



Behaviour and Sanctions Policy

Introduction

Doha College sets high standards and expectations through highlighting and praising good behaviour. We encourage students to respect themselves, each other, adults and property. We endeavour to apply rules fairly, clearly and consistently. We aim to provide a happy, caring environment with challenging activities. Under no circumstances do we use any form of corporal punishment, nor is it our intention that a student is belittled or shamed before their peers. In the case of a particularly serious incident or persistent unacceptable behaviour, we will always involve parents in resolving the situation. The home/College partnership is seen as vital in establishing and maintaining high standards of behaviour and appropriate conduct.

It is important not to see behaviour as a separate issue. It is taken within the wider context of the school, as an integral part of the teaching and learning taking place and the overall organisation of lessons and other activities. The College's Behaviour and Rewards Policy is presented as a sister document to the Behaviour and Sanctions Policy and one is intended to support and develop the other.

Discipline is about having order within the College community. It is not about orders mindlessly followed, but about helping students understand right from wrong and helping them learn to behave in appropriate, socially acceptable ways for the rest of their lives. Our agreed rules are clearly explained to the students through Form Tutors, Class Teachers, in assemblies and as part of our day to day communication. Parents are kept informed, so that they can support our procedures at home. Our rules are based on the following principle:

Unwanted behaviour is behaviour likely to hurt, injure or upset another student, him/herself or an adult. Unwanted behaviour shows a lack of respect for others, disrupting their activities and learning. Through the implementation of this policy, students will learn the difference between acceptable and unacceptable behaviour and they will learn to take responsibility for the consequences of their actions. They will be helped to develop self control, respect for the needs of others and respect for property.

Appropriate behaviour is modelled by the teachers and support staff of Doha College, who will readily and regularly give explanations to pupils with regard to their behaviour, be it praiseworthy, acceptable or unacceptable.

Behaviour for Learning

Aims:

1. To promote the values of the College and the good behaviour of students
2. To establish a positive, friendly ethos based on mutual respect and trust
3. To ensure students, parents and staff understand and uphold the values and expectations of the College
4. To reinforce good behaviour for learning through recognition, praise and rewards
5. To diminish poor behaviour by reinforcing positive values, and using sanctions when appropriate
6. To establish clear routes of communication
7. To ensure systems of recording and reporting support the effective implementation of the procedures for rewards and sanctions.

Principles:

1. The behaviour of students reflects the values upheld by the College community
2. The spiritual, moral, social and cultural development of students is demonstrated through their behaviour
3. Students need clear guidance and consistent consequences
4. The partnership between home, College and student is essential to promote positive behaviour.

Scope:

The Behaviour and Sanctions Policy will be applied to all students on College premises, but will also form the foundation for acceptable behaviour outside the College where students are in uniform and/or taking part in organised trips and events **or** where their behaviour is violent, illegal, may bring the reputation of the College into disrepute or may place other students at risk.

Examples and classification of levels of misbehaviour

Examples of misbehaviour are given below. The list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour and failing to comply with instructions when challenged over misbehaviour will raise the level. Mitigating circumstances will reduce the level. Whilst misbehaviour outside the classroom may not directly impact on teaching and learning it does damage the ethos and social structure of the College community and is taken just as seriously. Where new examples of misbehaviour are identified they will be periodically added to the grid.

	Within the classroom	Outside the classroom
Low level Levels 1 to 3	Talking whilst the teacher is speaking to the class; failure to complete work to an appropriate standard; not paying attention; talking persistently; not completing sufficient work in class; horseplay; throwing items across the class; arriving late to class without excuse; shouting/calling out and interrupting teaching and learning; not completing homework	Running on the corridor; pushing into tuck-shop queue; entering through the Reception door rather than student entrances; lateness to College; littering, throwing food in the courtyard; use of i-pods or mobile phones in College; uniform infringements
<p>It is expected that lower level behaviour issues such as those listed above will be dealt with by the member of Staff that encounters them.</p>		
Mid-level Levels 4 to 7	<p>Regular repetition of any of the level 1 to 4 behaviours.</p> <p>Teasing and taunting classmates; arguing with members of staff; truancy; deliberate damage to College property such as graffiti (eg. on desks); deliberate damage to textbooks or other students' work; verbal or physical intimidation amounting to bullying; behaving in a way that is likely to cause injury to others; serious verbal</p>	<p>Regular repetition of any of the level 1 to 4 behaviours.</p> <p>Truancy; smoking; vandalism; verbal or physical intimidation amounting to bullying; behaving in a way that is likely to cause injury to others; serious verbal abuse of another student or member of staff, graffiti (eg. walls, toilets etc.); acting in a manner that is likely to bring the reputation of the College into</p>

	abuse of another student or member of staff	disrepute
<p>It is expected that persistent lower level misbehaviour or single acts of mid-level misbehaviour will be referred upwards to the appropriate Subject Leader and/or Head of Year.</p>		
<p>High level Level 8</p>	<p>Regular repetition of any level 4 to 7 behaviours</p> <p>Racist behaviour; serious or repeated physical intimidation, actual assault/fighting; possession of alcohol, weapons, pornography, drugs; petty theft</p>	<p>Regular repetition of any level 4 to 7 behaviours</p> <p>Racist behaviour; serious or repeated physical intimidation, actual assault/fighting; possession of alcohol, weapons, pornography, drugs; petty theft</p>
<p>May lead directly to Permanent Exclusion</p>	<p>Repeated incidents of vandalism, bullying, assault/fighting, use or distribution of alcohol, weapons, pornography or drugs; theft</p>	<p>Repeated incidents of vandalism, bullying, assault/fighting, use or distribution of alcohol, weapons, pornography or drugs; theft</p>
<p>Any persistent mid-level misbehaviour and/or single acts of serious misbehaviour involving damage or risk to person or property must be referred through the Head of Year or Subject Leader to the Assistant Principal Student Services.</p> <p>The final decision on a permanent exclusion from the College will be made by the Principal.</p>		

Responding to incidents of unacceptable behaviour:

Level 1	The teacher will respond to poor behaviour (e.g. an extended pause, a look, a verbal warning)
Level 2	The teacher will explicitly remind the student of the agreed rules and protocols
Level 3	The teacher will move the student to another seat within the room
Level 4	The student will be asked to leave the room for a short time and the teacher will explain their expectations before the student is re-admitted to the classroom. If appropriate the child may be sent to a partner classroom for the remainder of the lesson

If level 4 is reached the teacher may give a **breaktime detention** and will keep a record of behaviour concerns by writing a note to parents in the student's planner. Unresolved incidents or persistent misbehaviour will be reported to the Subject Leader, who may also give a **breaktime** or **after-school detention** and may in turn refer the matter to the student's Form Tutor and Head of Year.

Level 5	<p>Persistent poor behaviour will result in the involvement of the Head of Year</p> <ul style="list-style-type: none"> • Head of Year will speak to the student and their Form Tutor and may organise a breaktime or after-school detention • Head of Year will work with the Subject Leader, Class Teacher and Form Tutor to determine lesson targets for student • Parents will be kept informed via student planner, phone-calls, letters or e-mails
Level 6	<p>Serious or persistent misbehaviour, or poor behaviour in a number of subject areas results in the involvement of the Assistant Principal Student Services</p> <ul style="list-style-type: none"> • APSS will organise a Thursday after-school or Saturday morning detention • Parents will be informed by telephone, letter or e-mail and a meeting in College will be arranged where appropriate • Student will be placed on an academic/behaviour report which will be monitored daily and Parents will be contacted on completion of the report period to discuss progress
Level 7	<p>Internal exclusion</p> <ul style="list-style-type: none"> • Will be used if the Assistant Principal Student Services is not satisfied that the student is showing sufficient improvement. • This sanction may also be used for serious incidents of misbehaviour
Level 8	<p>External (fixed term) exclusion</p> <ul style="list-style-type: none"> • Will be used in SERIOUS cases of misbehaviour • All students excluded from school have a interview with their parent(s) and the Assistant Principal Student Services where the terms of their re-admittance will be agreed by all parties • This sanction is seen as a last opportunity for a student to modify their behaviour before a permanent exclusion from the College is applied.
Level 9	<p>Permanent exclusion</p> <ul style="list-style-type: none"> • Will result if a student persistently exhibits serious unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so • Will result if a student commits a felony, whether the act takes place in the College or elsewhere, and if the nature of the crime is such that the student's return to college would put other students at risk • The sanction is applied by the College Principal