



OUR VISION

To create an outstanding British international school which empowers all students to embrace learning, achieve their best, and promote their intellectual, emotional, social and physical wellbeing.

OUR MISSION

To create a community of learning within a safe, secure and happy environment where our children are motivated, challenged and supported in all they do. Our passion for learning and teaching will inspire our students, as will our warmth, humanity and transparency. Student achievement will be limitless, and they will leave with the confidence and capability that will equip them for every facet of adult life as a global citizen.

OUR VALUES

Respect, Care, Cooperation, Integrity, Responsibility



Pearling Season International School

Behaviour Policy

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Pearling Season International School

Behaviour Policy

1. Rationale:

At **Pearling Season International** School, we believe that good behaviour is essential for an effective learning environment in which all students are given the opportunity to achieve. We seek to create a caring and inclusive environment which encourages and reinforces good behaviour. We acknowledge that our parents and wider community expect good behaviour as an important outcome of the educational process. Our approach is closely aligned to the Ministry of Education's requirements that guide the principles and practice in schools across Qatar.

2. Aims:

- To ensure the safety of staff, students and visitors
- To create an environment conducive to learning and to ensure that all children are involved and value their learning experiences.
- To work alongside parents to foster positive character development that cultivates productive citizens.

3. Policy Statement:

3.0 Broader Perspectives on Behaviour

At Pearling International School, we consider that behaviour relates to the learner, staff and the wider school community. In particular, we are concerned with behaviour that positively influences safe and effective learning. Our perspectives and policy on behaviour serve to promote the development of desired attitudes and character, as well as to support all learners to achieve their best.

3.1 Positive Student Recognition

All students enjoy receiving recognition for expected behaviour. Students respond better when they are encouraged and rewarded for positive behaviour and actions. Once students realise that positive behaviour brings about positive recognition, they are more likely to behave appropriately. Choosing to act in a positive and responsible way results in positive consequence.

3.2 Discipline Plan

- At Pearling Season International School, teachers and other adults manage the behaviour of students in and around the school, address any inappropriate behaviour themselves, prior to referring students to senior staff.
- Any disciplinary action will be in compliance with all Ministry of Education and Qatari laws, policies, and guidelines. A corporate responsibility around school is expected from all staff.
- In the classroom, students who choose to act inappropriately will receive a sanction. A hierarchy of consequences for first and minor offences will be implemented (see Appendix 3).
- Students will have the choice to learn from their mistakes and to not commit a similar action. Any 'time-out' imposed, e.g. missed break, becomes part of a reflective process, where students are given the chance to learn and discuss their negative actions with staff.
- Serious and repeated behaviour incidents will be recorded. Recording of all meetings with parents to discuss behaviour concerns will be kept in a behaviour file in the classroom. Each file will have a copy of the behaviour policy, a copy of Appendices 5 and 6 which is used to record detentions and finally a copy of Appendix 7 which is used to keep records of all discussions. Records will be available for future access and to the School Management.

3.3 Serious Misconduct

In cases of serious misconduct, a student will be immediately removed from the classroom and referred to the Pastoral Coordinator and a Senior Staff member; a referral to the School Counsellor may also be made.

3.4 Exclusion

In extreme circumstances where all other options have been exhausted, and the student continues to cause a health and safety risk to others or is having a profound and protracted negative effect on the learning of others, exclusion or non-re-enrolment will be considered by the School Management. Acts of severe violence and aggression will generally be grounds for exclusion and more likely lead to expulsion. The Ministry of Education guidelines on exclusion will be closely followed.

4. Roles and Responsibilities:

4.1 Student Rights and Responsibilities:

All Pearling Season students are expected to honour and practice their student rights and responsibilities.

All students have the right to:

- Be provided with a high-quality education without being negatively affected by others' behaviour.
- Be safe and respected in a welcoming school environment with no physical punishment.
- Be treated with respect and fairness by teachers, staff, and fellow students.
- Be provided with appropriate educational activities that promote individual talents, abilities and potential.
- Be recognized for good behaviour in class and while at school.
- Be supported in how to change misconduct into positive student behaviour.
- Be supported by parents, guardians or designated members at school meetings about behaviour.

All students are responsible for:

- Developing positive relationships and values.
- Following all policies, rules, and regulations set forth by Pearling Season International School.
- Following the Student Code of Conduct.
- Engaging as active learners and contributing and participating positively in the learning environment.
- Contributing to the school community and acting as ambassadors of the School.
- Contributing to and promoting a positive school environment.

4.2. Expected Student Behaviour

- Behave appropriately in a learning community and to adhere to the policies and procedures established.
- Come to school ready to learn. Be punctual both at beginning of day and for the start of every lesson.
- Be respectful, responsible and be prepared to work hard. The expected student behaviour is articulated in Appendix 1 forming part of this policy and will be formally taught and encouraged at school.
- Attend online learning sessions and engage fully in all distance learning instructional tasks.
- Present for online and distance learning sessions in accordance with the distributed timetable
- Wear correct school uniform in the appropriate manner at school and when attending online and/or distance learning sessions when these are delivered during part of the normal school day.

4.3 Teachers and other staff

- The classroom/Subject teacher is responsible for managing behaviour in the classroom. Each teacher has a classroom behaviour plan consistent with this policy. The plan includes classroom rules, expectations and consequences.
- As a matter of course, all staff within the school use encouraging language, praise and positive reinforcement both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. Strategies agreed are applied by all, as consistency is the key. All staff are expected to act as role models of professional, courteous behaviour.
- All staff are expected to support and contribute proactively to online and/or distance learning lessons and activities

4.4 Parents are:

- Asked to encourage students to follow the school rules and behaviour expectations.
- Expected to respond quickly to a request to attend the school for a meeting about behaviour.
- Asked to follow-up on behaviour concerns at home and to implement the suggested consequences
- Expected to act as good role-models for their children
- Asked to inform the school if there are any circumstances that may affect their child's behaviour
- Expected to support any disciplinary action taken by the school and to ensure their child understands that school and home are working together and are in agreement.
- Expected to support students to attend school and/or distance learning sessions to ensure that their child has full access to all learning activities and materials provided by the School
- Expected to provide all the required materials as prescribed by the subject teacher to ensure that their child may access online or remote provisions for learning.

5. Scope

All students, academic, administration and support staff of the school community

Appendix 1



Student Code of Conduct

Students are expected to behave appropriately for a school setting. Students should come to school ready to learn. They should be respectful, responsible and prepared to work hard. The staff will prepare students to be contributing citizens by providing encouragement, support and rich and varied opportunities for academic achievement.

Expected Behaviour	What does it look like? I will.....
<p>Be Respectful</p> <p>Treat others the way I want to be treated</p>	<ul style="list-style-type: none"> • Check my voice level • Show courtesy and good manners • Use respectful and appropriate language • Follow adult directions
<p>Be Safe</p> <p>Make sure my actions are safe for everyone</p>	<ul style="list-style-type: none"> • Keep hands, feet, body and objects to myself • Always walk in the building and on the right side of corridors • Settle conflicts in a positive manner • Ask an adult if I need help • Report people/situations that appear unsafe • Report bullying that I see or experience • Not bring, hold or play with unsafe objects • Follow safety rules and procedures
<p>Be Productive</p> <p>I come to school ready to learn</p>	<p>Keep a positive attitude</p> <ul style="list-style-type: none"> • Be persistent • Focus attention • Follow directions and use time wisely • Take care of materials, resources and equipment • Clean up after myself • Help others when needed • Come prepared for class (materials, homework, etc.)
<p>Be Responsible</p> <p>I take ownership of my acts and learning</p>	<p>I will:</p> <ul style="list-style-type: none"> • Attend all of my live and remote learning sessions • Be on time for live and online learning sessions • Complete all classwork and required tasks during the lesson • Follow the rules of the School and for each subject • Ensure that I can be seen on camera by my class teacher during all remote learning sessions • Ensure that my correct username and ID number is displayed when attending online learning sessions

Appendix 2



Unacceptable Behaviour

- ✗ Disregard to and/or breaking of school rules, and its academic and administrative directives.
- ✗ Acts of dishonesty.
- ✗ Participation in any act that disturbs or threatens the security of the School or hinders the learning of other students.
- ✗ Harmful behaviour that is contrary to acceptable social and ethical norms, or that risks the safety of myself or others.
- ✗ Insubordination in the form of abusive language directed toward any student, member of faculty or staff or disobedience of reasonable requests from any of these.
- ✗ Bad language.
- ✗ Unexcused late arrival to Morning Assembly.
- ✗ Mark graffiti within the school premises.
- ✗ Vandalize School property.
- ✗ Hurting, hitting or touching any individual within the school.
- ✗ Chewing gum
- ✗ Bringing any type of weapon into school
- ✗ Use of mobile phone or any other unauthorized electronic device in school
- ✗ Consumption of alcohol or any other banned substance
- ✗ Use of social media to cause harm or upset to another student or member of the school community

Classroom Expectations

- ✗ **Be Prompt!** Arrive to class before the BELL. Turn in assignments when "DUE."
- ✗ **Be Prepared!** Bring needed materials to class.
- ✗ **Set an example for others!** Demonstrate positive & sharing Behaviour.
- ✗ **Be Polite!** - Cooperate with the teacher and other students. Abide by school rules and meet classroom expectations. Raise your hand to ask a question
- ✗ **Participate!** - Follow directions, be on task, and do not disrupt the class.
- ✗ **Follow the instructions given!** – Listen to your teachers and follow their instructions carefully.
- ✗ **Keep your hands for yourself!** – Do not attempt to touch anyone in the class and never allow anyone to touch you.
- ✗ Comply with the requirements and instructions for online and remote learning

Expectations for online and remote learning

- Be responsible and productive:
 - ✘ Attend each session in accordance with the timetable
 - ✘ Be on time for all sessions
 - ✘ Be prepared for each session (complete required reading in advance and have the correct materials, equipment and completed homework)
 - ✘ Have the home/computer camera activated and ensure you can be seen by the teacher
 - ✘ Have the speaker and microphone operational so that both can be used during lessons according to the teacher's instructions
 - ✘ Access prior learning materials and homework in accordance with the teacher's instructions
 - ✘ Follow the instructions of the School and teachers with regard to the use of online learning materials
 - ✘ Only contact teachers and other members of the school community up to 1.30pm each day

Note: Students that cannot be seen on camera by the teacher will be marked as absent for that session.

Expectations during School Assemblies

- Have respect in assemblies:
 - ✘ Pay attention to speaker
 - ✘ Enter and exit quietly.
 - ✘ Make sure you arrive on time.
 - ✘ Show appropriate appreciation.
- Be organized in assemblies:
 - ✘ Walk to the location of the assembly in an orderly fashion
 - ✘ Stay in your location unless directed to move
- Work and play safely in assemblies:
 - ✘ Keep hands, feet and objects to yourself
 - ✘ Walk inside at all times.
 - ✘ Raise your hand to ask a question.
- Listen and learn in assemblies:
 - ✘ Always follow the directions of administrators and teachers
 - ✘ Listen quietly (do not talk, whistle, shout)

Playground Expectations

- Play safely on the playground:
 - ✘ Use appropriate language
 - ✘ Use good sportsmanship
 - ✘ No games where others are intentionally hit or kicked

- Be organized on the playground:
 - ✘ Play in assigned areas only
 - ✘ Do not leave the playground without permission
 - ✘ Be responsible for equipment and personal belongings
 - ✘ Line up with your classmates at designated area after the bell rings

- Be responsible for yourself and others on the playground:
 - ✘ Keep a safe distance from fences and walls
 - ✘ Keep a safe distance from areas where sports teams are active
 - ✘ Inform break supervisors of unsafe behaviour of other students
 - ✘ Inform break supervisors of any injuries to yourself or others

- Listen and learn on the playground:
 - ✘ Listen to all supervisors and follow all rules/instructions

General Expectations:

- ✘ Embrace the vision, mission and values of the School
- ✘ Engage in the wider school community and enrichment activities
- ✘ Aspire and work diligently to achieve your full potential
- ✘ Work proactively to become a useful and compassionate member of society and an informed global citizen
- ✘ Ask for help when needed
- ✘ Use the school systems to access learning and obtain help and support when needed
- ✘ Wear correct uniform at all times, including during remote or online learning sessions

Parents of all students are required to sign the learning and behaviour contract. This confirms receipt and understanding of the behaviour policy and an agreement to comply with its contents.

Consequences and Disciplinary Action

Generally, misconduct is handled gradually, whenever possible, to bring about positive change in behaviour. The student who behaves in an unacceptable manner will be subject to the following actions:

Steps Taken for Misconduct

Stage 1

Misconduct in the first instance will be addressed through the behaviour and classroom management strategies as set out in Appendix 12 (Primary) and Appendix 13 (Secondary). These strategies involve a series of warnings and other steps aimed at developing an understanding of the need for, and motivating behaviour change. Students who continue to behave in an unacceptable manner or who commit more serious acts, will be escalated to Stage 2 and this will be recorded on the system.

Disciplinary Action

Stage 2

When steps taken in Stage 1 are unsuccessful in bringing about behaviour change, students will be referred to the Head of Department, the parents and the Pastoral Coordinator will be notified. A teacher/student conference will take place and suitable action will be taken, which may include: after-school detention, 'green report', removal from the lesson, deprivation of rewards for a period of time, deprivation of break time privileges for a period of time. A referral to the School Counselor will also be made and a letter issued to the student stating clearly what the misconduct was and what must be done to correct the behaviour.

Stage 3

If the measures taken at Stage 2 are unsuccessful or the 'green report' is not passed, the matter is escalated to Stage 3. At this stage, parents will be asked to attend a meeting with the Head of Department or Head Teacher and the Pastoral Coordinator. The student will be placed on 'orange report' for a period of time agreed at the meeting, but not less than one week. Students on 'orange report' are not eligible for

rewards and may not represent the school at fixtures or other activities. Students moving to Stage 3 of the behaviour management plan will have this recorded on the system, a file note will be held in his or her student file and the end of year behaviour grade will be lowered. A student may be escalated directly to Stage 3 for significant acts of misconduct such as bullying, acts of aggression, bad language, significant classroom disruption (this list is not exhaustive). A warning letter will be issued to the student stating the reason for being placed on 'orange report' and what is required to improve. The matter will be recorded on the system and a record placed in the student's file. The end of year behaviour grade will be lowered. If 'orange report' is not successfully completed, the matter will be escalated to Stage 4 of the behaviour management plan.

Stage 4

Persistent misconduct, failure to complete 'orange report' satisfactorily and acts of serious misconduct will be addressed through Stage 4 of the behaviour management plan. Behaviour that may result in escalation directly to Stage 4 include (but are not limited to) bullying, theft, abusive language, violence and vandalism. At this stage, the student may be internally or externally excluded from school for up to three days. A parent must attend a meeting with the School Principal, Head Teacher and Pastoral Coordinator. The expectations for behaviour after the suspension is completed will be set out in writing, along with the consequences of failing to meet those expectations. The student will be given tasks and learning activities to complete during the suspension period. The suspension will be recorded in the system and a file note placed in the student's records. The student may be de-housed until the end of term and the end of year behaviour grade will be lowered.

Stage 5

In the event of a very serious act of misconduct or when Stage 4 measures have been unsuccessful in bringing about behaviour change, expulsion may be considered. This will normally be considered if the behaviour poses a health and safety risk, is persistent and/or significantly and negatively affects other students' learning or is harmful to the school community. Certain violent or criminal acts will almost always lead to expulsion from the School. The parent must sign an agreement to transfer the student to another school by the end of the year. The matter will be recorded on the system and a file note will be placed in the student's records. The Ministry of Education will be informed of the decision and will receive full details of the incident and a copy of all related documents.

Appendix 4

Think Sheet



Student's Name _____

Year Level _____

Class/Period _____

This is the rule I broke _____

I chose to break this rule because _____

Who was affected when I broke this rule? _____

This is what I could have done instead:

Student's signature _____ Date _____

Appendix 5

Disciplinary Notification

(For infractions prior to suspensions)



Date: _____ Teacher: _____

Student's Name: _____ Year Level: _____

Dear _____

Your child has exhibited unacceptable behaviour in the area(s) checked on the attached page

(Student Code of Conduct). The following disciplinary actions have been applied:

Description of Incident

Action (s) Taken

Recommendation for Parent Follow-Up

Teacher's Name & Signature: _____

Administrator's Name & Signature: _____ Designation: _____

Appendix 6



Notice of Suspension

Student's Name: ----- Date: _____

Year Level: _____

Dear _____

I regret to inform you that it has become necessary to suspend your child from school beginning

_____ until _____ because of the following reasons:

Once the suspension begins, your child will be given a learning packet to complete. It is expected that, during the period of suspension, the student should be kept home under adequate supervision. It is important that you meet with me on _____ at _____ or at a mutually agreeable time during the period of suspension. At the time of the meeting, you will have an opportunity to discuss the relevant facts regarding your child's suspension and plan strategies with us for future positive behaviour. These strategies will be contained in an intervention plan which we will collaboratively construct to ensure your child's academic success and positive behaviour.

Sincerely,

Administrator's Name & Signature: _____ Designation: _____

Parent Signature: _____ Date: _____

Appendix 7

Staff Incident Report



Date of Incident _____

Time of Incident _____

Reported by _____

Position _____

Reported to _____

Position _____

Names of individuals involved (if any):

Description of incident:

Action taken (if any):

Submitted by _____

Designation: _____

Administrator's Name & Signature: _____

Designation: _____

Appendix 8

Student/ Staff Witness statement – Optional



Date of Incident _____

Time of Incident _____

Reported by _____

Position _____

Reported to _____

Position _____

Names of individuals involved (if any):

Description of incident:

Submitted by _____

Designation: _____

Administrator's Name & Signature: _____ Designation: _____

Appendix 9

Primary Reward System



Class Dojo will be used as a method of providing instant reward and feedback during lessons. Rewards can be given for good work and behaviour, making good progress, helping others, contributing to the wider school community and performing leadership roles. Dojo points will later be converted to house points at a ratio of 5:1.

All students will be part of the whole-school house system. There will be four houses.

Positive reinforcement of desired behaviours and attainment is the aim of reward system; alongside promoting confidence, self-esteem, engagement in learning and an aspiration for achievement.

Points System

- Points will be recorded on Class Dojo
- Points may not be deducted; unacceptable behaviour should be managed through the disciplinary procedures
- Rewards should be given for Dojo points as follows:
 - 5 points = sticker
 - 20 points = positive postcard
 - 50 points = Head Teacher's sticker
 - 100 points = Principal's sticker and postcard
 - 500 points = pizza with the Principal or other agreed similar reward
 - 5 dojo points = 1 house point

Rewards Assemblies

There will be a rewards assembly each half term. In the first half term, submissions will be taken from class teachers for effort and progress. A certificate will be awarded to one student per class.

In the second half of term one and two, there will be a rewards assembly for excellent performance. Teachers will submit one learner per class for this award. The award will be for the learner objectively identified as having achieved excellent performance in one or more areas.

At the end of the academic year, there will be an awards ceremony for the highest achievers in each year group. There will be one student per year group selected by the Head of Primary for this award. Selections will be made on the objective evaluation of attainment. Parents may be invited to this ceremony.

All award winners at any level may be celebrated by sharing pictures and stories on notice boards, the school newsletter and via social media. Teachers are also encouraged to use the school/parent communication systems to notify parents that pupils have received a positive award. This is in any event encouraged when there is something positive to share, even if the student has not received an award.

Appendix 10

Secondary Reward System

All students will be part of the whole-school house system. There will be four houses and students will earn house points for their team for both learning and conduct. Positive reinforcement of desired behaviours and attainment is the aim of reward system; alongside promoting confidence, self-esteem, engagement in learning and an aspiration for achievement.

Awarding House Points

Points should normally only be awarded singularly and should not be given for simply meeting the expected standards. A sense of achievement must be attached to receiving house points. Points may be awarded for good performance, making good progress, helping others, contributing to the wider school community, performing leadership roles, representing the school in a positive light, overcoming barriers. Points may not be removed, save for acts of serious misconduct. Unacceptable behaviours should be addressed through the disciplinary procedures.

House points will be tallied over the year, with one house winning a trophy at the end of the year. In the interim, individual students will be rewarded for the accrual of house points as follows:

- 50 points = certificate awarded in year group or whole-school assembly
- 100 points = principal's bronze award certificate
- 250 points = principal's silver award certificate and pizza with the principal or similar
- 500 points = principal's gold award certificate plus end-of-year prize

Rewards Assemblies

There will be a rewards assembly each half term. In the first half term, submissions will be taken from subject teachers for effort and progress. A certificate will be awarded to one student per subject.

In the second half of term one and two, there will be a rewards assembly for excellent performance. Subject teachers will submit one learner per subject for this award. The award will be for the learner objectively identified as having achieved excellent performance in each subject.

At the end of the academic year, there will be an awards ceremony for the highest achievers in each year subject. There will be one student per year subject selected by the Head of each subject area for this award. Selections will be made on the objective evaluation of assessment grades. Parents may be invited to this ceremony.

All award winners at any level may be celebrated by sharing pictures and stories on notice boards, the school newsletter and via social media. Teachers are also encouraged to use the school/parent communication systems to notify parents that pupils have received a positive award. This is in any event encouraged when there is something positive to share, even if the student has not received an award.

Appendix 11

Prizes

Students that have earned prizes, may select from some of the options listed below. These will be taken during the last two periods of an agreed school day. Eligible students will normally be grouped according to age and the choice of prize. The following list is not exhaustive, and the students may make suggestions for approval to be included in this list.

- Pool party
- Use of the sports hall
- Use of the Astro turf
- Watch a video of choice (to be censored for appropriateness)
- Play video games (to be censored for appropriateness)
- Play board games
- Invite a visitor (for an activity not normally offered by the School)
- A book on a topic of interest
- A shopping voucher
- A voucher for an attraction or external activity
- An item of sports equipment
- Art materials
- Other learning materials, e.g. a microscope or geometry set
- School branded items, e.g. pencil case, bag, mug etc.

Appendix 12

Behaviour Management - Primary



All teachers are expected to employ effective behaviour management strategies in their classrooms. Before school disciplinary procedures are initiated, there should be a number of steps taken within the classroom to try to bring about behaviour change and effective learning.

The first steps to achieving desirable behaviours should be:

- Create a positive and interesting learning environment
- Be organized and prepared
- Implement clear systems and procedures for all processes and tasks
- Continuously assess for learning to minimize frustration and embarrassment
- Manage behaviour as it unfolds, be consistent and follow through

Management strategies may be necessary for students who engage in behaviours such as:

- Talking at inappropriate times
- Failing to stay on task
- Careless work
- Poor consideration for others
- Disrespectful behaviour
- Inappropriate language
- Misuse of equipment
- Damaging property

The classroom teacher should have a clear and stepped approach to managing the behaviour immediately within the classroom. Before initiating school disciplinary measures, which will be recorded on the system and require the involvement of the parents and the leadership team, the classroom teacher should issue:

First offence	=	Initial Verbal Warning
Second offence	=	First Yellow Card
Third offence	=	Second Yellow Card
Fourth offence	=	Red Card and timeout inside the classroom

At all stages of this process, the teacher should state the unacceptable behaviour, the possible consequence of persisting, what will happen next and make clear what the desired behaviour is. Most importantly, an opportunity must be provided for the student to improve behaviour and feel that a fresh start is possible.

In the case of online learning, the teacher may turn off access to the learner at the fourth offence. The student will then be marked as absent for that session.

If all of the above fails, the school disciplinary procedures should be initiated.

Appendix 13

Behaviour Management - Secondary



All teachers are expected to employ effective behaviour management strategies in their classrooms. Before school disciplinary procedures are initiated, there should be a number of steps taken within the classroom to try to bring about behaviour change and effective learning.

The first step to achieving desirable behaviours should be:

- Create a positive and interesting learning environment
- Be organized and prepared
- Implement clear systems and procedures for all processes
- Continuously assess for learning to minimize frustration and embarrassment
- Manage behaviour as it unfolds, be consistent and follow through

Management strategies may be necessary for students who engage in behaviours such as:

- Talking at inappropriate times
- Failing to stay on task
- Careless work
- Poor consideration for others
- Disrespectful behaviour
- Inappropriate language
- Misuse of equipment
- Damaging property
- Breaking school or class rules
- Disrupting online learning sessions

The class teacher should have a clear and stepped approach to managing the behaviour immediately within the classroom. Before initiating school disciplinary measures, which will be recorded on the system and require the involvement of parents and the leadership team, the classroom teacher should:

First offence	=	Issue a First Verbal Warning
Second offence	=	Issue a Second Verbal Warning
Third offence	=	Issue a Third Verbal Warning and a break time detention or timeout

At all stages of this process, the teacher should state the unacceptable behaviour, the possible consequence of persisting, what will happen next and make clear what the desired behaviour is. Most importantly, an opportunity must be provided for the student to improve behaviour and feel that a fresh start is possible.

In the case of online learning, the teacher may terminate access at the third offence and the student will be marked as absent for that session.

If all of the above fails, the school disciplinary procedures should be initiated.

Appendix 14

The Wider School Community

At Pearling Season International School, we believe that participation in the wider school community is essential for the development of the 'whole child' and for developing character and stimulating an interest in learning. The wider school community offers opportunities for learners to be involved in academic, social and sporting activities, as well as chances to participate in charitable and leadership roles and to celebrate success. Examples of the events and activities that may take place at The School include:

- Year group and whole-school assemblies
- Rewards ceremonies
- Extra-curricular support sessions
- Extra-curricular sports clubs
- Extra-curricular enrichment activities
- National Day celebrations
- International celebratory events
- Careers Fair
- Prefect system
- School Council
- Charitable events and activities
- House competitions
- Public speaking programme
- Sports Day
- Swimming Gala
- Sports tournaments and fixtures
- Art exhibitions
- Spelling Bee
- Fitness Week
- Week Without Walls
- Healthy breakfasts
- Destination Imagination
- Eid Celebrations
- School concerts
- School carnivals and festivals
- Newsletter and social media

Appendix 15
Behaviour Contract



In order to support effective student and ensure a safe learning environment, it is essential that all learners, staff and parents work together to follow the behaviour policy. In doing so, together we can support learning and protect our students; this also enables us to create a pleasant learning environment and vibrant school community, where young people can flourish and build confidence.

All parents of students attending Pearling Season International School are required to sign the Behaviour Contract. As a part of that contract, they are required to ensure that its contents are understood by their child and to support their adherence to its contents.

Student Name _____ UID # _____

I have read, understood and agree to support the application of the behaviour policy to my child. This includes:

- Ensuring that my child follows the requirements set out to support his or her learning
- Facilitating my child's participation in whole-school activities and the celebration of achievement
- Supporting the School and attending meetings promptly if disciplinary actions become necessary

Parent Name _____

Signature _____ Date _____

Appendix 16

Green Report



Name of Student _____ Class or Form _____

Issuing member of staff _____

Date of issue _____ Duration of monitoring period _____

Unacceptable conduct for which report was issued

All of the expectations presented in the Behaviour Policy must be met during and after the reporting period. Specifically, during the monitoring period, the expected conduct must include:

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

Each period should be marked 'A' (Acceptable) or 'U' (Unacceptable) and initialed by the teacher for that session.

Green report has/has not been completed successfully.

Signature of staff member _____ Date _____

Appendix 17
Orange Report



Name of Student _____ Class or Form _____

Issuing member of staff _____

Date of issue _____ Duration of monitoring period _____

Unacceptable conduct for which report was issues

All of the expectations presented in the Behaviour Policy must be met during and after the reporting period. Specifically, during the monitoring period, the expected conduct must include:

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

Each period should be marked 'A' (Acceptable) or 'U' (Unacceptable) and initialed by the teacher for that session.

Orange report has/has not been completed satisfactorily.

Signature of staff member _____ Date _____