HAMILTON
International School

Behavior Policy

Vision

Igniting Passion, Purpose and Potential

Mission

Our mission is to develop caring, lifelong learners and global citizens in a culture of excellence through an international, well-balanced education.

Our Core Values



I am Getting Better



Respectful



Resilient



Global Citizen



Communicator



Collaborator



Emotionally Intelligent

Definition of Learning

Learning at Hamilton is the purposeful, personalized process where learners get better in the good struggle zone.

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Version 1 Version 2 Version 3	September 2024 June 2025 October 2026	Full policy review Full policy review One whole-school framework for all departments; aligned with Safeguarding (Aug 2026), Anti-Bullying and Counseling (Oct 2026) policies

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Part A: Whole-School Framework

Part A applies to every student, every member of staff and every phase of The Hamilton International School. Part B sets out how each department applies this framework day to day, using the same four levels, the same recording rules and the same table structure, so that a student, parent or colleague moving between phases meets one consistent approach.

1. Rationale and Aims

"Children don't care how much you know until they know how much you care."

At The Hamilton International School, positive behavior is built through relationships, clear routines, high expectations and the consistent recognition of effort and good choices. Our approach is restorative: when things go wrong, we help students understand the impact of their actions, put things right and learn to make better choices next time. Consequences are fair, proportionate and applied consistently, and they always sit alongside support.

At Hamilton, we CARE for ourselves, CARE for others and CARE for our environment. Our core values are the language we use to teach, notice and celebrate behavior across the school.

This policy aims to:

- provide one consistent, whole-school approach to behavior from Pre-KG to Grade 12, applied by every adult;
- set clear expectations for students, staff and parents, and explain how positive behavior is taught, recognized and rewarded;
- define a shared four-level framework for responding to behavior, with proportionate consequences and support;
- make sure that behavior which may indicate a safeguarding concern is always recognized and referred to the Designated Safeguarding Team;
- make reasonable adjustments for students with special educational needs, disabilities and additional language needs; and
- set out fair, transparent procedures for serious incidents, including fixed-term exclusion and the review of a student's place.

2. Scope

This policy applies to all students from Pre-KG to Grade 12. It applies during the school day; on the way to and from school; on school transport; on trips, residentials, sports fixtures and competitions; during ECAs and school events; and online, including outside school hours, where behavior affects the safety, wellbeing or relationships of members of the school community or the reputation of the school.

Expectations of parents, visitors and staff are set out in the school's Conduct Policy and the ISP Code of Conduct and Guidance for Safe Working Practice. This policy refers to them where they affect how behavior is managed.

3. Policy Framework and Linked Policies

This policy operates within the laws of the State of Qatar, the requirements of the Ministry of Education and Higher Education (MoEHE) and the policies of the International Schools Partnership (ISP).

Corporal punishment, humiliation, public shaming, and the withholding of food, water, toilet access or prayer are never used as consequences at The Hamilton International School.

This policy must be read alongside the Safeguarding and Child Protection Policy and other related policies.

4. Guiding Principles

Principle	What it means in practice
Relationships first	Every student is known by name, greeted positively and has at least one adult they trust. Behavior is managed through relationships, not fear.
Taught, not assumed	Expectations and routines are explicitly taught, modeled, practiced and revisited, especially after holidays and at transition points.
Caught being good	Adults notice and name positive behavior far more often than they correct poor behavior.
The five Cs	Adults respond to behavior in a way that is Calm, Clear, Consistent, Confident and Compassionate.
Restorative	When harm is done, the focus is on understanding the impact, repairing the harm and learning for next time.
Proportionate and fair	Consequences match the seriousness and frequency of the behavior, the student's age and stage, and any additional needs. Fair does not always mean identical.
Behavior is communication	Persistent or sudden changes in behavior may signal an unmet need, a learning difficulty, a mental health concern or harm. Adults ask "why?" as well as "what?".
Safeguarding first	Where behavior may indicate that a student is at risk, or has harmed or been harmed by another child, the Safeguarding and Child Protection Policy is followed before any consequence is decided.
Partnership with parents	Parents are informed early, consistently and respectfully, and are invited to work with the school on agreed strategies.

5. Roles and Responsibilities

Role	Responsibilities
Principal	Holds overall responsibility for behavior and for this policy. Makes the final decision on the withdrawal of a student's place, reviews decisions when parents request it, and reports serious incidents to ISP in line with the ISP Incident and Crisis Reporting Management Policy.
Heads of School (Primary and Secondary)	Lead the implementation of this policy in their phase, ensure consistency and fairness, decide on fixed-term exclusions, chair Level 4 meetings with parents, and analyze behavior data each term.
Head of Inclusion	Leads the Inclusion Department's procedures (Part B, Section B3), advises on reasonable adjustments, and must be consulted before any fixed-term exclusion of a student on the Inclusion register.
Assistant Heads	Support Heads of School with Level 3 and Level 4 responses, lead Assistant Head reports and internal reflection decisions, and monitor patterns in their phase.
Grade Leaders (Primary and Secondary)	Lead Level 2 and Level 3 responses, meet with parents, set and review report cards and support plans, and track repeated behavior.
Class, Homeroom and Subject Teachers	Teach and model expectations, recognize positive behavior, manage Level 1 and Level 2 behavior, record incidents on iSAMS, and communicate with parents.
Learning Assistants, Duty and Specialist Staff	Apply the same expectations and language in every space, including playgrounds, corridors, the cafeteria and buses, and pass concerns to the class teacher or Grade Leader.
Designated Safeguarding Team (DSLs and DDSLs)	Receive all safeguarding concerns arising from behavior, decide on next steps under the Safeguarding and Child Protection Policy, and are consulted before a fixed-term exclusion is given to a student who has an open safeguarding file.
School Counselor	Provides support to students on both sides of an incident. The Counselor does not investigate incidents or take part in decisions about consequences, in line with the Counseling and Wellbeing Policy.
Students	Follow the Code of Conduct, treat others with respect online and offline, take responsibility for their actions and tell a trusted adult when they or someone else needs help.
Parents and Guardians	Support the school's expectations, inform the school of changes that may affect behavior (such as illness, bereavement or family change), attend meetings when invited, and raise concerns with the school rather than contacting other families directly. Parents also ensure that any adult acting on their behalf, such as a driver or nanny, follows the school's expectations.

6. Our Code of Conduct

The same Code of Conduct applies across the school. It is shared with students and parents at the start of each year, and displayed in visual form for younger students and students in the Inclusion Department.

Grades 1–12: Students are expected to	Early Childhood and Inclusion: Our promises
• Arrive at school and lessons on time. • Wear the correct school uniform. • Be equipped and ready to learn. • Respect every member of the school community and treat them fairly, with equal dignity and worth. • Respect the school environment, equipment and resources. • Move around the school in a sensible, calm manner. • Follow instructions from adults first time, every time. • Listen to others when they are speaking. • Be honest and complete all work with academic integrity. • Use technology safely, kindly and responsibly, online and offline.	• We are ready. • We give it a go and keep on trying! • We are kind; we use kind hands and kind words. • We have listening ears. • We have looking eyes. • We have walking feet inside. • All are welcome!

Staff are expected to

- build positive, consistent relationships with every student and treat each one as a valued member of the community;
- plan engaging, adapted lessons that anticipate behavior needs, with a seating plan that considers learning needs and peer relationships;
- teach routines for lessons and transitions, and maintain a visible presence in corridors during transitions;
- notice and reward positive behavior, using the language of the school values;
- respond to inappropriate behavior using the five Cs, privately where possible, and never through sarcasm, shouting or humiliation;
- know the needs and triggers of identified students and follow their Individual Education Plan (IEP) or Behavior Support Plan;
- record positive and negative behavior on iSAMS, and record any safeguarding concern on MyConcern the same day; and
- escalate concerns early, in line with the levels in Section 9.

7. Recognizing Positive Behavior

Positive recognition is the foundation of this policy. Simple, sincere recognition, a specific word of praise, a positive note or a phone call home, is often the most powerful reward. Recognition focuses on effort, progress and the school values rather than attainment alone, and is shared regularly with parents.

Each phase uses a recognition system suited to the age of its students. All systems follow the same principles: they are recorded on iSAMS, linked to the school values, accessible to every

student including those with additional needs, and never removed as a consequence once earned.

Phase	Recognition system	Details
Primary (Pre-KG to Grade 5)	"Caught Being Good": Values Points, Values Winner Certificates at the fortnightly assembly, Magic Moments on school screens, Hot Chocolate with the Principal, and classroom systems such as marble jars and values boards.	Section B1
Secondary (Grades 6 to 12)	Merits R1 to R4, merit certificates (Bronze, Silver, Gold, Platinum), End of Semester Achievement Certificates, Attendance and Punctuality Awards, the Wall of Excellence and End of Year Awards.	Section B2
Inclusion	Immediate specific praise, visual reward charts, token systems, "helper" roles and celebration of progress against individual targets, alongside the phase system.	Section B3

8. Restorative Practice

Most situations are best resolved through a restorative conversation led by an adult. The aim is an outcome that is fair for everyone, with the focus on supporting anyone who has been harmed and helping the student who caused harm to take responsibility and put things right. Restorative conversations happen once everyone is calm. A student who is not yet ready may be given time and a quiet space to regulate first.

Adults use the same restorative questions across the school, adapted to the student's age (Appendix A):

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected, and how?
- What needs to happen to put this right?
- What would you do differently next time?

Students are taught to say "Stop, I don't like that" and to tell an adult from their **Trusted 5** (the five trusted adults each student has identified, including at least one member of staff in school) if the behavior continues, or straight away if they feel hurt, frightened or unsafe. A student who has been bullied or harmed is never required to meet the student responsible; a restorative meeting only takes place if they freely agree and feel safe, in line with the Anti-Bullying Policy.

9. The Whole-School Four-Level Framework

Every department uses the same four levels. The department tables in Part B give age-appropriate examples and responses, but the meaning of each level, the minimum parent communication, the recording requirement and the person who leads are the same across the school. Professional judgment is always applied: a single serious incident may be placed directly at Level 3 or Level 4.

Level	Definition	Department code	Minimum parent communication	Leads
Level 1 Low-level disruption	Minor, low-level behavior that interrupts learning or routines.	Primary: Level 1 Secondary: C1 Inclusion: Level 1	Teacher contacts home if the behavior becomes a pattern.	Class teacher, LA, duty staff
Level 2 Repeated or one-off poor behavior	Repeated Level 1 behavior despite support, or a one-off incident of poor behavior.	Primary: Level 2 Secondary: C2 Inclusion: Level 2	Same-day contact with parents by phone, at pick-up or through iSAMS.	Class teacher with Grade Leader
Level 3 Persistent or serious behavior	Persistent behavior despite interventions, or a one-off incident that causes harm or presents a risk to safety.	Primary: Level 3 Secondary: C3 Inclusion: Level 3	Meeting with parents, recorded on the Behavior Meeting Record (Appendix B).	Grade Leader with Assistant Head
Level 4 Serious incident	Serious behavior that involves significant risk to the safety, wellbeing or rights of others, or a breach of the law in Qatar.	Primary: Level 4 Secondary: C4 Inclusion: Level 4	Immediate contact; meeting with the Head of School and, where needed, the Principal.	Head of School, Principal

Whatever the level, if the behavior may indicate a safeguarding concern, the steps in Section 11 are followed first. Bullying is responded to under the Anti-Bullying Policy at whatever level it occurs (Section 12).

10. Recording and Communication

Consistent recording allows the school to recognize patterns early, support students and evidence fair decisions. The school uses two systems for different purposes, and they must not be confused.

What	Where it is recorded	Who records	When
Positive recognition (Values Points, Merits)	iSAMS	Any member of staff	At the time, or by the end of the day
Level 1 behavior	iSAMS (Secondary C1 points; Primary and Inclusion where a pattern is emerging)	Class teacher or duty staff	Same day
Level 2 to Level 4 behavior, consequences and parent contact	iSAMS, with meeting records uploaded	Staff member who dealt with the incident; leader for Levels 3–4	Same school day

What	Where it is recorded	Who records	When
Any safeguarding concern, including child-on-child abuse, sexualized behavior, self-harm or harm to self, and sharing of images	MyConcern only. iSAMS shows only that an incident occurred and refers to the DSL, with no safeguarding detail.	Any member of staff	Same day, and the DSL told in person if urgent
Bullying and discriminatory incidents	MyConcern (Anti-Bullying Policy); any consequence logged on iSAMS	Any member of staff; Grade Leader leads	Same day
Physical intervention	Physical intervention record (Physical Restraint Policy) and iSAMS	Staff involved	Same day; parents informed the same day
Searches and confiscations	Search and Confiscation Record (Appendix D) and iSAMS	Leader overseeing the search	Same day
Inclusion ABC logs and Behavior Incident Reports	Inclusion records and iSAMS	Inclusion staff	Same day
Serious incidents meeting ISP thresholds	ISP Incident and Crisis reporting	Principal	In line with ISP timescales

Records are factual and objective, written on the understanding that parents may ask to see them. Information about other students is not shared with parents beyond what is necessary, and the school does not share details of consequences given to other children.

11. Behavior and Safeguarding

Behavior can be a sign that a student is being harmed, is at risk, or is harming others. All staff follow the Safeguarding and Child Protection Policy and maintain an attitude of "it could happen here". When behavior raises a safeguarding concern, the member of staff records it on MyConcern and informs a member of the Designated Safeguarding Team. Staff do not investigate safeguarding matters themselves. The DSL decides the next steps, and any behavior consequence is agreed with the DSL so that it does not compromise the safety of any student or any external process.

The following are always referred to the Designated Safeguarding Team, whatever their level in the department tables:

- **Child-on-child abuse**, including physical abuse causing injury, sexual harassment and sexual violence, initiation or hazing, and abuse in peer relationships. These are never dismissed as "banter", "part of growing up" or "just having a laugh".
- **Sharing nude or semi-nude images or videos.** Staff never view, copy, forward or ask a student to show an image; the device is secured and the DSL informed immediately.
- **Self-harm, self-injurious behavior, suicidal statements or threats to run away.** The student is not left alone, and the Self-Harm and Suicide Risk procedure in the Counseling and Wellbeing Policy is followed.

- **Weapons** on school premises. These are a child protection matter: the DSL informs the Principal, who notifies the Regional Managing Director within 60 minutes.
- **Drugs, alcohol, vapes or other prohibited substances**, which may indicate exploitation or risk.
- **Extremist or hate-motivated behavior**, discriminatory abuse and radicalization concerns.
- **Misuse of technology to harm others**, including deepfakes, AI-generated images, harmful AI chatbot use, online grooming indicators and cyberbullying.
- **Sudden or significant changes in behavior, prolonged or repeated absence, or behavior that suggests neglect, abuse or exploitation.**

Allegations against staff

Any allegation by a student about the conduct of a member of staff is passed to the Principal immediately and managed under the Safeguarding and Child Protection Policy, never as a behavior matter. If an allegation is later shown to have been deliberately false, any consequence is considered only after the safeguarding process has concluded, and the DSL considers whether the student needs support.

12. Bullying

Bullying is a safeguarding matter and is responded to under the Anti-Bullying Policy at whatever level it occurs. At Hamilton, bullying is defined as STOP: Several Times On Purpose. It is repeated, intentional and involves an imbalance of power. A single serious incident is not bullying under this definition but is never acceptable and is dealt with under this policy. The Anti-Bullying Policy sets out how bullying is reported, investigated, recorded on MyConcern, communicated to parents and monitored. Consequences for the student displaying bullying behavior are applied using the levels in this policy, and are proportionate to the seriousness and persistence of the behavior. Retaliation against a student who reports bullying is treated as a serious incident.

13. Supporting Students

Consequences on their own rarely change behavior. Every response at Level 2 and above includes support, chosen from a graduated range and adapted to the student:

Level of support	Examples
Universal (all students)	Taught routines, the wellbeing curriculum, Zones of Regulation, restorative conversations, homeroom and pastoral time, and recognition systems.
Targeted	Report cards or behavior trackers, check-ins with a trusted adult, small-group programs, peer mentoring, Chill n' Chats, academic support and seating or timetable adjustments.

Level of support	Examples
Individual	A Behavior Support Plan or IEP targets, multidisciplinary planning (Team Around the Child), risk assessment, referral to the school counselor with parental consent, and referral to external professionals.

Students with SEND and additional language needs

Before deciding a consequence for a student with special educational needs, a disability or English as an Additional Language, staff consider whether the behavior is linked to that need, whether the student understood the expectation, and whether reasonable adjustments were in place. Consequences must be ones the student can understand and learn from. Fair does not always mean the same: equity means giving each student the support they need to succeed. The Head of Inclusion is consulted before any fixed-term exclusion of a student on the Inclusion register.

Counseling is support, not a consequence

Referral to the school counselor is offered as support and is never presented to a student as a sanction. Counselors support students on both sides of an incident and do not take part in investigations or disciplinary decisions. Parental consent is obtained before weekly counseling begins, in line with the Counseling and Wellbeing Policy.

Reduced timetables

A reduced or modified timetable is used only in exceptional circumstances, to support regulation or reintegration. It is agreed in writing with parents, approved by the Head of School, time-limited (normally no longer than six weeks), reviewed at least every two weeks, and shared with the DSL and the Attendance lead.

14. Internal Reflection, Fixed-Term Exclusion and Withdrawal of Place

These are the most serious responses available to the school and are used only when other strategies have not worked or when a single incident is serious enough to require them. They are applied in line with MoEHE requirements and are always followed by a plan to support the student.

Response	What it means	Who decides	Parents and next steps
Internal Reflection	The student works under supervision away from lessons for a set period (normally up to one day), with work set by teachers, breaks, lunch, toilet access and time for prayer.	Assistant Head (Primary or Secondary), or Grade Leader (in Primary, with Assistant Head approval)	Parents informed before or on the same day; reflection and restorative work completed before return to lessons.

Response	What it means	Who decides	Parents and next steps
Fixed-Term Exclusion	The student does not attend school for a fixed period of up to three school days for a single incident. Work is set and returned for marking.	Head of School, in consultation with the Principal; the Head of Inclusion and DSL consulted first where relevant. In Secondary, a fixed-term exclusion of up to one school day may be given by an Assistant Head with the Head of Secondary's authorization	Parents informed by phone and in writing with reasons, dates and work arrangements; reintegration meeting (Appendix C) before return.
Final Warning and Behavior Contract	A written agreement setting out expectations, support and the consequence of further serious breaches.	Head of School	Signed by student, parents and Head of School; reviewed at agreed intervals.
Withdrawal of Place	Used only in exceptional circumstances: after a serious breach of a final warning, or a single incident that presents a significant risk to the safety or wellbeing of others.	Principal only, after a full review; the Regional Managing Director is notified	Meeting with parents; written decision with reasons; parents may request a review; MoEHE notified as required.

Before any fixed-term exclusion or withdrawal of place, the decision-maker checks that:

- the facts have been established fairly, and the student has had the opportunity to give their account;
- the decision is proportionate and consistent with similar cases;
- any SEND, EAL or wellbeing factors have been considered
- the DSL has been consulted where the student has an open safeguarding file, as time at home may increase risk; and
- the decision and reasons are recorded on iSAMS.

Requesting a review

Parents may ask for a review of a fixed-term exclusion or a withdrawal of place by writing to the Principal within five school days of the decision.

15. Searches, Confiscation and CCTV

Searches

Where there are reasonable grounds to believe a student has a prohibited item, a search of their bag, locker or desk may be carried out to keep everyone safe. Searches are authorized by a Grade Leader, Assistant Head or Head of School, and carried out by two members of staff, of the same gender as the student where possible, with the student present. The student is asked to empty their own bag and pockets. Staff **never** search a student's body or clothing. If a student refuses,

parents are contacted and asked to give permission or to come to school to supervise the search. If a weapon or immediate danger is suspected, staff do not attempt a search: they keep themselves and others at a safe distance and call the Principal / DSL. Every search is recorded (Appendix D) and parents are informed the same day.

Confiscation

Items that disrupt learning or are prohibited may be confiscated, stored securely at Reception and returned to a parent. Prohibited or illegal items, and any device that may contain harmful images, are passed to the DSL or Principal and are not examined by staff.

CCTV

CCTV may be reviewed by DSL to help establish the facts of an incident. To protect the privacy and welfare of everyone recorded, footage is not shown to parents or students. It may be shared with the relevant authorities where required by law.

16. Mobile Phones and Personal Devices

The Hamilton International School is a mobile phone-free environment for students during the school day, in line with MoEHE guidance and the E-Safety Policy. Secondary students who bring a phone to school must lock it in their own Yondr pouch on arrival and keep it sealed until the end of the school day. Students without a pouch must not bring a phone. Personal laptops and tablets are used only under the BYOD Policy. Students who need a phone for a verified medical reason may be issued an adapted pouch, agreed with the pastoral team on the basis of medical documentation. In an emergency, parents contact Reception and students can call home from Reception or the Grade Leader's office. Non-compliance is managed through the steps in Section B2.

17. Physical Intervention

Staff may use reasonable and proportionate physical intervention only as a last resort, to prevent a student from harming themselves or others or causing serious damage, and only for as long as necessary. It is never used as a punishment. De-escalation is always attempted first. Physical intervention follows the Physical Restraint Policy and, for students who need one, an individual Positive Handling Plan agreed with parents. After any intervention, the incident is recorded the same day, the student is checked for injury and given the chance to share their account with a senior member of staff, the staff involved are debriefed, and parents are informed the same day.

18. Behavior Beyond the School Gate

This policy applies on school buses, trips, sports fixtures and ECAs. Bus monitors report behavior concerns to the relevant Grade Leader the same day, and the same levels apply. Serious or repeated unsafe behavior on transport may result in a temporary loss of the bus place. The school

will also respond to behavior online or in the community, including outside school hours, where it affects the safety or wellbeing of members of the school community, involves the misuse of the school's name or uniform, or breaks the law in Qatar.

19. Training, Monitoring and Review

All staff receive training on this policy during onboarding and each year, covering positive behavior strategies, restorative practice, de-escalation, Zones of Regulation, recording on iSAMS and MyConcern, and the link between behavior and safeguarding.

Each Semester, AHs analyze iSAMS behavior data by level, grade, location, time and student group, including SEND, EAL, gender and nationality, to check that the policy is applied consistently and fairly, and report findings to the Senior Leadership Team. Student and parent voices are gathered through annual surveys and student councils.

This policy is reviewed annually or sooner if MoEHE or ISP requirements change. It is available to parents on the school website and in hard copy on request.

Part B: Department Procedures

Each department applies the whole-school framework in Part A. To keep the approach consistent, every department table uses the same four levels, the same five columns and the same minimum standards for parent communication and recording. The examples and interventions are adapted to the age and needs of the students in that department. Any behavior that may indicate a safeguarding concern is referred to the Designated Safeguarding Team under Section 11 before a consequence is decided, whatever level it appears at below.

Department	Recognition	Levels	Department lead
B1. Primary Department (Pre-KG to Grade 5)	Caught Being Good; Values Points	Level 1 to Level 4	Head of Primary
B2. Secondary Department (Grades 6 to 12)	Merits R1 to R4	C1 to C4 (Level 1 to Level 4)	Head of Secondary
B3. Inclusion Department	Individual reward systems alongside phase systems	Level 1 to Level 4 with regulation support	Head of Inclusion

B1. Primary Department

"Caught Being Good": our positive behavior approach

At Hamilton Primary, behavior guidance is rooted in our core values and the belief that every child can succeed. Our "Caught Being Good" approach reflects the value "I Am Getting Better" by recognizing growth, effort and positive choices. We notice and celebrate the good: staff actively look for students showing respect, collaboration, resilience, kindness and responsibility. Expectations are clear and taught, and every adult, in every interaction, every day, uses the same shared language from arrival to dismissal.

Recognition	How it works
Values Points	Awarded by all staff when students demonstrate a school value; recorded on iSAMS and celebrated through class or house totals.
Values Winner Certificates	Nominated by staff and presented at the fortnightly Primary assembly.
Magic Moments	Photos and short descriptions of positive behavior or achievement shared on screens around the school, with image consent.
Hot Chocolate with the Principal	One student per grade each week, chosen for sustained effort and living the Hamilton values.
Classroom systems	Age-appropriate systems such as marble jars, table points, sticker charts, class celebration goals, values boards and classroom responsibilities, focused on recognition rather than punishment.
Parent communication	Positive conduct, effort and contributions are shared with parents regularly through iSAMS, messages and at pick-up.

Early Childhood (Pre-KG to KG2)

In Early Childhood, behavior is guided through routines, modeling, visual cues, co-regulation and "time-in" with an adult rather than time-out. Detentions and loss of break are not used. Level 1 and Level 2 responses are led by the class teacher and learning assistant, and the Assistant Head of Early Childhood takes the role of the Grade Leader and Assistant Head at Levels 3 and 4. Fixed-term exclusion is not used for children in Early Childhood except where there is a serious and ongoing risk to safety that cannot be managed through a support plan, and then only with the approval of the Principal.

Primary levels of behavior

Examples of behavior	Response and intervention	Parent communication	Recording	Who leads
Level 1: Low-level disruption				
• Talking during lesson input or independent work • Calling out or distracting others • Not following instructions or not engaging with learning • Running in walking spaces • Misusing equipment or resources • Unkind comments or excluding others from play • Rough play not intended to hurt • Disrespectful gestures	• Positive reminder of the expected behavior • Praise for students getting it right nearby • Change of seating • Restorative conversation	Teacher shares with parents at pick-up or on iSAMS if the behavior becomes a pattern.	iSAMS if a pattern is emerging.	Class Teacher, Learning Assistant, Specialist or Duty Staff
Level 2: Repeated low-level disruption or a one-off incident of poor behavior				
• Repeated Level 1 behavior despite reminders • Pushing, shoving or rough play • Misuse of electronic devices • Deliberate exclusion of peers • Disrespectful language or arguing with staff • Leaving the classroom or area without permission • Minor vandalism (writing on desks, damaging resources) • Taking another student's belongings without permission	• Restorative conversation and/or reflection time at break or lunch (with time to eat and use the toilet) • Short loss of a classroom privilege • Behavior tracker or check-in with the class teacher	Conversation with parents at pick-up the same day; if not possible, class teacher phones parents.	iSAMS, same day.	Class Teacher, Specialist Staff, Duty Staff; Grade Leader informed

Examples of behavior	Response and intervention	Parent communication	Recording	Who leads
Level 3: Persistent disruption, or a one-off incident that causes harm or presents a risk to safety				
• Continued poor behavior despite Level 2 support • Hitting, kicking, punching, slapping, biting, spitting or fighting • Deliberately hurting another child or throwing objects to harm • Offensive or abusive language towards peers or adults • Intimidation, threatening behavior or deliberate social manipulation • Deliberate damage to property or another person's belongings • Theft • Deliberately accessing or sharing inappropriate material*	• Behavior Tracker or Learning Behavior Tracker (normally four weeks) • Restorative meeting involving the Grade Leader • Loss of privileges • Internal reflection or removal from an activity • In-class observation by the pastoral or Inclusion team, after discussion with the Assistant Head • Referral to the school counselor as support, with parental consent	Meeting with parents, class teacher and Grade Leader, recorded on the Behavior Meeting Record (Appendix B); parents sign and receive a copy. If a meeting is not possible, the Grade Leader phones parents.	iSAMS, with meeting record uploaded. *MyConcern for safeguarding concerns.	Class Teacher, Grade Leader, Assistant Head
Level 4: Serious incident				
• Serious physical assault on a student or member of staff* • Deliberate actions intended to cause injury, or repeated violent behavior • Bringing or using an item as a weapon* • Discriminatory or hate-motivated language or actions* • Serious intimidation or harassment of students or staff • Leaving the school site without permission* • Significant vandalism or theft of high-value items	• Immediate removal to a safe, supervised space • Behavior risk assessment and Individual Behavior Support Plan or behavior contract • Internal reflection • Fixed-term exclusion (Head of Primary, in consultation with the Principal) • Involvement of the DSL and external agencies where appropriate • Withdrawal of place considered only in exceptional circumstances (Principal)	Phone call from the Assistant Head or Head of Primary the same day; meeting with parents and the Head of Primary (and Principal if needed), recorded on Appendix B.	iSAMS, with meeting record uploaded. *MyConcern and DSL informed immediately.	Assistant Head, Head of Primary, Principal

Examples of behavior	Response and intervention	Parent communication	Recording	Who leads
• Sharing inappropriate images or content, or creating harmful online content about students or staff* • Recording or distributing content intended to humiliate others*				

B2. Secondary Department

Merits and rewards

Merit	Awarded for
R1	Positive behavior that contributes to a supportive and productive learning environment: active participation, helping others, outstanding work, consistent effort or being a good role model.
R2	Personal growth, collaboration and positive contribution: good teamwork, noticeable progress, global citizenship, resilience, respect for others, or being named student of the lesson.
R3	Head of Secondary's Reward for exceptional achievement or contribution that goes above and beyond expectations.
R4	Principal's Reward for truly exceptional contributions or achievements that have a significant impact on the school community.

Merits are tracked by Grade Leaders and recognized through certificates at 25 (Bronze), 50 (Silver), 100 (Gold) and 200 (Platinum) merits. Students are also recognized through End of Semester Achievement Certificates for outstanding progress in a subject, Attendance and Punctuality Awards, the Wall of Excellence and the End of Year Awards, which celebrate academic excellence, sportsmanship, creativity and contribution to the school community.

Secondary levels of behavior and consequence codes

Examples of behavior	Response and intervention	Parent communication	Recording	Who leads
Level 1: C1 Low-level disruption				
• Late to a lesson; not equipped • Talking while others are speaking or calling out during quiet learning • Disrupting others' learning or boisterous behavior • Work not completed to an appropriate standard • Incorrect or untidy uniform; chewing gum • Littering, running in corridors or jumping the cafeteria queue • Not following instructions; inappropriate language	• Verbal warning and reminder of school values • Change of seating • Restorative conversation • Teacher-led detention at break or lunch (with time to eat)	Class teacher contacts home if C1 points become a pattern.	C1 point on iSAMS, same day.	Class Teacher, Duty Staff; Homeroom Teacher informed if needed
Level 2: C2 Continued low-level disruption or a one-off incident of poor behavior				
• Repeated C1 behavior or a trend of lateness to lessons or school • Disrespect or defiance of staff instructions • Not completing work or homework repeatedly • Cheating or plagiarism, including the undeclared use of AI (Academic Integrity Policy) • Lesson truancy or frequent time outside lessons • Misuse of IT devices; phone seen outside the Yondr pouch • Excessively physical behavior or unkindness towards others • Damage to property	• Referral to Subject Leader or Grade Leader • Subject or pastoral detention • Homeroom or subject report card (normally two weeks) • Removal of privileges or responsibilities • Device confiscated for parent collection (see phone steps below) • Referral to the school counselor as support, with parental consent	Subject Leader or Grade Leader contacts parents the same day; meeting with the Grade Leader and/or Homeroom Teacher where needed.	C2 point on iSAMS, same day.	Subject Leader, Grade Leader, Homeroom Teacher

Examples of behavior	Response and intervention	Parent communication	Recording	Who leads
• Poor behavior on the school bus				
Level 3: C3 Significant disruption or a serious one-off incident				
• Significant defiance, offensive language or verbal abuse • Truancy or breach of the school boundary • Violent behavior or physical abuse of peers* • Any form of racism or discriminatory behavior* • Breach of the E-Safety, BYOD or Academic Integrity Policy • Repeated phone use in school • Vandalism of school or others' property • Attendance falling below the threshold in the Attendance Policy • Bringing the school's reputation into disrepute	• Removal to another lesson • Grade Leader or Assistant Head report card • After-school detention • Removal of privileges • Internal reflection (Grade Leader) • Fixed-term exclusion of up to one school day (Assistant Head, with Head of Secondary authorization) • Support plan and referral to the counselor as support	Assistant Head or Grade Leader contacts parents the same day; meeting recorded on the Behavior Meeting Record (Appendix B).	C3 on iSAMS with meeting record. *MyConcern and DSL.	Grade Leader, Assistant Head of Secondary
Level 4: C4 Serious incident				
• Physical or verbal abuse of staff, or extreme physical abuse of peers* • Possession, use, selling or supplying of illegal or prohibited items or substances, including vapes* • Bringing a weapon to school* • Theft, or extreme or repeated vandalism • Extremely offensive or discriminatory language or actions*	• Student removed from learning and supervised; parents may be asked to collect their child • Internal reflection • Fixed-term exclusion of up to three school days (Head of Secondary) • Final warning and behavior, academic or attendance contract • Reintegration meeting (Appendix C) and Assistant Head report • Regular meetings with the Grade Leader or Assistant Head • Withdrawal of place considered only in exceptional circumstances (Principal)	Immediate phone call from the Assistant Head or Head of Secondary; meeting with parents and the Head of Secondary (and Principal if needed).	iSAMS with meeting record. *MyConcern and DSL informed immediately; ISP reporting where required.	Assistant Heads, Head of Secondary, Principal

Examples of behavior	Response and intervention	Parent communication	Recording	Who leads
• Hacking, or accessing or sharing indecent or harmful material, including deepfakes* • Sexual harassment, sharing of nude or semi-nude images, or other sexualized behavior* • Any action that breaks the law in Qatar • Complete disengagement, refusal to work, or repeated serious breaches despite C3 interventions				

** Items marked with an asterisk may indicate a safeguarding concern and must also be referred to the Designated Safeguarding Team. Bullying at any level is managed under the Anti-Bullying Policy.*

Report cards

Report	When it is used	Set and reviewed by	Duration
Subject report	Concerns within one subject	Subject Leader	Normally two weeks
Homeroom (Tutor) report	Concerns across several areas of school life	Homeroom Teacher	Normally two weeks
Grade Leader report	Repeated concerns across several subjects over time	Grade Leader	Normally two weeks
Assistant Head report	Ongoing or serious concerns where earlier reports have not led to improvement; targets monitored daily	Assistant Head	Agreed period

Targets are agreed with the student and shared with parents, who sign the report card weekly. Progress is reviewed with the student and parents at the end of the period.

Mobile phone non-compliance

Occasion	Response
First time	Phone confiscated until the end of the day and returned only to a parent; parents contacted; one-hour after-school detention.

Occasion	Response
Second time	Phone confiscated for three school days and returned to a parent after a face-to-face meeting.
Third time	One-day fixed-term exclusion (a C3 consequence, given by the Assistant Head with the Head of Secondary's authorization); phone returned to a parent after a face-to-face meeting.
Repeated	Further action under the C3 and C4 levels, which may include a behavior contract.

Tampering with, damaging or misusing a Yondr pouch is treated as a C2 behavior. Confiscated phones are stored securely at Reception. Where a device may contain harmful or indecent images, it is passed to the DSL and is not examined by staff.

B3. Inclusion Department

Supporting Students with Additional Needs

The Inclusion Department supports students with special educational needs and disabilities (SEND), recognizing that some students may communicate their needs through behavior. Our approach aligns with Hamilton Primary's **"Caught Being Good"** philosophy, promoting positive reinforcement, consistency and individualized support.

The same Code of Conduct, school values and four behavior levels apply to all students, with responses adapted to each student's individual needs, Individual Education Plan (IEP) and Behavior Support Plan (BSP), where required.

Staff focus on understanding the function of behavior, teaching emotional regulation skills and adapting the learning environment. Strategies may include A–B–C behavior tracking, Zones of Regulation, visual schedules, social stories, calm spaces and positive reinforcement systems.

Restorative conversations and consequences are adapted to each student's developmental level, communication needs and understanding. Any self-injurious behavior must be recorded and shared with the Designated Safeguarding Lead (DSL) for appropriate monitoring and follow-up.

For students presenting a risk of harm to themselves or others, an **individual Behavior Support Plan (BSP)** will outline proactive strategies, de-escalation approaches and safety procedures, including a Positive Handling section where necessary, developed in collaboration with parents.

This ensures that students receive consistent, individualized support while remaining included within Hamilton's whole-school positive behavior approach

Inclusion levels of behavior

Examples of behavior	Response and intervention	Parent communication	Recording	Who leads
Level 1: Low-level disruption				
• Talking during lesson input • Distracting others • Not following instructions • Calling out • Not engaging with learning • Talking during independent work time • Running in walking spaces • Playing with equipment/resources inappropriately • Unkind comments • Excluding others from play • Rough play that is not intended to hurt • Disrespectful gestures	• Verbal reminder of expected behavior • Change of seating plan • Restorative conversation	Teacher communicates with parents if the behavior is recurring.	A–B–C tracking sheet; iSAMS if a pattern emerges.	Class Teacher, Learning Support Teacher, Learning Assistant
Level 2: Medium-level disruption				
• Repeated Level 1 behavior despite interventions • Consistent off-task behavior or refusal to participate • Arguing or talking back to staff • Leaving the classroom without permission (short absence)* • Intentionally interrupting peers' work • Inappropriate use of school property or minor defiance	• Supervised calm corner or break-room time-out with regulation support • Visual schedules, timers and short structured breaks • Distracting items kept in a "safe place" until the end of the day • Reward chart or token system; "helper" roles • Social stories or behavior scripts • Consideration of behavior tracker	Teacher informs parents the same day and agrees consistent expectations at home.	iSAMS and A–B–C log, same day.	Class Teacher; Duty Staff; Specialist Staff

Examples of behavior	Response and intervention	Parent communication	Recording	Who leads
Level 3: High-level disruption				
• One of behavior incident of poor behavior that cause harm or present a risk to safety • Continued disruption to learning/school atmosphere or persistent disregard to school expectations • Hitting, kicking, punching, or slapping • Deliberately hurting another child • Fighting • Biting • Spitting at others • Throwing objects with intent to harm • Use of offensive or abusive language towards peers or adults • Repeated targeted unkindness towards an individual • Intimidation or threatening behavior • Deliberate social manipulation or exclusion • Deliberate damage to school property • Deliberate destruction of another person's belongings • Theft of property or possessions • Deliberately accessing and/or sharing inappropriate material	• Immediate support from two staff members • Positive Handling Plan developed if necessary • Loss of privileges • Behavior Support Plan Introduced • Supervised calm room with minimal sensory input; one clear voice • Crisis de-escalation (calm tone, distance, non-confrontational posture) • Timers and structured cool-down activities • Review of the Individual Behavior Support Plan and risk assessment • Daily behavior tracking with reflection time • Referral to the school counselor; consider external reassessment • Team debrief; possible short-term reduced timetable (Section 13) • In class observation by pastoral team • Collection from school early if behavior escalates	• Log on ISAMS • Parents informed same day • Meeting with parents, class teacher and grade leader • Record using meeting record, parents to sign and get copy. Document uploaded to ISAMS • If meeting not possible, Grade Leader to phone and record on child's ISAMS notes	A–B–C log, Behavior Incident Report and iSAMS. *MyConcern and DSL.	Class Teacher; Middle Leader; Inclusion Coordinator

Examples of behavior	Response and intervention	Parent communication	Recording	Who leads
Level 4: Extreme-level disruption				
• Ongoing and escalating high-level behavior despite interventions • Severe physical aggression toward others or self* • Serious physical assault on a student (repeated striking or preempted) • Serious physical assault on a member of staff • Deliberate actions intended to cause injury (self-injurious behaviors/self-harm) • Repeated violent behavior • Bringing or using an item as a weapon • Bullying • Discriminatory language or actions (racial, religious, nationality, disability, gender-related) • Serious intimidation or threatening behavior • Harassment of students or staff • Hate-motivated incidents • Leaving the school site without permission • Significant vandalism • Deliberate destruction of property causing substantial damage • Theft of high-value items • Cyberbullying • Sharing inappropriate images or content • Recording, posting, or distributing content intended to humiliate others • Creating or sharing harmful online content about students or staff	• Immediate removal to a safe, supervised space with two trained staff present • Behavior risk assessment • Physical intervention only as a last resort, under the Positive Handling Plan • Serious Incident Report completed by hand • Internal reflection period with work set • Consideration of fixed-term exclusion (1 to 3 days) • Reduced or modified timetable for transition back (Section 13) • Referral to external specialists (psychologist, occupational therapist, behavior analyst) and ongoing counselor support	Parents contacted immediately and may be asked to collect their child; Behavior Review Meeting with parents, the Head of Inclusion and school leadership.	Serious Incident Report and iSAMS. *MyConcern and DSL informed immediately.	Head of Inclusion with the Head of School; Principal

** Items marked with an asterisk may indicate a safeguarding concern and must also be referred to the Designated Safeguarding Team. Any fixed-term exclusion of a student on the Inclusion register is decided only after consultation with the Head of Inclusion.*

Appendices

Appendix A: Restorative Conversation Prompts

Early Childhood, Primary and Inclusion	Secondary: student who caused harm	Student who was harmed
• What happened? • How were you feeling? • Who was upset or hurt? • How can we make it better? • What will you do next time?	• What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected, and in what way? • What do you need to do to put things right? • What could you do differently next time?	• What happened? • What did you think when you realized what had happened? • How has this affected you? • What has been the hardest thing for you? • What do you need to happen to make things right?

Appendix B: Behavior Meeting Record

Used for Level 3 and Level 4 meetings with parents. Parents sign and receive a copy; the record is uploaded to iSAMS. Safeguarding information is recorded on MyConcern, not on this form.

Student name and grade	
Date of meeting	
Present	
Level	☐ Level 3 ☐ Level 4
Summary of the concern or incident	
Student's account	
Support already in place	
Agreed actions: school	
Agreed actions: home	
Consequence (if any)	
Review date	
DSL consulted?	☐ Not required ☐ Yes – name and date:
Signatures (staff, parent, student if appropriate)	

Appendix C: Reintegration Meeting Record

Held with the student and parents before the student returns from a fixed-term exclusion or an extended internal reflection.

Student name and grade	
Dates of fixed-term exclusion or internal reflection	
Present	
Reflection: what happened and who was affected	
Restorative steps agreed	
Targets for the next four weeks	
Support in place (e.g. check-ins, report card, counseling with consent)	
Contract or report issued?	☐ No ☐ Yes – type:
Review date	
Signatures	

Appendix D: Search and Confiscation Record

Student name and grade	
Date, time and location	
Reason for search (reasonable grounds)	
Authorized by	
Staff present (two)	
Student present?	☐ Yes ☐ No – reason:
Areas searched	☐ Bag ☐ Locker ☐ Desk ☐ Other:
Items found or confiscated	
Where items are stored / passed to DSL or Principal	
Parents informed (date, by whom)	
Signatures	