

The Lebanese School - Qatar

Behaviour Policy

Goals

At LSQ, 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 behaviour including active listening, constructive communication, collaboration, problem solving and mutual respect. Students are expected to make positive behaviour 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 behavioural errors and support them in learning how to make better decisions.

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

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 the host society.

EXPECTATIONS WITH REGARD TO FACULTY MEMBERS

Faculty members are expected to:

- ensure students are safe.
- collaborate with HOS and Parents to ensure good behaviour.
- be fair, consistent, and respectful.
- promote and reinforce positive behaviour in the classroom.
- reinforce clear expectations of behaviour.
- criticise the behaviour not the person.
- endeavour 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 behaviour.
- 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 behaviour.
- 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 LSQ, we use a wide variety of strategies to promote good behaviour and to minimise the occurrence of undesirable behaviour (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 behaviour 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 behaviour.
- A class-based reward system is implemented relevant to the age range of the class (Preschool).
- Awarding certificates, gifts and key responsibilities for positive behaviour and achievement are awarded in areas across the curriculum (Primary Section).
- 'Star of the Week' is selected to celebrate achievement (Primary Section).
- Termly assemblies are held to discuss moral and social issues (Whole school).
- For Cycle 1, each time a student collects 10 tokens of good behaviour (registered on the portal), he/she will receive a gift from the head of section.
- For Cycles 2&3, each time a student collects 10 tokens of good behaviour (registered on the portal), he/she will receive a special privilege such as skipping a homework assignment, changing seats in class, not wearing uniform for a day....
- Tokens of good behaviour include:
 - Participating enthusiastically in class.
 - Showing recognizable progress in a certain subject.
 - Helping a student in need.
 - Helping the teacher in class.
 - Presenting a project or craft to show extra effort.
 - Exhibiting traits of good citizenship.
 - Exhibiting great improvement in behaviour.
 - Finishing a task/assignment brilliantly.

SUPPORT AND REMEDIAL STRUCTURES

The following structures exist within the school to support students whose behaviour 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, HOS assistants and the school counselor work collaboratively to support and encourage students who are not meeting the school's expectations.

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. LSQ maintains the confidentiality and privacy of student data when studying students' behaviour.

Student Individual Behaviour Plan

These plans are for students who are of behavioural 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 BEHAVIOR

The school has a clear code of conduct which describes expectations, violations and all relevant sanctions. (See Appendix 2)

Violations and sanctions are divided into levels, ranging from minor to very serious.

It is the responsibility of subject teachers to deal with **minor incidents** which occur in the classroom.

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.

It is the responsibility of the homeroom teacher to monitor student's behaviour and get involved if this specific behaviour is causing concern in several subject areas. The teacher may then record all the incidents and take appropriate action.

Heads of Sections are 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.

The Superintendent (or any HOS deputising for the Superintendent) 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

Sanctions will be decided after considering the age of the student, the severity of the violation and the frequency of the behaviour within a certain time frame. Sanctions will be applied fairly, and exclusion will be used when no other alternatives are available.

In the case of minor incidents:

Minor incidents are listed in Appendix 2 (page 12). All the sanctions applied as a result of minor incidents are recorded by the teacher on the behaviour module and are received directly by the parents.

Teacher Sanctions include:

Step 1: Conduct a short discussion with the student to reteach appropriate behaviour.

Step 2: Publish a detailed remark to the parents through the behaviour module on the portal.

Step 3: Refer to the counsellor.

Step 4: Call the parents.

Step 5: The incident will now be addressed as serious.

Minor incidents for each student can be eliminated at the beginning of every term based on the HOS's judgement of his/her general conduct.

Serious Incidents

Serious incidents are dealt with by the Assistant HOS or the HOS and are directly published to the parents:

Assistant HOS or HOS's actions/ sanctions include: (HOS will choose the sanction that she deems most appropriate)

- Discussion with student's teachers
- Meeting with the student
- Creating an action plan with the counsellor
- Contacting parents /guardians
- Parents/guardians signing a written warning
- Employing a Behaviour Booklet (Appendix 4)
- Assigning Break Detention
- Assigning after school detention
- Excluding the student internally
- Applying External Exclusion (Not applicable to Preschool)

At the Preschool Department, the team follows the above-mentioned procedures after the first few weeks of adaptation. In case a child's behaviour was inappropriate and repetitive, the teachers with the support of the counsellor design an individual behaviour plan and implement it for a period of six weeks. In case no progress was observed after six consecutive weeks, the school management meets the parent and requests external assessment of a psychologist or a therapist. Parents will need to share the therapist's recommendations with the school management and provide all relevant resources indicated by the therapist.

In case the school management didn't witness any progress in the child's case, the child's re-registration at LSQ will be put on hold for further investigation.

Very Serious Incidents

These incidents are dealt with by HOS, School Counselor, and Senior Leadership Team.

Available sanctions include:

- Internal exclusion
- External exclusion
- Withhold re-registration
- Permanent exclusion
- Police involvement

Policy Review

This policy was generated in May 2019 and reviewed in June 2022. LSQ senior staff will monitor the application and effectiveness of this policy. It will be reviewed on yearly basis and updated, as necessary.

Appendix 1

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 misbehaviour, 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 criticising a student's work or behaviour, 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.

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 behaviour

It is important for adults within the school to model the kinds of behaviour 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 behaviour becomes disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. 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 recognise 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 behaviour

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 behaviour 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.

Appendix 2

| | Code | Violations |
|--------------|------|--|
| Minor | 1.1 | Being careless about schoolwork – not showing responsibility |
| | 1.2 | Failing to complete homework assignment |
| | 1.3 | Abusing other people’s property or invading personal space |
| | 1.4 | Teasing other children |
| | 1.5 | Causing disturbing noise |
| | 1.6 | Playing around in bathrooms, hallways, cafeteria, and stairs |
| | 1.7 | Failing to follow school rules while on the bus |
| | 1.8 | Using the phone without permission |
| | 1.9 | Talking without permission or laughing out loud to distract others |
| | 1.10 | Chewing gum in class or eating without permission |
| | 1.11 | Standing on chairs or tables without permission |
| | 1.12 | Bringing toys to school without prior permission |
| | 1.13 | Failing to line up on time |
| | 1.14 | Using the elevator without permission |

| | Code | Violations |
|----------------|------|---|
| Serious | 2.1 | Persisting in committing any minor violation |
| | 2.2 | Failing to wear the school uniform to school |
| | 2.3 | Talking back to other adults in charge |
| | 2.4 | Disrespecting peers |
| | 2.5 | Whistling or booing during assemblies or other school events |
| | 2.6 | Using a method of transportation other than the school bus without prior permission from parents and school |
| | 2.7 | Acting in a manner that causes safety risk to self or others |
| | 2.8 | Using technology at home or at school, to harass, intimidate, or offend other students |
| | 2.9 | Disrespecting any adult in charge |
| | 2.10 | Bullying, threatening, or intimidating another person |
| | 2.11 | Being rude to others |
| | 2.12 | Causing minor damage to the school's or other's property |
| | 2.13 | Using language with sexual connotation |
| | 2.14 | Swearing/employing offensive language when addressing friends |
| | 2.15 | Cheating or attempting to cheat on exams |
| | 2.16 | Being repetitively tardy to school |

| | Code | Violations |
|---------------------|------|---|
| Very Serious | 3.1 | Persisting in committing any serious violation |
| | 3.2 | Skipping school without a valid excuse |
| | 3.3 | Skipping Classes |
| | 3.4 | Skipping an exam without a valid reason |
| | 3.5 | Refusing to comply with sanctions |
| | 3.6 | Exhibiting aggressive behavior |
| | 3.7 | Fighting with friends or staff |
| | 3.8 | Being extremely rude to staff |
| | 3.9 | Stealing from friends or staff |
| | 3.10 | Vandalizing the school's or other's property |
| | 3.11 | Committing physical acts that are sexual in nature |
| | 3.12 | Initiating a physical fight or getting involved in one |
| | 3.13 | Bringing a knife or other weapons to school |
| | 3.14 | Bringing tobacco to school or smoking in school |
| | 3.15 | Bringing alcohol to school or using alcohol at school |
| | 3.16 | Bringing illegal substance to school or using illegal substance at school |

Appendix 3

Lebanese School – Qatar

Counselor Referral Form

It is important to monitor your student and relate only observable behavior when making a referral to the counselor. The following behaviors, if observed, may indicate the need for a referral. Please document the behaviors you observe in order to help the counselor to best assist the student.

| | |
|--------------------------------|--|
| Student | |
| Grade and Section | |
| Referring Person | |
| Referred to (counselor) | |
| Date | |

Priority

- Low (schedule when available)
 High (schedule asap)
 Emergency (see now)

Please mark the behaviors you have observed **over an extended period** of time.

ACADEMIC

- Perfectionism
 Struggles for achievement
 Cheating
 Assignments completed poorly
 Difficulty completing work

SOCIAL

- Shy / Quiet
 Seeks Attention
 Problem making friends
 Problem with friends
 Bullying (Victim or Bully)

BEHAVIORAL

- Frequently off-task
 Short attention span
 Is very active / impulsive
 Has frequent mood swings
 Difficulty concentrating
 Disturb others
- Uses obscene language
 Has difficulty accepting mistakes
 Appears sad / depressed mood
 Makes excuses / blames others
 Lacks confidence
 Frequently leaves the classroom

PHYSICAL

- Poor hygiene / self-care
- Sleeping in class
- Consistently tired
- Expresses physical complaints

FAMILY

- Recent separation / divorce
- Family Problems
- New-born in family
- Loss of family member

Other:

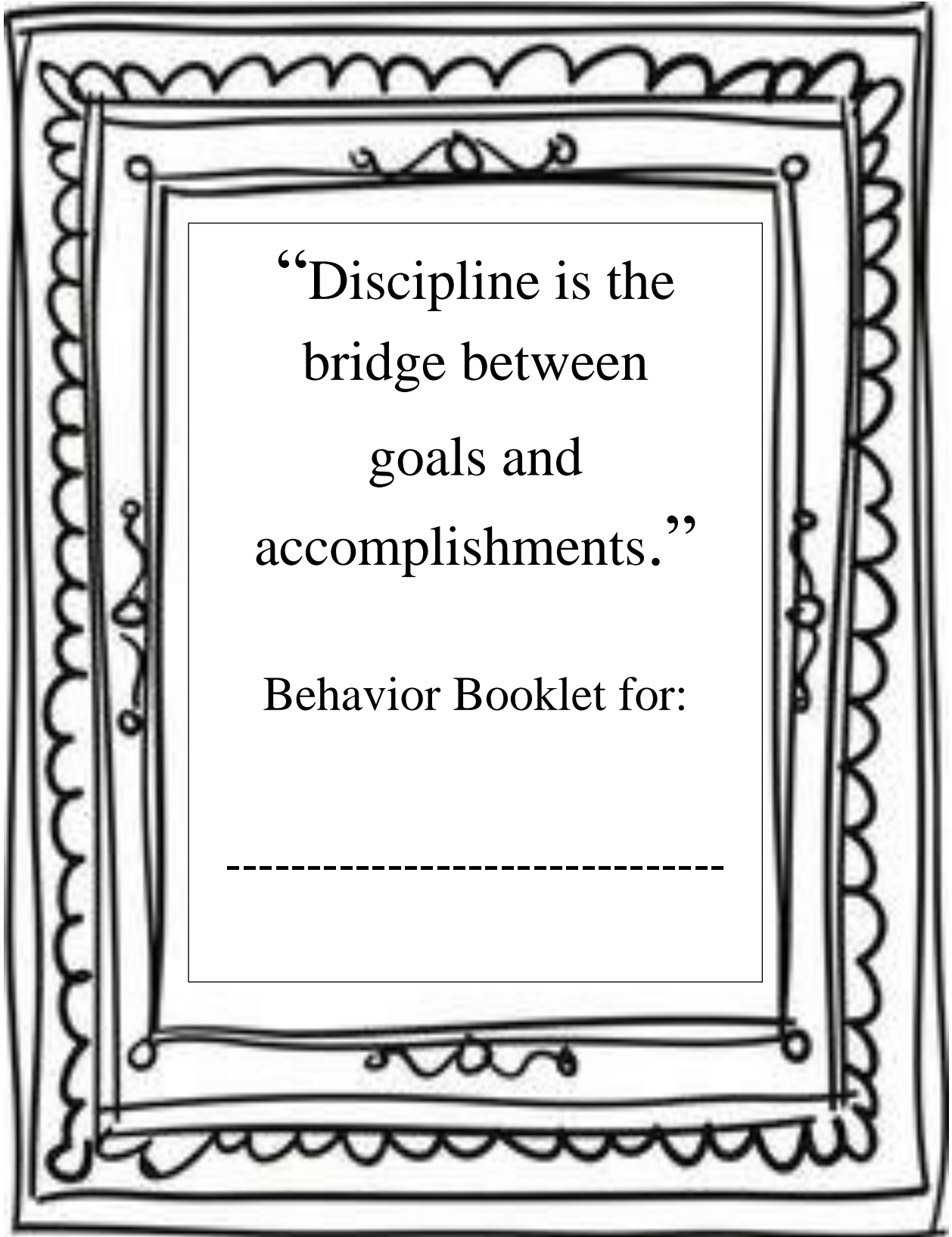
Have you discussed your concern(s) with the student's parent(s)?

- Yes No

Additional Concerns / Comments:



Appendix 4



Date: _____

| | |
|-----------------------|----------|
| Session 1 Teacher: | Remarks: |
| Session 2 Teacher: | Remarks: |
| Session 3 Teacher: | Remarks: |
| Session 4 Teacher: | Remarks: |
| Session 5 Teacher: | Remarks: |
| Session 6 Teacher: | Remarks: |
| Session 7 Teacher: | Remarks: |