



**COMPASS INTERNATIONAL SCHOOL
DOHA**

A NORD ANGLIA EDUCATION SCHOOL

Behaviour for Learning Policy (Secondary)

Date	Review Date	Lead Policy writers	Leader responsible
20 May 2024	May 2025	Thomas Kinnersley & Laura Anderson-Rice	Elizabeth Lamb



Introduction

One of our core aims is that everybody in school feels both valued and respected and is treated fairly. Mutual care and trust are the pillars of our community. The school behaviour for learning policy is designed to support how all members of the school can exist together harmoniously, promoting a safe and secure environment for all.

An integral part of our philosophy is celebrating students who make good choices and demonstrate the Compass effective learner traits. We treat all students fairly and consistently, helping all students to learn and grow in a secure environment where everyone's views and ideas are listened to and valued.

The Behaviour for Learning policy promotes good and positive behaviour with clear guidelines as to the consequences of students' poor choices. This policy will be applied to all students at Compass International School whilst in school, on school-organised trips and at all events.

Expectations

Staff will:

- Establish and maintain clear and consistent expectations and boundaries that are in line with our core values.
- Show respect and promote positive behaviour.
- Celebrate students' efforts and achievements and reward students who demonstrate our effective learner traits.
- Discuss with students when and how they could have made more positive choices when something goes wrong.
- Encourage self-motivation and independence whilst promoting self-esteem and self-respect.
- Adhere to our Behaviour for Learning policy and procedures.
- Ensure that students always follow the Behaviour for Learning policy.
- Liaise with tutors, Phase Leaders, or other relevant staff members to support and guide the holistic progress of each student.
- Report to, and ask for support from parents, as per the Behaviour for Learning policy.

Students will:

- Show respect to all members of the school community.
- Show respect for their learning environments.
- Promote the good reputation of the school in the community.
- Model the Compass Effective Learner Traits to enable them to be successful and happy in school.
- Adhere to the Behaviour for Learning policy and report all incidents of poor choices to a staff member.
- Accept and complete any consequences when poor choices are made.



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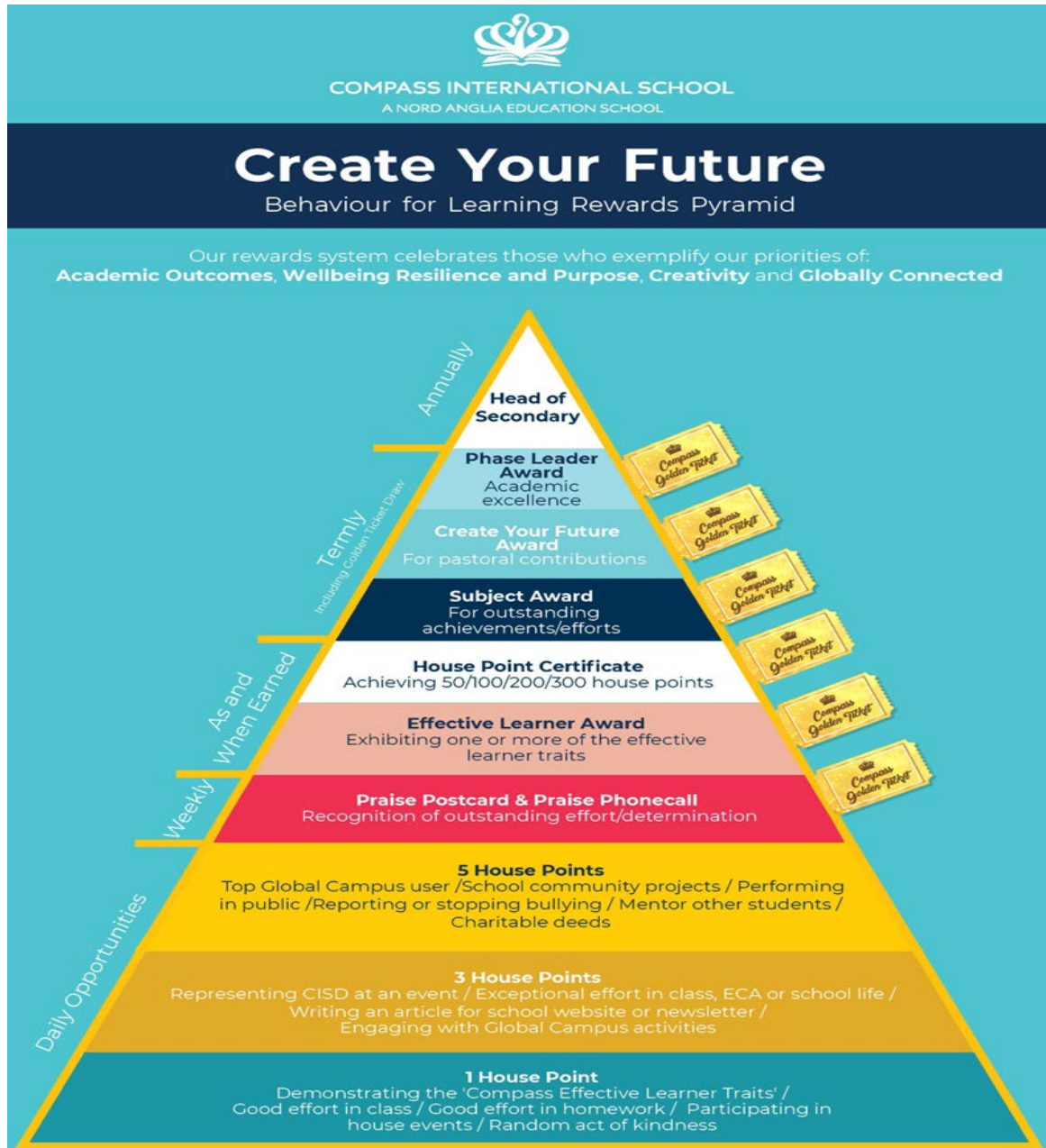
Parents will be expected to:

- Model acceptable behaviour and encourage respect for all members of the school community.
- Support the school's Behaviour for Learning policy by talking to their child/children about behaviour in school and celebrating positive behaviour, but also accepting the use of consequences when applied.
- Keep the school informed about any issues that might affect their child's work or behaviour.
- Welcome communication between the school and family regarding their child's behaviour.

Should a parent of a student display abusive or aggressive behaviour towards a student or member of staff, we reserve the right to withhold re-enrolment as part of our responsibility to ensure the safety and well-being of our school community.

Secondary Rewards

The Behaviour for Learning rewards pyramid details how and when we reward our students. This includes celebrating students who demonstrate our 'Compass Effective Learner Traits' as shown in our Behaviour for Learning policy.



Compass Effective Learner Traits:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.



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Secondary Consequences and Documentation

All consequences issued to students must be recorded via ISAMS under the relevant category. The record will contain details of the incident and the consequence to the student along with completion information.

Incidents will be investigated fairly, speaking to students and staff as necessary. CCTV may be used to assist with decision-making regarding the application of our Behaviour for Learning policy. CCTV footage is not shared with students or parents.

Communication with parents is made in line with the Behaviour for Learning policy, as shown below. The school does not discuss the consequences issued to students with others.

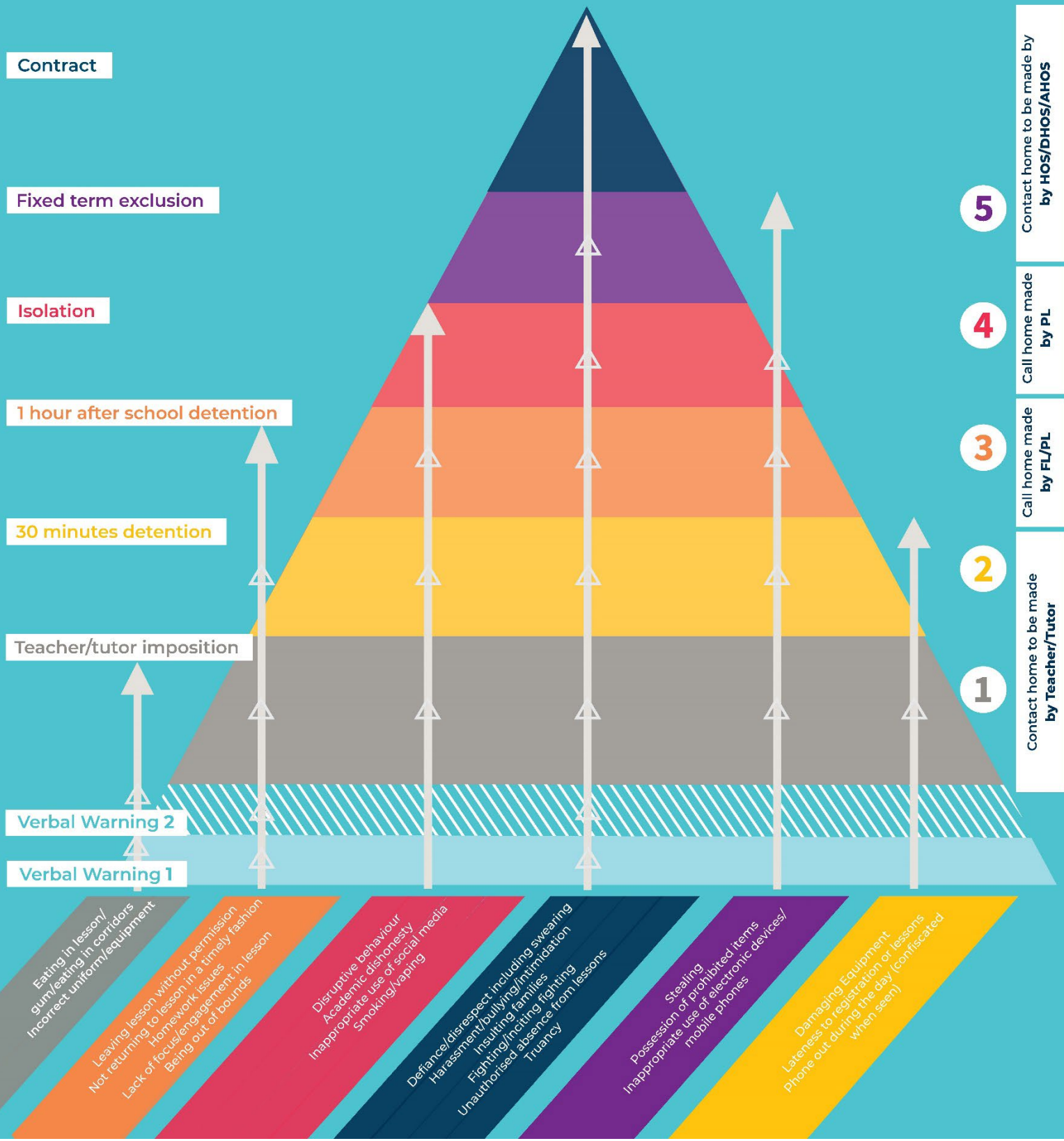
It is impossible to provide an exhaustive list of poor choices and the consequences applied. Staff will use their discretion to fairly apply the most appropriate consequence, taking into consideration previous behaviour and the nature of the incident. The 'Behaviour for Learning Consequences' Pyramid guides the application of consequences for various incidents. Sometimes, there are mitigating circumstances which may affect the consequence applied.



Create Your Future

Behaviour for Learning Consequences Pyramid

*The examples listed are not exhaustive and therefore are not limited to only those that are shown below. Repeated incidences of a similar nature are escalated to the next level of the pyramid - a report card may be issued.





- The repetition of low-level misconduct or failing to comply with staff instructions will raise the level of consequence involved.
- Students and parents should be aware that a student's behaviour record will be taken into consideration if a student should seek a leadership position in the school, such as a Student Council Representative or Head Student.
- When writing student references, we may be obliged to disclose disciplinary issues should the reference ask directly for this information.

Power of Search

On rare occasions, it may be necessary to ask a student to empty their bag, pockets or locker and confiscate any inappropriate items which are brought into school. These will be retained and returned to parents or students as appropriate. This is to safeguard the health and safety of all members of the school community.

Behaviour Pledges

Following the issuance of a Level 5 consequence, the students and parents must sign a Behaviour Pledge to agree and understand the steps that need to be taken to ensure better choices moving forward.

Exclusions

For serious incidents, the AHOS/DHOS/HOS will review the outcome of the investigation and decide on the appropriate consequence and a Level 5 sanction may be issued (fixed-term exclusion). A fixed term exclusion may be applied which can be between 1 and 5 school days, depending on the severity of the incident. It is compulsory to have a re-admission meeting following a fixed-term external exclusion. Both the student and parents must attend this meeting to enable re-admission to school.

Repeated or persistent high-level misconduct can result in further fixed-term exclusions or the implementation of a behaviour contract. The behaviour contract outlines supportive measures that we will adopt to encourage positive behaviour in the future. In some cases, the Executive Principal may choose to permanently exclude the student which will be done following the guidelines set out by the Ministry of Education and Higher Education. Each case will be treated individually according to the circumstances and the action taken in one case will not necessarily set a precedent for any other.

Re-enrolment of students to Compass International School is subject to the adherence of the student and their family with the expectations outlined in the Behaviour for Learning Policy.