



BEHAVIOUR POLICY (SECONDARY)

At Park House English School, we believe that positive behaviour is best achieved through a strong partnership between school and home. We are committed to open, constructive communication with parents and guardians, ensuring they are informed and involved when behaviour becomes a concern or requires significant intervention. Together, we aim to support every student in making positive choices and achieving their full potential.

RATIONALE

Park House English School is committed to a safe, calm and purposeful climate where every student can learn and thrive. Behaviour is taught, modelled and reinforced as a core part of our curriculum. This policy sets out clear, fair and consistent expectations, responsibilities and responses so that staff can teach, students can learn, and parents can partner with us.

We emphasise high expectations, professional relationships, clear routines, positive recognition and proportionate, instructional sanctions that help students learn from mistakes. Our approach is inclusive and evidence-informed: we balance accountability with support, reasonable adjustments where needed and a strong focus on restoration and re-engagement after incidents. The policy applies on site, off site when representing the school and online, and is implemented with fidelity by all staff.

AIMS

The policy aims to ensure:

1. Clarity

By defining and clarifying school-wide expectations so that students know what right looks like, and how staff will respond.

2. Consistency

By ensuring the same approach to instances where behaviour does not meet expectations with predictable consequences (C1-C5) through clearly defined thresholds and responsibilities.

3. A positive culture



By recognising positive learning attitudes, progress, and improvement while removing double-entry approaches to recording

4. Inclusion and equity

By applying reasonable adjustments for students with additional learning needs, multilingual learners, and those with medical needs, and by tracking outcomes for the above to address disproportionality

5. Partnership

By engaging parents early and constructively, and by providing transparent processes for queries

6. Continuous improvement

By monitoring data regularly; targeting intervention based on the data, and monitoring improvements.

EXPECTATIONS

Every member of the Park House community is expected to be kind, treat others with respect, and work hard.

In addition to this, we expect students to follow the school's PRIDE values:

PERSEVERANCE: Being resilient, even when faced with difficult or challenging circumstances.

RESPONSIBILITY: Taking responsibility for my learning, my attitude, my progress and my behaviour. Becoming a global citizen and being kind, caring and respectful in all I do.

INDEPENDENCE: Becoming a confident and independent learner. Always giving my best and taking ownership for overcoming my own difficulties and challenges.

DEDICATION: Knowing that developing knowledge, skills and understanding requires determination, effort and commitment to be truly successful.

ENGAGEMENT: Having enthusiasm, passion and a love for learning, both inside and outside of the classroom.

Student Code of Conduct

At Park House English School, we expect all students to uphold the highest standards of behaviour to ensure a safe, respectful, and productive learning environment. Students must:

1. **Wear the correct school uniform** at all times, and maintain a neat appearance.
2. **Move calmly and sensibly** in corridors and shared spaces; keep to the right and do not run.
3. **Line up quietly and promptly** outside classrooms before lessons begin.



4. **Respect the school environment** by keeping classrooms, corridors, and outdoor areas clean and free from litter.
5. **Follow staff instructions immediately** and without argument.
6. **Be punctual** to all lessons and school activities.
7. **Bring the correct equipment** and be ready to learn in every lesson.
8. **Use polite and respectful language** towards staff, peers, and visitors at all times.
9. **Act as an ambassador for the school** when off-site or in uniform, demonstrating behaviour that reflects our values.

REWARDS

Teachers will reward students for positive learning behaviours and for demonstrating the school's values by awarding house points, which go towards the overall points for each of the school's four houses. We also encourage teachers to recognise behaviour through personal praise, emails or calls home, and positive postcards.

The school regularly holds PRIDE assemblies in which excellent attendance, academic achievement, and positive behaviour are rewarded. These aim to highlight excellent behaviour and reward those who are consistently following our expectations.

SANCTIONS

Roles and Responsibilities for Behaviour Management

Classroom Teachers

Teachers are responsible for managing minor incidents within their classrooms. All such incidents must be recorded as a **C1** on iSAMS.

Form Tutors and Progress Leaders

Form Tutors monitor their tutees' behaviour regularly via iSAMS and escalate concerns to the Progress Leader (PL) when patterns emerge. PLs oversee behaviour across subjects, intervene when issues span multiple areas, and may implement measures such as behaviour reports, after-school detentions, or parent meetings.

Escalation of Consequences

- **Three C1 entries** trigger a Year Group detention, recorded as a **C2** on iSAMS.
- More serious incidents should be logged as **C2** and referred to the relevant Head of Department (HoD), PL, or Assistant Headteacher (AHT).
- Consequences at **C3–C5** levels are recorded only by PLs or AHTs following investigation and in line with policy.



Senior Leadership Team (SLT)

SLT members are available throughout the day to manage the most serious incidents, including removing students from lessons where disruption is severe. Staff requiring immediate assistance should email **oncall@parkhouseschool.com**. All incidents must still be recorded on iSAMS. Where necessary, teachers should provide witness details to the PL or AHT, who will collate incident reports.

Outlined below are examples of unacceptable behaviour at Park House English School and sanctions which are available to staff. It is essential that each case must be dealt with according to individual circumstances and in line with the behaviour policy. Sanctions will be applied fairly and in accordance with the departmental and whole school behaviour policy. If students show repeated patterns of behaviour, this will be described and defined as an escalation of previous behaviour.

The school is able to show judgement on any of the below and may apply reasonable adjustments for students with additional needs of any nature. The examples below are not an exhaustive list of behaviours and consequences, but serve as examples.

Any incident that results in a C1-5 must be recorded on iSAMS

C1: These incidents can be sanctioned by the classroom teacher or form tutor and may include:

- Late to lesson
- Excessive make-up
- Excessive jewelry
- Inappropriate behaviour
- Incorrect uniform (including shoes and Inappropriate skirt length and wearing PE kit on the wrong day)
- Chewing gum
- Using a personal electronic device (without permission, resulting in confiscation) *
- Not following teacher instructions
- Disruption to lessons

Sanctions could include:

- Restorative conversation
- Formal warning – C1 recorded on iSAMS
- Short cooling off period outside the classroom (maximum 5 minutes)
- Moving seat
- Phone call or email home
- Student can be escorted to a safe space and supervised by a member of staff

* NB. Please refer to the Device and Acceptable Use Policy for incidents involving personal devices.



C2: These incidents can be sanctioned by the classroom teacher or form tutor and may include:

- 3 or more C1s in student planner
- Loitering in the toilet
- Disrespectful behaviour
- Persistent lateness to lesson
- Silly/immature behaviour (Repeated)
- Offensive language (swearing, inappropriate terminology, inappropriate slang)
- Homework issue (Repeated/Continued issue)
- Lack of equipment (stationery, books)
- Lack of work in a lesson
- Using the bathroom without a toilet pass during lessons
- Use personal device without permission (repeated)
- Any escalation of C1 should be given and recorded on ISAMS as a C2.

Escalation refers to the process by which a conflict or inappropriate behaviour increases in frequency or severity, becoming more serious and potentially harmful.

A C2 sanction will result in a year-group detention. Staff may also choose to contact home or put other consequences in place.

If a student accrues three C2s (equivalent to nine C1s) in a half term, they will no longer be eligible to represent the school at external events (e.g. sporting fixtures, MUN, choir) during that half term. Students who receive three C2s will have the opportunity to rejoin the sports teams and ECAs the following half term, and will be eligible to represent the school again, if they do not accrue a further three C2s that half term.

C3s: These incidents must be recorded on ISAMS and passed to the relevant HOD or PL. Unacceptable behaviour in this category includes, but not limited to:

- 3 or more C2s in a half term
- Misuse of ICT / Internet / Devices
- Offensive language, as per C2 (Repeated)
- Plagiarism
- Cheating in a test
- Defiance



- Reported incidents of hostile social media comments to members of the school community by members of the school community.
- Any escalation of previous consequences

Defiance refers to a verbal or non-verbal refusal to follow a reasonable instruction, identify oneself when asked, or comply with an agreed disciplinary action.

A C3 sanction is a 20-minute after school detention with the HOD or PL. Another sanction at this level is a report – this could be for a specific subject or across all subjects for a specified time period of 1-2 weeks.

C4s: Serious incidents are dealt with by the Progress Leader and /or SLT. These include, but not limited to:

- 3 or more C3s in a half term
- Out of bounds
- Intimidation (Either threatening language or through digital communication)
- Theft
- Missing detention
- Selling contraband
- Bringing the school into disrepute (Please see below)
- Truancy (Lesson)
- Any escalation of previous consequences

Bringing the School into Disrepute refers to any behaviour that damages the school's reputation, whether on or off site. This includes actions taken while wearing school uniform or representing the school in any capacity. Examples include anti-social behaviour, inappropriate language, or conduct that conflicts with the school's values. Such behaviour will be sanctioned in line with this policy.

A C4 sanction is a 30-minute after school detention with a member of the SLT/Progress Leader on Thursday after school. Contact will be made with the students' parents/guardians to arrange alternative pick-up arrangements.

C5: These incidents are dealt with by Progress Leaders and SLT. They include, but are not limited to:

- Fighting / Assault / Inappropriate contact
- Alcohol / Drugs / Smoking / Vaping related incidents
- Offensive weapons related incidents



- Violent behaviour towards students(s)
- Violent behaviour towards staff
- Vandalism towards school property or students' property
- Truancy (School)
- Racism (including any use of language deemed to be racially inappropriate)
- Bullying (see bullying policy) (see below for definition)
- Behaviour that is offensive to Qatari culture
- Use of discriminatory or prejudicial or derogatory language
- Any escalation of the above consequences

A C5 sanction starts an Internal Exclusion and can rise to Expulsion depending on the severity of the situation. Parents will be notified if a student commits any of the above offences or an escalation of previous offences.

N.B. In cases of fighting, both students will be sanctioned equally, regardless of who started the fight. If a student assaults another student, that student should immediately withdraw themselves from the incident and inform the closest member of staff. Retaliation should not be pursued and will result in the student being punished in a similar fashion to the 'aggressor'.

BAG SEARCH

The Principal & Headteacher (and staff authorised by them) have a statutory power to search a student's bag, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items in line with our school behaviour policy are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarette papers or vapes
- Fireworks/Firecrackers
- Contraband
- Any article a staff member suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).



The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for. This would be anything that falls into the school's behaviour policy.

If any student brings a weapon onto school property, the Principal will call the police in accordance with ISP safeguarding policy.

EXCLUSIONS

The word 'exclusion' relates to the removal of a student from regular daily school activities. There are three levels of exclusion that can be put in place as a consequence of unacceptable behaviour. Such behaviour may have occurred in school or out of school.

1. Internal exclusion.

This may also be referred to as an 'isolation'. This will take place within the school campus but the student will be excluded from her/his regular school activities for a day, or a part of a day.

2. External exclusion.

This may also be referred to as a 'suspension'. This refers to cases where students are required to stay at home due to the severity of a particular incident, or due to a student's behaviour not improving following previous sanctions.

3. Permanent exclusion.

This may also be referred to as 'expulsion'. Such consequences only take place in the most serious of cases either through an extreme isolated incident, or through a series of unacceptable incidents through which the student has not shown improvement.

Exclusions: Procedures and Responsibilities

- **Decision-Making Authority**

- *Internal and Fixed-Term Exclusions:* Authorised only by the Head of Secondary (or an SLT member deputising), in consultation with the Principal.
- *Permanent Exclusion:* Authorised only by the Principal.

- **Communication with Parents**

Parents/guardians will be informed by telephone and follow-up email outlining the reason and duration of the exclusion. A readmission meeting will be scheduled before the student returns.

- **Readmission Meeting**

This meeting involves the student, parents, and a member of SLT. Its purpose is to confirm expectations for future conduct, address any wider concerns (e.g., attendance, academic progress, pastoral needs), and agree on support for reintegration.



A readmission letter summarising these expectations will be provided. Attendance at the meeting constitutes acceptance of its terms. If parents decline to attend or sign, the conditions remain valid.

- **Repeated Fixed-Term Exclusions**

Persistent breaches may result in longer exclusions (typically 2–7 days) and escalation discussions. Three exclusions in one academic year will trigger a review with the Principal, Head of Secondary, PL, and AHM to consider next steps, including possible permanent exclusion.

- **Permanent Exclusion**

Considered only for the most serious or persistent breaches, or where behaviour poses a significant risk to safety, wellbeing, or the school's integrity. The Principal may escalate a fixed-term exclusion to permanent status if warranted. Parents will be notified in writing with reasons for the decision.

Exclusions may be applied for behaviours listed under C5 or other serious breaches not explicitly stated. This list is not exhaustive, and the Principal retains the discretion to determine when exclusion is appropriate, considering the context and severity of the incident.

In cases of persistent or severe breaches where reintegration is not deemed feasible, the school may recommend that parents consider alternative educational provision. This decision will follow a thorough review process and consultation with the Principal and relevant stakeholders.

PARENTAL ENGAGEMENT

We value a strong partnership with parents in promoting positive behaviour. While it is not practical or necessary to inform parents of every minor incident or routine recognition, we will communicate promptly when a student's behaviour gives cause for concern or requires significant intervention. This includes repeated low-level issues, serious breaches of the behaviour policy, or any incident that may impact learning, safety, or wellbeing. Our aim is to work collaboratively with families to support students in making positive choices and achieving success.

GETTING BETTER

Behaviour data recorded on iSAMS is regularly analysed to identify patterns and trends across the school. This information helps us monitor the overall climate for learning, evaluate the impact of interventions, and target support where needed. We recognise that behaviour management is part of students' personal development and life skills. When trends emerge, we respond proactively through

POLICY NUMBER:
OWNER: HEAD OF SECONDARY
DATE OF ISSUE/LAST REVIEW: AUG 2026
REVIEW DATE: AUG 2027



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PARK HOUSE ENGLISH SCHOOL

SECONDARY SCHOOL

form-time discussions, assemblies, and other pastoral activities to reinforce expectations and promote positive behaviour.