



Durham School for Girls Doha

Behaviour for Learning Policy

Version 7.0 | June 2025

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REVIEWED BY | Fatima Bassadien (DHOP)

Linked Policies: Rewards & House System Policy, Attendance Policy, Uniform Policy, Mobile Phone Policy

VALUES

قيمي ترسم هويتي

MARK VALUES AND QATARI VALUES ARE AT THE HEART OF A
DURHAM GIRL

Our Vision

To be the leading school for girls in Qatar, where every student is empowered with confidence for life, underpinned by Qatari culture and Islamic values and enriched by global perspectives.

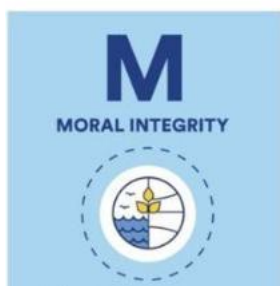
Our Mission

As a British curriculum girls' school, we provide a safe, supportive, and inclusive learning environment where every girl can be herself and flourish. We nurture creativity and critical thinking, fostering confidence, leadership, resilience, and a love of learning. We encourage students to embrace challenge and develop skills to thrive in an ever-changing world.

Introduction

At Durham School for Girls Doha (DSGD), we believe that behaviour is a skill that must be taught, practised, and reinforced. This Behaviour for Learning Policy outlines our proactive and restorative approach to behaviour management. Our goal is to create a positive, inclusive, and high-achieving school environment where all students feel valued and supported.

This policy reflects our core values of **Moral Integrity, Ambition, Responsibility, and Kindness (MARK)** and is aligned with the Qatari values that shape our school identity. It also serves as a practical guide for staff, students, and parents.



Aims of the Policy

- Promote a culture of respect, responsibility, and high expectations.
- Support staff in consistently applying behaviour systems.
- Guide students in making thoughtful, respectful choices.
- Offer restorative and rehabilitative pathways to correct behaviour.
- Provide parents with clarity on how behaviour is managed and escalated.
- Foster strong relationships built on empathy, reflection, and accountability.

The Role of Staff

All staff at Durham School for Girls Doha are expected to uphold and reinforce the school's Behaviour for Learning Policy through consistent, fair, and respectful practice. They serve not only as enforcers of expectations but also as role models who nurture a culture grounded in the MARK and Qatar values.

Staff are expected to:

- Uphold and apply the school's behaviour expectations both in and out of the classroom environment.
- Treat all students with fairness, consistency, and respect, fostering an atmosphere of emotional safety and high expectations.
- Demonstrate and model the MARK values – Moral Integrity, Ambition, Responsibility, and Kindness – in their daily interactions.
- Establish classrooms that promote inclusivity, calmness, engagement, and academic challenges.
- Foster positive relationships with students that are built on mutual respect and understanding of individual needs.
- Acknowledge and celebrate efforts, progress, and contributions made by students.
- Complete and submit behaviour logs and incident reports promptly using iSAMS, ensuring these are shared appropriately with the Head of Year, Deputy Head (Pastoral), Head of School or Principal depending on the seriousness of the incident.
- Maintain ongoing communication with the pastoral team to ensure timely intervention and follow-up for behaviour issues.
- Ensure that students are supervised diligently during all parts of the school day, including transitions, break times, and dismissal.
- Use the rewards system consistently to highlight and reinforce positive behaviour.
- Promote a culture of achievement by celebrating student success through classroom displays, year group assemblies, and tutor time.

The Role of Parents

Parents and guardians are essential partners in fostering a consistent, respectful, and value-driven approach to behaviour. Durham School for Girls Doha encourages transparent communication and mutual support between home and school.

Parents are expected to:

- Reinforce the school's behavioural expectations at home and encourage their daughters to make respectful, responsible choices.
- Support the school's disciplinary decisions and consequences in a spirit of partnership, while seeking clarification through appropriate channels if needed.
- Make the **first point of contact the form tutor/Class Teacher** for any concerns. If matters remain unresolved, escalation should follow through to the Head of Year, then Deputy Head (Pastoral), then Head of School and finally to the Principal.
- Respond to communication from school in a timely manner, whether via email, phone, or SMS, particularly when requested for meetings or follow-up.
- Uphold the Code of Conduct for Parents as outlined in the Parent Handbook, ensuring respectful interactions with staff and students on and off school grounds.

Parent Collaboration

Parents are key partners in behaviour management. DSGD commits to:

- Informing parents on policy changes and implementations
- Informing parents about concerns early and consistently
- Inviting parents to meetings when concerns arise
- Offering tools and guidance for supporting behaviour at home

- Reinforcing the shared values of respect, responsibility, and integrity

A formal meeting with the school may be required in cases such as:

- Allegations of bullying.
- Physical aggression towards students or staff.
- Repeated verbal disrespect.
- Ongoing classroom disruption.
- Recurrent breaches of minor rules despite reminders.
- Damage to property belonging to students, staff, or the school.
- Theft occurring on or offsite during school activities.
- Safeguarding concerns (as per the Safeguarding Policy)
- Uncontrollable behaviour where immediate removal from school is necessary for safety.

The Role of Students

As learners and ambassadors of DSGD, students are expected to uphold high personal standards, act with dignity, and take responsibility for their actions.

Students are expected to:

- Attend school daily, on time, and fully equipped for learning.
- Wear the full school uniform with pride and in accordance with the Uniform Policy.
- Engage fully in all academic tasks and complete classwork and homework to the best of their ability.
- Listen respectfully to teachers, follow instructions the first time, and reflect on guidance given.
- Avoid disrupting the learning of others and work collaboratively in a spirit of kindness and respect.
- Embody the MARK values in their interactions, decisions, and mindset.
- Cooperate with staff and peers to create a safe, inclusive, and goal-driven school environment.
- Follow classroom routines and behaviour expectations (5 to Start, 5 to Finish, Classroom Rules).
- Contribute to and respect class agreements and shared rules.
- Celebrate the achievements of others and participate positively in the school community.

Positive Behaviour and Recognition

We actively recognise and reward behaviour that reflects our values and supports a positive school culture.

Positive behaviour includes:

- Demonstrating empathy and kindness
- Maintaining focus and effort in lessons
- Respecting peers, staff, and the environment
- Participating in prayer respectfully and responsibly
- Upholding personal and school-wide responsibilities

Recognition Methods:

- Verbal praise in class
- House points (1HP, 2HP, 3HP, 4HP scale) on iSAMS
- Positive comments in exercise books and positive feedback on classwork and homework.
- Displaying good work in class, corridors and in the school reception area.
- Certificates for effort, achievement, and personal growth
- Achievement certificates in weekly/monthly assemblies for academic achievement, effort, teamwork, service and duty around the school.
- Postcards and phone calls home
- Award of certificates at the annual end of year prize giving ceremony.

Refer to the ***Rewards & House System Policy*** for further details.

School Rules and Regulations

The school rules and student code of conduct provide clear expectations for all students and define the boundaries of acceptable behaviour, appearance, and personal responsibility. These rules apply at all times while students are on school grounds, attending school-related activities, or representing the school – including when wearing the DSGD uniform in public. All students are expected to behave in a way that supports a respectful, safe, and productive learning environment whilst upholding the MARK, Qatari and British Values, and ISP Values.

Behaviour Expectations (*Student Code of Conduct*)

Students are expected to:

- Be **punctual and prepared** for each lesson, with all necessary materials.
- **Wear the correct school uniform** neatly and with pride, in line with the uniform policy.
- **Follow all staff instructions** respectfully and without delay.
- **Adhere to classroom routines**, including the '5 To Start' and '5 To Finish' procedures.
- **Remain on task** and contribute positively to lessons.
- **Treat all members of the school community** with dignity, kindness, and respect.
- **Report bullying without delay** - bullying is not tolerated.
- **Speak politely** and avoid using offensive, inappropriate, or discriminatory language.
- **Move calmly and purposefully** around the school; running and loitering are not permitted
- **Stay within designated areas** during the school day unless given permission to move elsewhere.
- **Use school equipment and facilities responsibly**, keeping all spaces clean and tidy
- **Use devices responsibly and safely**
- **Refrain from using mobile phones or smart devices** during school hours unless authorised. Devices must be handed in or kept off-site – *Refer to Mobile Phone Policy and Learning Devices Guidelines for more details.*

Movement Between Lessons

- Students must move quickly and directly to their next lesson without delay. As DSGD does not use a bell system, students are responsible for **managing their own time** and ensuring punctual arrival.
- At the start of each lesson, students should enter the classroom calmly and follow the '**5 To Start**' procedure.
- Students should **not stop to use the bathroom between lessons** unless they have obtained permission from the teacher of their previous class.
- Loitering in corridors, use of locker or making detours is not allowed during transitions (Secondary).
- Lockers should only be accessed before lesson 1, during break, lunch and after school (Secondary).

Break and Lunchtime Conduct

- Students must remain in **their designated year group zones** during break and lunch. This is to ensure safety, supervision, and age-appropriate spaces.
- Playground and recreational equipment must be used **appropriately and safely** and returned after use.
- Students are expected to:
 - Speak and act respectfully at all times.
 - Follow any staff instructions immediately.
 - Dispose of all rubbish in bins provided.
 - Avoid rough play or behaviours that could result in harm.

Canteen Conduct (Primary Only)

- Students must queue politely and wait their turn.

- They should remain seated while eating and only leave their table once the area is clean and tidy.
- Food must not be taken out of the canteen unless explicitly permitted.

Café Counters and Coffee Hatch (Secondary Only)

- Secondary students may purchase food from the designated **Café Counters** during their allocated **break and lunch slots only**.
- The **Coffee Hatch** is strictly for senior students (Years 11–13) and should not be accessed by other students.
- Students must:
 - Queue **politely and respectfully**, without pushing or cutting in line.
 - Wait their turn and follow the instructions of staff managing the area.
 - Purchase items **only within the scheduled times** and **return to their designated areas** after purchasing.
 - Refrain from congregating unnecessarily around food service points.

Managing Incidents

If an incident occurs during lesson time, break, or lunch, the following procedures apply:

- **Minor incidents** (e.g., low-level disruption, misuse of equipment) should be addressed immediately by the staff member on duty or in the classroom and logged on to **iSAMS**. The student's Form Tutor or **Head of Year (HOY)** should be informed by the end of the day.
- **Serious incidents** (e.g., fighting, aggressive behaviour, verbal threats) must be handled with **immediate intervention**:
 - Staff should **separate and isolate the students involved** calmly and safely – students must complete a Student Statement – EYFS to Y2 supported by teacher (scribe).
 - Escort the involved students directly to the **relevant HOY or the Deputy Head of Pastoral (DHOP)**.
 - A formal record must be logged on **iSAMS** by the first responding teacher, and appropriate follow-up (restorative or disciplinary) will be managed by the Pastoral Team.

Safety and Responsibility

- Students should walk – never run – in hallways, stairwells, or open corridors.
- Climbing, pushing, and play-fighting are not allowed.
- If a student feels unsafe or witnesses unsafe behaviour, they should report it immediately to a teacher or trusted adult.
- Misuse or damage of school property will result in sanctions and may require reimbursement or repair.

Restorative Practice at DSGD

We view misbehaviour as an opportunity for learning and restoration. Students are guided to:

- Reflect on their actions using Behaviour Reflection Forms
- Participate in restorative conversations (Restorative Justice Mediation Contract)
- Repair relationships through guided mediation (Restorative Justice Mediation Contract)
- Engage with staff in a calm, structured reflection space

Our aim is always to return students to their learning with improved self-awareness and accountability.

Supporting Students

Supportive interventions may include:

- Counselling sessions
- EAL/SEN adjustments
- Modified timetables
- Academic support
- Regular parental meetings
- Peer mediation or staff-led restorative circles

Primary Logical consequences	
Behaviour	Consequences
Being off task in lessons (not concentrating, talking, etc)	LEVEL 1 -Verbal warning is given along with a reminder about classroom expectations. Teacher/TA who has witnessed the behaviour to resolve it. If reminders have not worked, use the behaviour thermometer.
Calling out when a teacher is talking	
Moving out of their seat without permission	
Refusing to take turns when sharing ideas	
Consistently talking during teaching input	
Using unkind words towards one another	
Sleeping in class	
Talking in Arabic during an English taught lesson	
Swinging on the chair	
Repeated Level 1 behaviour	LEVEL 2 - Class/Arabic Teacher to resolve in class Children to complete a reflection sheet during break time with Class/Arabic teacher Have a restorative conversation with child. Inform the child's parent on class dojo. Inform HOY for further support if needed. Report it on Engage
Ignoring an adult when they are giving instructions	
Behaving inappropriately in the bathroom	
Deliberately missing a lesson	
Constant talking during lesson transitions	
Passing notes in class	
Throwing objects across the classroom in an unsafe way	
Chewing gum during lesson time and around school	
Inappropriate language	
Displaying a lack of manners	
Repeated level 2 behaviour	LEVEL 3 - Class/Arabic Teacher to be the first point of call and report on Engage. The child is referred to behaviour lead for an
Damaging another person's property (intentionally)	

Persistent misbehaviour which disrupts the learning of others	intervention. Behaviour lead deals with the incident and informs DHP Class teacher to arrange a parent meeting with the BL Child will be put on a positive pathway (behaviour chart)
Being aggressive towards peers e.g hitting, pushing, biting	
Consistent lack of respect for adults	
Damaging displays	
Racist language – either written or verbal	
Consistent repeated level 3 behaviour	Level 4 - The teacher investigates and collects information about the incident then reports it on Engage. The teacher will then send email to the behaviour lead and Deputy Head Pastoral (DHP) DHP will lead an intervention with the child/ children based on the information given Parents will be contacted by DHP and invited into school for a meeting An internal exclusion will occur at the discretion of the DHP
Damaging school property / Vandalism (intentionally)	
Using social media to damage school reputation	
Making a derogatory comment to or about a teacher	
Leaving the school without permission	
Repeated cases of racist language – either written or verbal	
Bullying involving serious name calling	
Bullying – consistent emotional bullying	
Setting off fire alarm deliberately	
Inappropriately touching another pupil	
Stealing	
Taking inappropriate images of students	
Physical violence causing harm/injury to others	Level 5 - The teacher investigates and collects information about the incident then reports it on Engage. The teacher will then send email to the behaviour lead and Deputy Head Pastoral (DHP) who will investigate it further. Based on the result of the investigation the child will have an internal exclusion with Head Teacher or an external exclusion
Intentional physical violence causing serious harm/injury to others	
Significant abuse or violence towards a teacher	
Smoking, vaping or having tobacco items in school	
- o All incidents must be recorded on iSAMS with detailed comments. - o Restorative conversations should follow most incidents unless unsafe to do so immediately. - o Escalation is not automatic – students may return to a lower level if improved behaviour is shown consistently. Student support teams (e.g., Counsellor, SENCO, EAL) should be involved when patterns emerge, especially in Levels 4-5.	

Primary Behaviour Escalation Flowchart

Level 1: Low-Level Behaviour

Examples: Talking out of turn, lateness to class, missing homework

Staff Action:

- Verbal/non-verbal cue
- Reminder of expectations
- Use the behaviour thermometer

Level 2: Persistent or Escalated Behaviour

Examples: Repeated Level 1 behaviour, defiance, missed lessons

Staff Action:

- Reminder of expectations

- Verbal warning
- Restorative conversation with student
- Parent contact
- Class-based reflection (break/lunch time)
- iSAMS log

↑ Behaviour improves = return to previous level/normal procedures

Insufficient improvements = extend report for 1 -2 weeks

↓ Little to no improvement = move to Level 3

Level 3: Escalated Behaviour

Examples: Swearing, physical altercations, refusal to comply, racist language, phone possession

Staff Action:

- SLT intervention (with HOY/HOD)
- Restorative conversation + Behaviour Reflection Form
- Parent meeting
- Individual Behaviour Support Plan (IBSP)
- Behaviour Report (1–2 weeks)
- iSAMS log

↑ Behaviour improves = return to previous level/normal procedures

Insufficient improvements = extend for 4 - 8 weeks

↓ Little to no improvement = move to Level 4

Level 4 & 5 : Serious Incident or Ongoing Misconduct

Examples: Dangerous behaviour, repeated Level 3 incidents, setting off alarms, ongoing truancy

Staff Action:

- SLT meeting (with Principal where necessary) Internal/External Suspension (1 – 2 days)
- Individual Behaviour Support Plan (IBSP)
- Weekly review meetings (HOY, Counsellor, SEN if needed)
- Behaviour Contract signed by student and parent (with review dates)
- Possible external suspension (1 – 3 days)
- Referral to Ministry if needed (reconsider place at DSGD)

Level 5 : Critical Incident

Examples: Dangerous behaviour, repeated Level 3 incidents, setting off alarms, ongoing truancy

Staff Action:

- SLT meeting (with Principal where necessary) Internal/External Suspension (1 – 2 days)
- Individual Behaviour Support Plan (IBSP)
- Weekly review meetings (HOY, Counsellor, SEN if needed)
- Behaviour Contract signed by student and parent (with review dates)
- Possible external suspension (1 – 3 days)
- Referral to Ministry if needed (reconsider place at DSGD)

↑ Behaviour improves = return to previous level/normal procedures

Insufficient improvement/contract broken = permanent exclusion, notice of non-renewal or repetition of current year

↑ **Students may return to lower levels** through consistent improvements, parental cooperation, and successful completion of behaviour plans.

Please note that **isolated serious incidents which happen in school may lead to a student being placed on any level of the procedure. This will be at the discretion the Pastoral Team and SLT.*

Behaviour and Sanctions Table (Secondary)		
Level	Examples of Misconduct	Sanctions / Actions
Level 1 Low-Level Disruption	• Talking in class • Calling out	• Verbal/non-verbal warning

<i>Handled by class teacher</i>	• Chewing gum • Minor disrespect (e.g. tone) • Late to class (>5 mins) • Missing equipment or homework • Shouting out • Disorganised, unprepared • Uniform slip • Distracting others • Wandering corridors without permission	• Log in iSAMS and planner • 10-minute reflection or detention • Teacher to hold brief restorative conversation • After 3 Level 1s in same subject: contact home + break/lunch restorative • After 3 across subjects: tutor to intervene
Level 2 Repeated or Moderate Misconduct <i>Handled by HOD/HOY</i>	• Repeated L1 offences • Refusal to follow instructions • Persistent lateness • Missed lesson without excuse • Repeated incomplete work • Pattern of low-level disruption • Disrespect or arguing with staff • Misuse of school space (e.g. hiding in bathrooms) • Misuse of Learning device • Use of mobile phone (<i>Sanction 1 of Mobile Phone Policy</i>)	• Record on iSAMS as L2 • HOY/HOD restorative intervention • Parental contact • Behaviour Report/Punctuality Report (1–2 weeks) • Possible lunch detention or short internal withdrawal
Level 3 Serious Misconduct <i>Handled by SLT with HOY support</i>	• Swearing (directed or not) • Verbal aggression • Fighting or physical altercations • Persistent bullying • Racist, discriminatory, or threatening language • Inappropriate content/materials • Setting off fire alarm • Persistent defiance of HOY instructions • Vandalism or graffiti	• SLT or DHOP intervention • Behaviour Reflection Form completed • Parental meeting (in-person) • Record on iSAMS with full context • Behaviour Contract considered depending on frequency • Individual Behaviour Support Plan (IBSP) if recurring

	- Recording photo/video/voice without consent - Repeated Mobile Phone Violations (<i>Sanction 2 Mobile Phone Policy</i>)	- Internal or external suspension (1 – 2 days) - Possible fine to be paid by parents for damage
Level 4 Critical Misconduct <i>Handled by SLT + Principal</i>	- Physical assault on student/staff - Repeated high-level incidents - Severe bullying - Dangerous outbursts - Persistent truancy or internal absence - Theft or damage to property - Possession of prohibited materials - Inappropriate social media use affecting school - Deliberate health/safety breaches (e.g. bypassing security, truancy...) - Use of Mobile Phone (<i>Sanction 3 Mobile Phone Policy</i>)	- Immediate isolation - Parent meeting + written warning - Individual Behaviour Support Plan (IBSP) - Update - Behaviour Contract signed (with review periods) - Referral to MOEHE if necessary (non-renewal) - External suspension (1–3 days) - Final decisions in consultation with Principal
- All incidents must be recorded on iSAMS with detailed comments. - Restorative conversations should follow most incidents unless unsafe to do so immediately. Escalation is not automatic – students may return to a lower level if improved behaviour is shown consistently. Student support teams (e.g., Counsellor, SENCO, EAL) should be involved when patterns emerge, especially in Levels 3 - 4.		

Secondary Behaviour Escalation Flowchart

Level 1: Low-Level Behaviour

Examples: Talking out of turn, lateness to class, missing homework

Staff Action:

- Verbal/non-verbal cue
- Reminder of expectations
- Log in iSAMS
- Class-based reflection (break/lunch time)

Level 2: Persistent or Escalated Behaviour

Examples: Repeated Level 1 behaviours, defiance, missed lessons

Staff Action:

- HOD/HOY intervention (with class teacher)
- Restorative meeting with student
- Parent contact
- Short-term Behaviour Report for 1 week (Pastoral or Subject-specific)
- iSAMS log

↑ Behaviour improves = return to previous level/normal procedures

Insufficient improvements = extend report for 1 -2 weeks

↓ Little to no improvement = move to Level 3

Level 3: Serious Incident

Examples: Swearing, physical altercations, refusal to comply, racist language, phone possession

Staff Action:

- SLT intervention (with HOY/HOD)
- Internal/External Suspension (1 – 2 days)
- Restorative conversation + Behaviour Reflection Form
- Parent meeting
- Individual Behaviour Support Plan (IBSP)
- Behaviour Report (1–2 weeks)
- iSAMS log

↑ Behaviour improves = return to previous level/normal procedures

Insufficient improvements = extend for 2 - 4 weeks

↓ Little to no improvement = move to Level 4

Level 4 & 5: Ongoing or Critical Misconduct

Examples: Dangerous behaviour, repeated Level 3 incidents, setting off alarms, ongoing truancy

Staff Action:

- Statements collected
- Contact DHOP and Head of Year
- Isams log
- Individual Behaviour Support Plan (IBSP)
- Behaviour intervention
- Behaviour Contract signed by student and parent (with review dates)
- Internal or suspension

↑ Behaviour improves = return to previous level/normal procedures

Insufficient improvement/contract broken = permanent exclusion, notice of non-renewal or repetition of current year

↑ **Students may return to lower levels** through consistent improvements, parental cooperation, and successful completion of behaviour plans.

Please note that **isolated serious incidents which happen in school may lead to a student being placed on any level of the procedure. This will be at the discretion the Pastoral Team and SLT**

Responding to Challenging Behaviour:



At Durham School for Girls Doha, we recognise that behaviour is a form of communication and that every incident provides an opportunity for connection, understanding, and growth. When faced with challenging behaviour, staff are expected to respond with professionalism, emotional intelligence, and consistency – while modelling the values we wish to see reflected in our students.

This guidance is part of our whole-school commitment to managing behaviour with firm compassion, reflective intervention, and the belief that every student can grow.

The following strategies are recommended to support effective de-escalation and behaviour resolution:

General Principles

- Maintain composure: Stay calm and emotionally regulated – even when provoked. Students, particularly girls, often mirror adult emotions.
- Maintain dignity: Always protect the student's sense of dignity, even when issuing consequences or redirecting behaviour.
- Approach with empathy: Consider the potential emotional, cultural, or relational context behind the behaviour before reacting.

Verbal and Non-Verbal Communication

- Use a calm but assertive tone to set clear boundaries.
- Choose measured and non-confrontational language – avoid sarcasm, shouting, or shaming.
- Be mindful of body language: avoid looming, pointing, or aggressive stances.
- Avoid prolonged or intense eye contact – especially in emotionally charged moments, as this may escalate the situation.

De-escalation Techniques

- Use brief, neutral statements to interrupt behaviour and redirect focus.
- State the behaviour and its impact, not the student's character (e.g., "This behaviour is disrupting learning" rather than "You are being disruptive").
- Offer simple choices: "You can take a moment outside and return when you're ready, or we can speak now calmly."
- Use silent or visual cues (such as a hand gesture or tap on the desk) to avoid drawing public attention.

Restorative and Reflective Approaches

- Allow the student time and space if visibly emotional – offer a cooling-off location or allow supervised time outside the classroom.
- Avoid public reprimands wherever possible. Use quiet, 1:1 follow-ups to maintain trust and minimise embarrassment.
- Acknowledge positive recovery post-incident and give students the opportunity to "reset" with dignity.

Removing the Audience

- If a student is escalating in front of peers, calmly and quietly ask the student to step outside with you for a private conversation.

- If necessary, ask the class to complete a quiet task while you speak with the student briefly outside.
- Use HOY or SLT support if the student refuses or the situation is unsafe.

Framing the Message

Staff are encouraged to deliver consistent and hopeful messages, such as:

- *"I believe in your ability to turn this around."*
- *"Let's fix this so you can move forward."*
- *"You're responsible for your actions, but we're here to support you."*
- *"Everyone makes mistakes – it's how we respond that matters."*

After the Incident

- Document the incident promptly on iSAMS with clear, objective language.
- If required, refer the student for a restorative conversation or reflection form completion before reintegration.
- Share concerns with the relevant HOY or pastoral lead, especially if the behaviour is part of a pattern.

Consistency is Key

Consistency across staff is essential. Avoid undermining colleagues by ignoring agreed sanctions or routines. Shared language and expectations empower students to make better choices and feel secure.

Reporting and Documentation Tools

The following forms and documents are to be used in line with this policy. Templates are available from the Pastoral Team:

- **Behaviour Reflection Form:** A self-guided tool for students to reflect on incidents and actions.
- **Behaviour Reflection KS1**
- **Behaviour Reflection KS2**
- **General Behaviour Report Card:** For daily behaviour monitoring across all subjects.
- **KS2 Positive Pathway**
- **Subject-Specific Behaviour Report Card:** For monitoring behaviour patterns within a specific department.
- **Individual Behaviour Support Plan (IBSP):** For ongoing support of high-risk students with multi-stakeholder review.
- **Academic and Behaviour Contract:** A formal written agreement signed by student, parent, and SLT.

All forms must be updated regularly and stored digitally or physically in accordance with school safeguarding and confidentiality procedures.

Conclusion



At Durham School for Girls Doha, we aim to support every student in becoming a confident, responsible, and kind member of our learning community. Through high expectations, restorative practices, and consistent procedures, we provide a safe, inclusive environment where all girls can thrive and grow.

"Discipline is not about punishment; it is about teaching. Behaviour is not fixed; it is taught."

Policy Owned by: Deputy Head Secondary (Pastoral)

Approved by: Senior Leadership Team

To Be Reviewed: May 2026