
- ✓ We respect Qatari culture
- ✓ We value our diversity and each person's contribution

Respect

- ✓ We wear correct uniform and arrive to school fully prepared
- ✓ We meet deadlines
- ✓ We sleep, eat and exercise properly
- ✓ We develop our independent learning
- ✓ We positively represent MIS in the wider community

Responsibility

- ✓ We have consistently good attendance and punctuality
- ✓ We have a positive attitude to learning
- ✓ We are resilient and problem solvers who have a positive approach to challenges
- ✓ We persevere when faced with a difficult situation
- ✓ We are not satisfied with mediocrity

Excellence

Our Values

- ✓ We ask for help when needed
- ✓ We are honest
- ✓ We volunteer and support others
- ✓ We report issues that do not seem right or concern us
- ✓ We accept and value diversity within our community

Integrity

- ✓ We participate in House events
- ✓ We join in and lead Clubs and MUN
- ✓ We engage fully in class group work and pair work
- ✓ We support our Foundation and Primary age students
- ✓ We engage in community projects

Collaboration

- ✓ We work together to prevent bullying
- ✓ We respect personal space
- ✓ We share our concerns
- ✓ We consider everyone's safety on route to school and whilst in the wider community
- ✓ We report behaviours that could harm others

Safety

Appendix ii: Values Descriptors – EYFS

Respect

- ✓ We are kind to each other
- ✓ We listen to each other
- ✓ We care for our equipment

Responsibility

- ✓ We bring our hat, snack, water bottle and bookbag
- ✓ We try to do things by ourselves

Excellence

- ✓ We come to school every day
- ✓ We try our best
- ✓ We never give up

Our Values

Integrity

- ✓ We ask for help when needed
- ✓ We tell the truth

Collaboration

- ✓ We work as a team
- ✓ We try to help others

Safety

- ✓ We listen to adults
- ✓ We tell a grown up if something is wrong

Appendix ii: Values Descriptors – Primary Lower School

Respect

- ✓ We are kind to each other
- ✓ We celebrate our differences
- ✓ We listen to each other
- ✓ We care for our equipment

Responsibility

- ✓ We wear correct uniform and arrive to school fully prepared
- ✓ We sleep, eat and exercise properly
- ✓ We develop independent learning skills

Excellence

- ✓ We come to school on time every day
- ✓ We have a positive attitude to learning
- ✓ We always try our best
- ✓ We don't give up when things get tough

Our Values

Integrity

- ✓ We ask for help when needed
- ✓ We tell the truth
- ✓ We help our friends and teachers
- ✓ We tell people if we think something is wrong

Collaboration

- ✓ We take part in House events
- ✓ We work as a team
- ✓ We help each other

Safety

- ✓ We follow the rules
- ✓ We follow adult instructions
- ✓ We tell a grown up if something is unsafe

Appendix ii: Values Descriptors – Primary Upper School

Respect

- ✓ We use kind and positive language and behaviour
- ✓ We follow school rules
- ✓ We care for our school resources and equipment
- ✓ We respect all cultures
- ✓ We value our diversity and each person's contribution

Responsibility

- ✓ We wear correct uniform and arrive to school fully prepared
- ✓ We meet deadlines
- ✓ We sleep, eat and exercise properly
- ✓ We develop independent learning skills
- ✓ We positively represent MIS in the wider community

Excellence

- ✓ We have consistently good attendance and punctuality
- ✓ We have a positive attitude to learning
- ✓ We are resilient and problem solvers who have a positive approach to challenges
- ✓ We persevere when faced with a difficult situation
- ✓ We are not satisfied with mediocrity

Our Values

Integrity

- ✓ We ask for help when needed
- ✓ We are honest
- ✓ We volunteer and support others
- ✓ We report issues that do not seem right or concern us
- ✓ We accept and value diversity within our community

Collaboration

- ✓ We participate in House events
- ✓ We engage fully in class group work and pair work
- ✓ We support our Foundation age children and one another
- ✓ We engage in community projects

Safety

- ✓ We work together to prevent bullying
- ✓ We respect personal space
- ✓ We share our concerns
- ✓ We consider everyone's safety on route to school and whilst in the wider community
- ✓ We report behaviours that could harm others