# AFIA Behaviour Policy Manual

| Policy Approved by | Governing Body |
|---|---|
| Last reviewed on | June 2024 |
| Next review | June 2025 |

## Review committee:

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|---|---|---|
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# Contents

| Section 1 | Behaviour management Policy |
| Section 2 | Rewards and Praise Policy |
| Section 3 | Student attendance and Engagement policy |
| Section 4 | Uniform Policy |
| Section 5 | Anti Bullying Policy |
| Section 6 | Remote learning Policy |
| Section 7 | Appendices |

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# Goals

At AFIA, we seek to build within each student a love for learning, a sense of responsibility, self-discipline, a positive self-image, high self-esteem and respect for others. We teach and model positive behavior including active listening, constructive communication, collaboration, problem solving and mutual respect. Students are expected to make positive behavior choices that promote their safety, the safety of others in an environment that is conducive to learning.

# Core Beliefs

We believe that school discipline is a collective effort of school staff, guardians, and students. Mistakes are a natural part of growth, so we help our students reflect on their behavioral errors and support them in learning how to make better decisions.

The policy recognizes and rewards students who display positive behavior. It does, also, explain consequences/sanctions of undesirable/inappropriate behavior.

**Student standards of behavior:**

Students are expected to:
- take responsibility for learning.
- follow the directions of adults in charge.
- be sensitive to the needs and feelings of others.
- respect others.
- use appropriate language.
- take care of school property.
- move safely around the school.
- conform to the rules and guidelines set by the school.
- follow the transportation and bus safety rules.
- settle differences in a peaceful manner.
- use technology wisely and responsibly.
- uphold the laws and traditions in our community and Qatari society.

## Expectations from Staff:

Faculty members are expected to:
- ensure students are safe.
- collaborate with HOS and Parents to ensure good behavior.
- be fair, consistent, and respectful.
- promote and reinforce positive behavior in the classroom.
- reinforce clear expectations of behavior.
- criticize the behavior not the person.
- Endeavor to arrive on time to their lessons.
- deliver a suitably planned and structured lesson which meets all individual needs.
- Adhere to the school's procedures when dealing with incidents of inappropriate behavior.

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- Use private rather than public reprimands.

## Expectations with regard to parents/guardians:

Parents and guardians are expected to:
- work in partnership with staff to ensure good behavior.
- inform staff of any concerns.
- respond to concerns raised by faculty members.
- ensure students come to school correctly equipped and prepared to work.
- ensure students arrive to school on time. • preserve school's reputation.

## The reward and recognition system:

At AFIA, we use a wide variety of strategies to promote good behavior and to minimize the occurrence of undesirable behavior (See Appendix 1). Positive rewards range from words of praise and friendly gestures to individual and class certificates. Below is a description of the Reward System.

- Rules and Expectations are displayed around the school, in the classrooms and the playground.
- Monthly themes focus on promoting positive behavior and raising awareness on students' role in building a productive and friendly school environment.
- Specific time is allotted to discuss and reflect on aspects of personal and social development including positive and negative behavior.
- Awarding certificates, gifts and key responsibilities for positive behavior and achievement are awarded in areas across the curriculum.
- 'Star of the week' is selected to celebrate achievement.
- Termly assemblies are held to discuss moral and social issues.
- Class dojo points

### Tokens of good behavior include:

1. Participating enthusiastically in class.
2. Showing recognizable progress in a certain subject.
3. Helping a student in need.
4. Helping the teacher in class.
5. Presenting a project or craft to show extra effort.
6. Exhibiting traits of good citizenship.
7. Exhibiting great improvement in behavior.
8. Finishing a task/assignment brilliantly.

## Support and remedial structures

The following structures exist within the school to support students whose behavior is causing concern. Referral to these areas of support is via the teacher and the HOS and in all cases parental involvement is essential.

### Mentoring Scheme
The HOS, DH and the school counselor work collaboratively to support and encourage students who are not meeting the school's expectations.

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### Student Support Committee

Students with concerns are monitored by the committee members. The committee members meet periodically to discuss each case and decide on the most appropriate interventions.

### School Counselor

The school counselor works with students on an individual basis and/or in groups depending on the needs. The counselor assesses the students' case and determines whether he/she is the best person to handle the situation or if there is a need to refer parents to external services. These include referrals for disciplinary issues, referrals for special education evaluations, and referrals to receive counselling services. AFIA maintains the confidentiality and privacy of student data when studying students' behavior.

### Student Individual Behavior Plan

These plans are for students who are of behavioral concerns. Students are set targets and the school's interventions are stated.

### Hearing Council

Disciplinary hearings required for Out-of-School Suspension over two days and for Expulsion. Those hearings are to ensure that the student has been treated in a fair manner in the presence of their parents.

## Procedures for dealing with unacceptable behaviour:

1. The school has a clear code of conduct which describes expectations, violations, and all relevant sanctions. (See Appendix 2)
2. Violations and sanctions are divided into levels, ranging from minor to very serious.
3. It is the responsibility of subject teachers to deal with **minor incidents** which occur in the classroom.
4. **More serious incidents** can be dealt with by the teacher but must also be recorded on the school portal and conveyed to the Head of Section for verification.
5. It is the responsibility of the homeroom teacher to monitor student's behavior and get involved if this specific behavior is causing concern in several subject areas. The teacher may then record all the incidents and take appropriate action.
6. HOS/DH is available throughout the day to suspend students from the lessons where there is **serious disruption**. However, these incidents still need to be recorded on the school portal.
7. Director is the only member of staff who can sanction **permanent exclusion after obtaining approval from the Ministry of Education and Higher Education.** In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded students are provided with work for the duration of the exclusion.

## Sanctions

Outlined below are examples of unacceptable behavior and sanctions which are available. Each case must be dealt with according to its merits. Sanctions will be decided after considering the age of the student, the severity of the violation and the frequency of the behavior within a certain time frame. Sanctions will be applied fairly, and exclusion will be used when no other alternatives are available.

**Minor Incidents**

These incidents are dealt with by the classroom/subject teacher. They include:

- littering
- name calling
- chewing gum in class
- failing to follow instructions.
- failing to complete class work and/or homework.
- being unprepared for class
- behaving inappropriately in hallways
- not wearing school's uniform

**Teacher Sanctions include:**

Step 1: Reteach appropriate behavior.
Step 2: Conduct a short discussion with the student.
Step 3: Sign a student-teacher contract.
Step 4: Publish a Teacher's Note to be seen by parents.
Step 5: Refer to the social worker.
Step 6: Call the parents.
Step 7: Refer to Step 1 of Serious Incidents

**Serious Incidents**

Serious incidents are dealt with by the HOS, School Counselor and/ or the Senior Leadership Team and include:

- persistency of minor incidents
- being continually off-task.
- disrespectful to adults in charge
- extreme rudeness to others
- bullying
- vandalism
- swearing

**HOS's actions/ sanctions include:**

- Meeting with the student
- Creating an action plan with the social worker
- Contacting parents /guardians
- Parents/guardians signing a written warning.
- Employing a Behavior program
- Assigning Break Detention
- Excluding the student Internally
- Applying External Exclusion

In case the school management didn't witness any progress in the child's case, the child's reregistration at AFIA might be put on a hold.

**Very Serious Incidents**

These incidents are dealt with by HOS, School Counsellor and Senior Leadership Team. They include:

- persistency of serious incidents.
- serious incidents of bullying including cyber bullying.
- sexual contact.
- racial/sexual harassment.
- fighting.
- bringing a weapon to school (knives, pellet guns, fireworks, etc. This list is not exhaustive)
- involvement with drugs or alcohol.
- physical aggression to a member of staff. (Such violation will be treated with the utmost severity)

*Available sanctions include:*
- Internal exclusion
- External exclusion
- Cancel break.
- Withhold re-registration.
- Permanent exclusion
- Police involvement

## Progressive Discipline policy :

Behaviour management cases are managed through following steps:

| Early stage discipline measures | Late stage discipline measures | Advance stage discipline measures |
|---|---|---|
| 1. Oral warning.<br>2. Record in incident record book in the classroom.<br>3. 10-15 minutes recall with social worker<br>4. First warning with incident report.<br>5. Calling parents to come and to sign a written commitment/pledge. | 6. Second warning<br>7. 10-20 minutes recall with SLT<br>8. Break detention<br>9. Internal exclusion<br>10. Second Parents meeting with SLT | 11. Temporary suspension for up to three days.<br>12. Third Parents meeting with Director<br>13. Offer remote learning.<br>14. Withold/Cancel re-registration for next year in case of repeated offense after suspension.<br>15. In case of non-cooperation of Parents, case will be transferred to MOEHE. |

**Procedures to follow regarding negative points on the ClassDojo:**

| Negative Points | Procedures |
|---|---|
| **5 negative points** | Record in incident record book |
| **When student reaches 12 negative points (First time(** | Referral to a social worker, parents should be informed by the social worker through Teams. |
| **When student reaches 12 negative points (second time(** | First written warning and a meeting with the parents and a pledge by the student and parents. |
| **When Student reaches 12 negative points (third time(** | Start late-stage measures from stage 6 onwards |

**Useful strategies for the promotion of good behavior**

**Public praise and private criticism**

Public acknowledgement of good behavior can be very powerful in a positive way. Praise can be verbal as well as non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise. Some students find direct praise hard to handle so praise should be as descriptive as possible, and you should be sensitive to the impact.

Criticism, on the other hand, should be as private as possible. Reprimanding a student in front of his classmates is likely to lower a student's self-esteem and increase misbehavior, if not now, later. Avoid standing on one side of the classroom, telling someone off on the other side as it may make the rest of the class feel 'told off' too.

**Three positives before a negative**

This can apply to individuals as well as to classes. Before criticizing a student's work or behavior, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. The lesson students will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

**Acknowledge feelings**

Students and children in specific often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

**Give them a choice.**

Give students a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a student's sense of independence, which in turn contributes to the development of their self-esteem.

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### Being consistent

When staff act consistently and reliably, they make the student feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behavior.

### Model desired behavior

It is important for adults within the school to model the kinds of behavior that they expect from students in terms of respect, concern, fairness, apology, resolving difficulties fairly and amicably.

### Scan the classroom.

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress students. Put yourself in a position where you can see what is going on and scan for students who are off task. Re-direct students before behavior becomes disruptive. Listen for changes in patterns of conversation, which might indicate off task behavior. Establish your presence through eye contact or by repositioning yourself.

### Listen to students.

Listen to students and make them feel significant. It is important to make students feel aware that you recognize their feelings … "You seem cross, did something happen?" Follow up concerns raised, and complaints made, even if you need to say that you will deal with it later. Students need to feel able to share issues with you and not to be driven 'underground'.

### Maintain frequent contact.

Aim to make fairly frequent contact with all students. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For students who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they must do next and remind them that you will be back to check on them.

### Pre-empt disruptive behavior.

If a student is off task, the important tactic is to return their attention to the task before they become disruptive.

### Be aware of yourself.

When dealing with disruptive incidents, consider the following:
- Your position in class.
- Your proximity to disruptive students.
- Your facial expression.
- Your tone of voice.
- Your posture.
- Your choice of words.
- The use of eye contact.

Do they all communicate your confidence and authority?

**Catch them being good.**

This can be hard with some students, but it is usually more important for them than for many others. Noticing and acknowledging the slightest positive behavior will motivate these students to give their best.

**Intervention**

To enable the student's learning, it may be necessary to provide them with 'time away' in a quiet environment away from the classroom. This may be a time for them to reflect independently or they may need 'talk time' with an adult to 'be heard' e.g., the counsellor. **Policy Review**

This policy was generated in February 2023 and reviewed in June 2023 Al Faisal senior staff will monitor the application and effectiveness of this policy. It will be reviewed on a yearly basis and updated, as necessary.

## Violations

| | Code | Violation |
|---|---|---|
| **Minor** | **1.1** | Being careless about schoolwork – not showing responsibility. |
| | **1.2** | Failing to wear the school uniform to school. |
| | **1.3** | Failing to complete homework or classwork assignment. |
| | **1.4** | Mishandling other people's property or invading personal space. |
| | **1.5** | Talking back to other adults in charge. |
| | **1.6** | Not complying with the school rules. |
| | **1.7** | Disrespecting peers. |
| | **1.8** | Teasing other children. |
| | **1.9** | Causing disruption in classroom, library, lab, cafeteria, bathrooms and hallways . |
| | **1.10** | Failing to follow school rules while on the bus. |
| | **1.11** | Using gadgets or phone without permission. |
| | **1.12** | Mishandling a piece of equipment that belongs to school. |
| | **1.13** | Talking without permission or laughing out loud to distract others. |
| | **1.14** | Chewing gum in class or eating without permission. |
| | **1.15** | Standing on chairs or tables. |
| | **1.16** | Bringing toys to school without prior permission. |
| | **1.17** | Failing to line up on time. |

| Code | | Violations |
|---|---|---|
| **Serious** | 2.1 | Persisting in committing any minor violation. |
| | 2.2 | Whistling or booing during assemblies or other school events. |
| | 2.3 | Using a method of transportation other than the school bus without prior permission from parents and school. |
| | 2.4 | Acting in a manner that causes safety risk to self or others. |
| | 2.5 | Using technology at home or at school, to harass, intimidate, or offend other students. |
| | 2.6 | Disrespecting any adult in charge. |
| | 2.7 | Bullying, threatening, or intimidating another person/peer. |
| | 2.8 | Being rude to others. |
| | 2.9 | Causing minor damage to the school's or others' property. |
| | 2.10 | Using language with sexual connotation. |
| | 2.11 | Swearing/employing offensive language when addressing friends. |
| | 2.12 | Being frequently tardy to school. |

| Code | | Violations |
|---|---|---|
| **Very Serious** | 3.1 | Persisting in committing any serious violation. |
| | 3.3 | Skipping Classes. |
| | 3.6 | Refusing to comply with sanctions. |
| | 3.7 | Exhibiting aggressive behavior. |
| | 3.8 | Using bad or abusive language. |
| | 3.9 | Being extremely rude to staff. |
| | 3.10 | Stealing from friends or staff. |
| | 3.11 | Vandalizing the school's or other's property. |
| | 3.12 | Committing physical acts that are sexual in nature. |
| | 3.13 | Initiating a physical fight or getting involved in one. |
| | 3.14 | Bringing a knife or other weapons to school. |
| | 3.15 | Bringing illegal substance to school or using illegal substance at school. |

## Introduction

The purpose of this policy is to set a framework for rewards within which the academic, sporting, social, cultural and the personal achievements of pupils can be recognized, rewarded, celebrated and recorded.

**Aim:**

We believe in rewarding effort, recognizing achievement, and encouraging pupils to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A pupil, whose achievements are recognized in any way, whether publicly or in private, is more likely to make a positive impact within the academy community.

The function of the reward system is to encourage all pupils to aspire to high standards in everything they do. Obviously, it is important that a balance is struck between over generoususe of rewards and being too discriminative. The coordinators should monitor the progress of the system and liaise with DH, HOS and social worker.

It is vital we celebrate, at every opportunity, the successes, progress and improvements of the pupils. A number of assemblies must contain an element of celebration and reward. Competitions are an important part of this process. The Academy Newsletter and school social media must recognize and celebrate individual and team successes and achievements.

## As an Academy we offer a range of rewards to:

- Recognise the value of pupils' achievements, progress, effort, service and leadershipwithin the Academy.
- Give positive encouragement to pupils to succeed and to contribute.
- Enhance pupil/staff relationships within the Academy.
- Improve a pupil's sense of self confidence and worth.

## We use the following rewards to do this:

- Class Dojo Points – these are awarded as achievement points.
- Star of the week
- Satr of the term
- Subject coordinators' rewards – positive text messages, praise post cards, telephone calls, verbal praise, certificates
- Class Awards
- End of Term excellence Awards in assemblies
- Competitions

| Rewards – Summary | Awarded By |
|---|---|
| Class Dojo Points | Any member of staff can award these electronically on class dojo portal |
| Star of the week | Class Teachers |
| Class awards | Linked to class Dojo points |
| Positive Texts | Any staff |
| Subject awards | Subject coordinators |
| End of term excellence awards | Curriculum Leaders, class teachers, subject teachers |
| Internal school competitions | Subject coordinators, DH |
| Values and behaviour Awards | Social worker |
| Director's Award | Academic and non-academic Achievement |
| BOT awards | Awards given on the initiative of BOT members |

- Staff are encouraged to **praise verbally** all positive achievements wheneveropportunities present themselves.
- Staff should **write positive and encouraging comments** on Teams, Class Dojo, exercise books etc.
- Displays of students' work in the classroom and around the Academy.
- **Excellence certificates** for all subjects at the end of each term.
- **Subject Leader Praise Cards** for a sustained period of work or other subject contribution.
- **Behaviour rewards** are given for noticeable effort in improving behaviour; promoting school values; good citizenship etc.

Public displays celebrating success and achievement are extremely powerful. Social media must celebrate success and achievement at every opportunity. Class displays must include as a minimum:

- Progress, Effort and Attainment displays.
- Behaviour and values rewards displays

## AFIA Class Dojo Rewards Policy

Class Dojo is an online platform which offers many useful features including positive behaviour management and class/school newsfeeds.
To ensure we can safely utilize what it has to offer, it is important that all users are aware of the following rules and expectations.

At AFIA, each student gets an avatar and teachers award Dojo reward points for achievements, such as great homework, participating in class, staying on task, completing work, following our school rules and core values.

**Role of Teachers:**

Teachers can use their phones, tablets or computer to give points throughout the school day. Each student's points can be displayed via a smart board, and parents, via their app, can see these. Parents communication with teachers will be through Teams only. Teachers are encouraged to award Dojo points to pupils when they demonstrate positive behaviour or attitudes to learning. A pre-set list of rewards is given for Dojo Points; however, the teacher has license to edit these and make them personal for their own class. At the start of each term, Dojo Points return to zero. The weeks' total is combined and when they reach specific Dojo milestones, they receive whole class rewards.

| No. | Aspects | Number of points |
|---|---|---|
| | **Class Dojo Points table** | |
| **1** | Excellent behaviour | 5 |
| **2** | Helping others | 2 |
| **3** | Homework | 2 |
| **4** | Participation | 1 |
| **5** | On task | 1 |
| **7** | Persistence | 1 |
| **8** | Scientific thinking | 1 |
| **9** | Teamwork | 1 |
| **10** | Hard work | 1 |
| **11** | Full Marks in Spelling Test | 1 |
| **12** | Reading | 2 |
| **13** | التعبير الشفهي والتحريري | 2 |
| **14** | الخط الجميل | 1 |
| **15** | إلقاء الشعر | 2 |
| **16** | القراءة | 1 |
| **17** | حفظ القرآن الكريم | 2 |
| **18** | حفظ الأحاديث النبوية | 2 |
| **19** | الإملاء | 2 |

**Teachers will not deduct any points that have been awarded to the students. Negative points can be awarded to manage behaviour in class, but this should be used with caution. Negative points should be between 1 to 5 points only.**

**Social workers should be notified by the teachers and action should be recorded in class incident record book, in case negative points are given to the students.**

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## Class Rewards for Class Dojo points:

| Points | Level | Rewards |
|---|---|---|
| 500 Points | Whole Class Reward(Platinum) | extra trip to the art room, extra Golden Time extra break time |
| 1000 Points | Whole Class Reward (Silver( | Cinema inside school Bonus PE |
| 1500 Points | Whole Class Reward (Golden) | Class Party Class Trip |

**Parent's/Carers and Class Dojo**

- Parents will receive an introductory letter to demonstrate the benefits of Class Dojo and how it works within the school.
- Parents can use a generated invite code in order to link with their child's class, either through the use of the smart phone app or the Class Dojo website.
- Only parents or legal guardians will be given access codes to Class Dojo. It is expected that up to two parents will be linked to a child's account; any additional adults will only be accepted in special circumstances.
- By using our school Dojo site, users must agree to the terms set out in this usage agreement.
- Parents can view the total of number points their child's received along with the reason they have been given.
- Within the app or website, parent accounts also have access to both a whole- school and class newsfeed where you will find important information posted by staff.
- We use Class Dojo at AFIA to encourage positive behaviour, **this forum will not be used for messaging.** Any messages to the teachers should be sent only through Teams.

## Section 3: Student Attendance and Engagement Policy

Regular and punctual school attendance is important. Pupils need to attend school regularly if they are to take full advantage of the educational opportunities available at our school.

**Aims:**

AFIA fully recognises its responsibilities to ensure pupils are in school and on time, therefore having access to learning for the maximum number of days and hours. Our policy applies to all students registered at this school and this policy is made available to all parents/carers of pupils who are registered at our school on our school website and Teams.

Students who are persistently late or absent from school frequently develop large gaps in their learning which will impact on their progress and their ability to meet age-related learning expectations.

Through this policy we aim to:

- Improve pupils' achievement by ensuring high levels of attendance and punctuality.
- Achieve a minimum of 95% attendance for all children, apart from those with chronic health issues.
- Create ethos in which good attendance and punctuality are recognised as the norm and seen to be valued by the school.
- Raise awareness of parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education.
- Work in partnership with pupils, parents / carers and staff so that all pupils realise their potential, unhindered by unnecessary absence.
- Promote a positive and welcoming atmosphere in which pupils feel safe, secure, and valued.

We maintain and promote good attendance and punctuality through:

- Raising awareness of attendance and punctuality issues among all staff, parents /carers and pupils.
- Ensuring that parents / carers understand the responsibility placed on them for making sure their child attends regularly and punctually.
- Equipping students with the life skills needed to take responsibility for good school attendance and punctuality appropriate to the child's age and development.
- Maintaining effective means of communication with parents, pupils and staff on school attendance matters.
- Developing and implementing procedures for identifying, reporting and reviewing cases of poor attendance and persistent lateness.

- Supporting pupils who have been experiencing any difficulties at home or at school which are preventing good attendance and punctuality
- Developing and implementing procedures to follow up non-attendance at school.

**Definitions:**

**1. Authorised absence**:
An absence is classified as **authorised** when a student has been away from school for a justified reason and the school has received notification from a parent or carer. For example, if a child has been unwell and the parent telephones or emails the school to explain the absence. ==For an absence to be counted as authorised, Leave request form must be submitted by the parents alongwith medical leave certificate and approved by the management.==

**2. Unauthorised absence:**
An absence is classified as unauthorised when a student is away from school without the approval of the school management.

**Responsibilities**

All members of school staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals might have.

**Class Teachers:**
Class Teachers are responsible for:
- Keeping an overview of class and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and/ or unusual explanations for attendance offered by children and their parents/ carers
- Informing the social worker, the Deputy/Head of School where there are concerns and acting upon them.
- Monitoring follow-up once actions have been taken to correct attendance concerns.
- Emphasising the importance of good attendance and promptness.
- Following up absences with immediate requests for explanation to social worker.

**Management**
School Management is responsible for:
- Overall monitoring of school attendance
- Trends in authorised and unauthorised absence
- Contacting families where concerns are raised about absence including arranging meetings to discuss attendance issues
- Monitoring individual attendance where concerns have been raised

**Administration staff:**

Admin supervisors and social worker are responsible for:

- Collating and recording registration and attendance information.
- Taking and recording messages from parents regarding absence.
- Contacting parents of absent students where no contact has been made.
- Recording details of students who arrive late or go home.
- Keeping an overview of class and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and/ or unusual explanations for attendance offered by children and their parents/ carers and reporting concerns to DH.
- Sending out alert letters regarding attendance.

**Parents**

Parents/Carers are responsible for:

- Ensuring that their child attends school regularly and punctually unless prevented from doing so by illness or attendance at a medical appointment.
- Contacting the school office on the first morning of absence.
- Informing the school in advance of any medical appointments in school time. For the absence to be recorded as a medical absence we do require evidence from the doctor or dentist. (Appointment card/letter).
- Alerting the school as soon as possible about any child's reluctance to come to school so that problems can be quickly identified and dealt with.
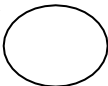
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
**Students can start arriving in school after 6.30 a.m. The school day begins at 7.00 a.m**.
Ideally, the students should be in school before 7:00 a.m. so they can prepare for the school day. Those students who arrive after 7:15am must be accompanied by a Parent/Guardian to the office to be signed in and the secretary will record the names in lateness record book.
**Any student arriving after 7:00a.m is considered late**. If a bus rider comes late, due to some problem with the bus, he/she should not be marked as late.
The attendance register must be completed by the class teacher by 7:45 am.
The symbols used are as follows:

- Present: back slash \
- Absent: blank circle
- Medical leave: circle with letter M    M
- Late: a circle with letter L    L

**School Procedures to Follow up absence:**

Social worker follows up the lateness record book on daily basis and issues alerts, warning or decides other actions as needed. Following are the main points regarding attendance for each term:

1. Parents must notify the class teacher through Teams; if the student is going to be absent and must ensure making up missed work.
2. Parents must fill up leave request from and submit for approval.
3. In case of sick leave, medical certificate must be provided from authorised authorities.

Following rules will be applicable in case of **<u>unauthorised leave:</u>**

1. If a student has **<u>2 absences in a month</u>**, an attendance alert letter will be sent to the parents.
2. After **<u>3 days' absence</u>** in half term.; first warning will be issued for the student, parents will be required to sign a pledge.
3. After **<u>5 days' absence</u>** in half term.; second warning will be issued for the student, parents will be required to sign second pledge.
4. After **<u>7 days' absence</u>** by half term.; third warning will be issued for the student, parents will be informed that the student will lose the right to sit in the midterm exams.
5. In case the student exceeds **<u>10 days by end of first term</u>**, fourth warning will be issued for the student, parents will be informed that the student will lose the right to sit in the final first term exams.
6. In case a student exceeds **<u>18 days of absence (less than 90% attendance)</u>** in a school year, the school reserves the right to disqualify the student from final term exams and withhold registration for next school year.
7. Any weekly tests, quizzes, projects or assignments missed by a student during an unauthorised absence shall not be repeated.

**School Procedures to follow up lateness:**

Following rules will be applicable in case of **<u>frequent lateness:</u>**

1. **On first late arrival**, verbal warning will be given to the students.
2. After **2 late arrivals** in a month, first written warning will be given to the student and parents will be asked to sign a pledge ot conform by school timing.
3. After **3 late arrivals** in a month, second written warning will be given to the student; parents will be asked to sign second pledge to conform by school timing and will be informed of further cation in case of repeated lateness.
4. After **4 late arrivals** in a month, student will be given exclusion for one lesson and will be marked absent for the day.
5. After **5 late arrivals** in a month, student will not be allowed to attend any lessons for the day and Parents will be called in to meet school management.
6. No of late arrival will be mentioned on midterm and end of term report cards.

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**Late collections:**

1. Students need to be collected from school on time. The school doors will be locked at 2.30 pm. Staff on duty should fill the Late Duty procedure Book before signing out. Parents should also note that after 3pm there is no teaching or admin staff left in the school and students will be kept with the male security guards at their own risk. At 4:30 there is no staff left in the school whatsoever and any child still in the school at 4:00 will be taken to the Family Consulting Centre or the nearest police station.
2. In case of student frequently collected late from the school, social worker will call and advise the parents.

**Early Exits**

1. Students are expected to be in the school during school hours so early exits are strongly discouraged. Any exit before students' exit time is considered early exit.
2. Parents/Guardians are required to fill an Early Exit Form which should be signed by DD or DH.

Note: School administration monitors the attendance monthly. A notification is sent in case of 3 or more late arrivals or early exits in a month. Parents will be called in to school to meet with the head if there are 5 late arrivals or early exits within 4 weeks.

**Attendance review meetings**

Attendance review meetings will take place each term.      Attendance review committee comprises of social worker, student affairs officer and DH.

The following criteria has been agreed upon.

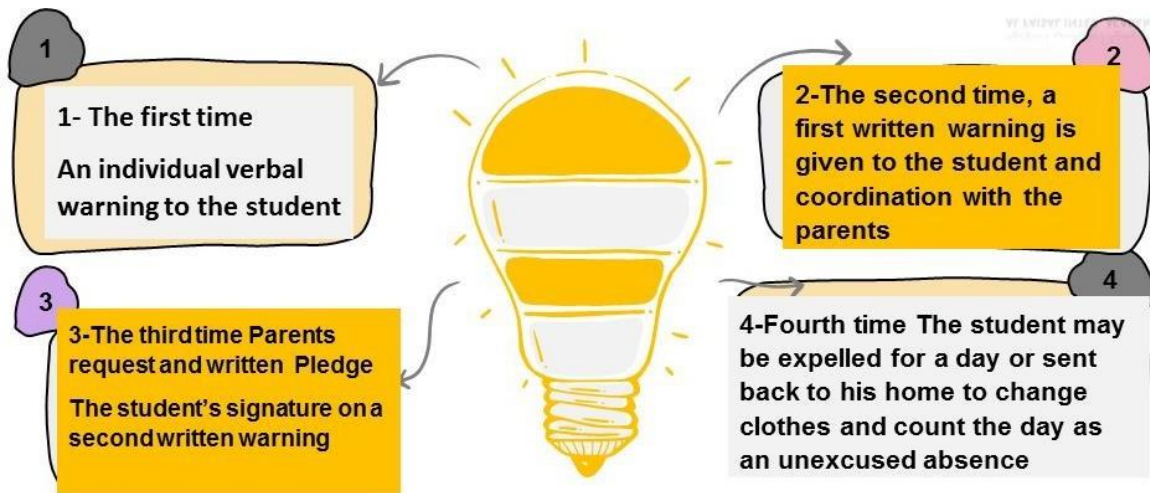| | |
|---|---|
| **100%** | Perfect attendance Award in the term awards |
| **95% to 99%** | Merit points on class DOJO |
| **Below 90%** | Take suitable action as per the policy |

**Review**

Policy will be reviewed and updated each year to ensure consistency across the school. Review includes impact, measurement of attendance and follow up procedures.

## Section 4 : Uniform Policy

The aim of AFIA Uniform policy is to establish a sense of community and equity amongst students. It presents an image of professionalism, encourages self-discipline and helps students feel a part of "the team". It is also essential that we are sensitive to the culture of the State of Qatar.

This policy provides details on what students are expected to wear. The uniform is mandatory for all students when attending school or when participating in a school organised events outside normal school hours. The uniform is mandatory for all students from the first day of school. School decisions on suitability of student's attire are final. Students are encouraged to demonstrate individuality through thought and intellect rather than outward appearance.

**Aims and objectives:**

Our school uniform policy is based on the notion that school uniform:

• Promotes a sense of pride in the school
• Engenders a sense of community and belonging towards the school
• Is practical and smart
• Creates a feeling of equality amongst peers
• Is designed with health and safety in mind

**Uniform:**

The following uniform must be worn to school and when representing the school at any event outside the school:

| Girls Uniform | Boys Uniform | P.E. Uniform for Boys and Girls |
|---|---|---|
| 1. Grey polo with logo<br>2. Navy skirt (below knee length)/Navy blue Pants<br>3. Black school shoes<br>4. Plain white socks or tights<br>5. Jacket/Jumper (Navy blue/Grey/) | 1. Grey polo shirt with logo<br>2. Navy shorts (below knee length)/Navy blue Pants<br>3. Black school shoes<br>4. Plain white socks<br>5. Jacket/Jumper (Navy blue/Grey) | 1. white polo shirt with logo<br>2. Navy blue sport trouser<br>3. Trainers<br>4. Plain white socks |

**Note: parents may buy the uniform from any supplier, but the school logo is mandatory.**

**Hair, Make-up, jewellery:**

Make-up, jewelry can become a health and safety hazard in the school situation and is therefore not allowed except for the following:

• A wristwatch

- A pair of stud-type earrings for girls
- The school will not be accountable for any loss or damage to any item, including jewelry.
- Hair should be clean and neatly styled. Hair must be tied back for safety reasons.

**Guidelines for follow-up on Uniform Policy:**

It is the class teachers' responsibility to ensure that the students in their classes comply with uniform policies as uniform is one of the aspects evaluated in the End of Term Report. Uniforms are checked daily by the social worker, transgressions noted, and parents are informed through Teams and phone calls. Accurate uniform guidelines will be given to the parents in the beginning of each year. Merit points and award certificates will be given for the correct uniform.

1. Students will not be allowed to attend any lessons if they come to school in any clothes other than regular school uniform.
2. Class teachers and admin supervisors should check the uniform daily.
3. Verbal warning is given and recorded if any transgression from the uniform policy is noted.
4. The Social Worker will issue a uniform violation referral letter to the student.
5. Involve Student Councils and class leaders for uniform checking.
6. Steps to be taken in the event of non-compliant are shown below:

1- The first time

An individual verbal warning to the student

2-The second time, a first written warning is given to the student and coordination with the parents

3-The third time Parents request and written Pledge

The student's signature on a second written warning

4-Fourth time The student may be expelled for a day or sent back to his home to change clothes and count the day as an unexcused absence

**Non-Uniform Days**

Students will be informed when non-uniform days take place. On these days, students must ensure that the clothes they wear to school are appropriate for school and the local customs and culture. All clothing should be loose fitting and must cover the knees and shoulders.

**The Role of Parents**

Parents should support the school uniform policy, by making sure their children are correctly dressed and ready for their school day. Any concerns and suggestions about the Uniform Policy can be addressed in writing to the Principal.

**Rationale:**

AFIA has an agreed anti-bullying policy to ensure that all school stakeholders(students, parents, staff and administration) understand the common definition of bullying and the collective community response to it. The anti-bullying policy must cover all aspects of school life and all stakeholders without exception to ensure that all those who work in the school do so in a safe, positive learning environment. The anti-bullying policy is linked directly to the AFIA core values. Therefore, it is essential that all members of the school community understand and abide by the policy and model respectful behaviour in all situations. This encourages and empowers all stakeholders to be proactive in creating a positive sense of community and responsibility so that the opportunities for bullying to exist are minimised.

**Policy Aims:**

The aim of the policy is to ensure that pupils learn in a supportive, safe and caring environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure environment.  Further aims are: -

- To give all stakeholders an understanding of bullying.
- All staff should know what the school policy is on bullying and follow it when bullying is reported.
- All stakeholders should know what the school policy is on bullying, and what they shoulddo if bullying occurs.
- To deal effectively with bullying.
- To ensure that all members of the school community feel responsible for combating bullying.
- To promote the vision and core values of the school.

**What is Bullying?**

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". Bullying may take many forms including:

- **Verbal** bullying which includes name calling, taunting, mocking and making offensivecomments.

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings.

- **Emotional** bullying which includes gossiping, excluding people from groups, isolating anindividual and spreading hurtful and untruthful rumors about them.

- **Racist** bullying occurs when bullying is motivated by racial, ethnic, or cultural prejudice.

- **Sexual** bullying is where someone makes unwanted physical contact or makes sexually abusive comments.

- **Sexist** bullying occurs when bullying is motivated by a prejudice against someone becauseof their gender.

- **Cyberbullying** is the above unacceptable behaviour expressed online. It can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensiveor degrading photos or videos.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Pupils who are being bullied may show changes in behaviour such as becoming shy ornervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

**Some warning signs that a student is being bullied:**

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell.  Wanting to visit the nurse regularly.
- Reluctance to come to school
- Clothes/bags torn or damaged
- Money/possessions going missing
- Unexplained cuts and bruises
- Unexplained behaviour changes such as moody, bad-tempered, tearful
- Loss of appetite, Not sleeping.
- Weight loss.
- Seen alone a lot

**Some reasons why people bully:**

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home
- Learned behaviour

**What is not Bullying?**

**1. One-off incidents**

Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects and is therefore categorized as bullying.

**2. Mutual conflict**

A disagreement, argument or fight in which both parties have equally participated and wherethere is no imbalance of power.

**Reporting Bullying**

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- student council members

Pupils are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher / tutor. When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

**Responding to bullying**

The following steps may be taken when dealing with all incidents of bullying reported to theschool:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- All parties involved in incidents will be listened to.
- The school will provide appropriate support for the person being bullied – making surethey are not at risk of immediate harm.
- A clear written account of the incident will be recorded and given to the social worker.
- The Head of school will be informed of serious cases of bullying together with the parents/guardians of both victim and perpetrator. Parents/guardians are encouraged to support

the school to ensure thatbullying does not continue.

### Supporting pupils

### Pupils who have been bullied will be supported by:

● Reassuring the pupil and providing continuous pastoral support.

● Offering an immediate opportunity to discuss the experience with  their teacher, thedesignated safeguarding lead, or a member of staff of their choice.

● Working towards restoring self-esteem and confidence.

● Where necessary, providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

### Pupils who have perpetrated bullying will be helped by:

• Discussing what happened, establishing the concern and the need to change.

● Informing parents/carers to help change the attitude and behaviour of the child.

● Providing appropriate education and support regarding their behaviour or actions.

● If online, requesting that content be removed.

● Sanctioning, in line with school behaviour/discipline policy; this may include official warnings detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

### Preventing bullying Environment

The whole school community will:

• Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.

• Recognise that bullying can be perpetrated or experienced by any member of the community.

• Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination, and respect towards others.

• Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.

• Celebrate success and achievements to promote and build a positive school.

## Section 6: Remote Learning Policy

| Behavior violations | Actions of the school | person in charge of Implementation |
|---|---|---|
| Not following the online class rules, causing disruption during the lessons. | ➢ **Violation for the first time.**<br>Alert the student on the education platform not to repeat the violation. | Teacher |
| | ➢ **Repeat the violation for the second time.**<br>• Communicate with the parents by phone.<br>• Student's apology to the teacher.<br>• Study the student's case and prepare student follow up plan.<br><br>➢ **Repeat the violation for the third time.**<br>• Arrange meeting with parents.<br>• Block access to the lesson for one day.<br>• Student will sign a pledge. | Social worker |
| | ➢ **Repeat the violation for the fourth time or more:**<br>• Block the student from accessing the education platform for three days.<br>• Notify the parent of the violation and the procedure. | Behavioural Evaluation Committee |
| Not submitting the homework and posted activities on the education platform at the specified time. | ➢ **Violation for the first time.**<br>• Alert the student on the education platform. | Teacher |
| | ➢ **Repeat the violation for the second time**<br>• Communicate with the parent by phone<br>• Electronic pledge for the student.<br>• Study the student's case and provide treatment plans<br><br>➢ **Repeat the violation for the third time.**<br>• Arrange meeting with parents.<br>• Take a written pledge from the student and parent. | Social worker |

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| | | |
|---|---|---|
| | • Guidance and counseling/send academic alert | |
| | ➢ **Repeat the violation for the fourth time.**<br>Refer the student to the school admin to take the appropriate decision Student . may lose marks in theend of term report | Behavioural Evaluation Committee |
| Arguments among classmates on the education platform. Use of offensive language on the platform. | ➢ **First time offense**<br>• Communicate with parents.<br>• Alert the student on the education platform not to repeat the violation.<br>• Student's apology to the offended party | Teacher |
| | • **Repeat the violation for the second time**<br>• Record the minutes to prove the violation.<br>• Meeting with parents.<br>• Take a written commitment pledge from the student and parent.<br>• Student's apology to the offended party.<br>• Study the student's case and provide treatment plans. | Teacher<br>Social worker |
| | • **Repeat the violation for the third time.**<br>• Record the minutes to prove the violation.<br>• Blocking the student from accessing the education platform for three days.<br>• Notify the parent with the violation and procedure. | Teacher<br>Social worker |
| | ➢ **Repeat the violation for the fourth time:**<br>• Report to prove the violation.<br>• Temporary blocking for the student account for live access. Students will only receive recorded materials.<br>• Notify the parent with the violation and procedure. | Social worker<br>Behavioral Evaluation Committee |
| Misbehaving with teachers/ administrators on the education platform. | **Violation for the first time :**<br>• Report to prove the violation.<br>• Notify the parents of the violation.<br>• Student's apology to the offended party. | Teacher<br><br>Social worker |

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| | | |
|---|---|---|
| | ➢ **Repeat the violation for the second time:** <br>• Report to prove the violation. <br>• Issue warning to the student. <br>• Study the student's case and provide treatment plans. <br>• Arrange meeting with parents. <br>• Taking a written pledge on the student and parent not to repeat the violation. | |
| | ➢ **Repeat the violation for the third time:** <br>• Report to prove the violation. <br>• Refer the student to the Student Counseling Department. <br>• Temporary blocking of student account. <br>• Notify the parent of the violation and procedure. | Behavioral Evaluation Committee |
| • Misuse of the education platform: <br>• Posting inappropriate photos. <br>• Using another account. <br>• Taking unauthorised photos | ➢ **Violation for the first time :** <br>• Report to prove the violation. <br>• Delete inappropriate materials after documentation. <br>• Meeting with parents <br>• written warning for the student <br>• Block access for one day <br>• Refer the student to the Student Counseling Department. | Behavioral Evaluation Committee |
| | ➢ **Repeat the violation for the second time** <br>• Report to prove the violation. <br>• Delete inappropriate materials after documentation. <br>• Refer the student to the Student Counseling Department. <br>• Temporary blocking of student account. | Behavioral Evaluation Committee |

## Section 7: Appendices

## Appendix 1: Bullying Incident Record Form

| Date/time of incident | |
|---|---|
| **Names of Students involved (including bystanders):** | |
| **Location of incident:** | |
| **Type of bullying (physical, verbal, indirect, cyber):** | |
| **Form of bullying (racist, cultural related to home circumstances etc) :** | |
| **Brief summary of incident (Also keep record of witness statements)** | |
| **Member/s of staff reported to/witnessed by:** | |
| **Impact of incident** | |

| Response to the student/s who was/were bullied: | Response to the student/s who is accused: |
|---|---|
| | |

| Follow up action (including dates)/Including meeting with parents: |
|---|
| |
| **DH/DD signature:** |
| **Social Worker Signature:** |

# **Appendix 2: Classroom Incident Report Form**

| Date: | Name of the student |
|---|---|
| **Reported by:** | **Year Group:** |
| **Behaviour concern:** | |

| | | |
|---|---|---|
| Refusing to complete assigned work | ☐ | |
| Disrespecting the teachers | ☐ | |
| Using inappropriate language | ☐ | |
| Causing disruption in the lesson | ☐ | |
| Moving around without permission | ☐ | |
| Leaving the classroom without permission | ☐ | |
| Fighting with classmates | ☐ | |
| Littering the classroom | ☐ | |
| Any other behaviour concern | ☐ | |

| **Supporting details:** | **Action taken by the staff:** |
|---|---|
| | |
| **Staff Signature:** | |
| **Social worker comments:** | |
| | |
| **Social Worker Signature:** | **Parents informed: Yes** ☐ **No** ☐ |

**Action:**

| | | |
|---|---|---|
| Verbal warning | ☐ | |
| Pledge | ☐ | |
| Behaviour contract | ☐ | |
| First Written warning | ☐ | |
| Break detention | ☐ | |
| Internal exclusion | ☐ | |
| Second written warning | ☐ | |
| External exclusion | | |

| **Approved by:** | |
|---|---|
| **HOS** | **DH** |

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