

Igniting
passi♥n, purp🎯se
and p🔑tential

Behavior Policy

2025 - 2026

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POLICY PURPOSE & AIMS

Rationale

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

Our behavior policy recognizes that positive behavior is successfully reinforced through positivity, motivation, trust and a celebration of success. Therefore, we aim to celebrate students' achievements, progress, behavior and successes within our learning community by motivating our students to be the very best they can be and by celebrating this through meaningful incentives and consequences. We aim to empower our students, so they take ownership of their behavior.

Aims

This policy aims to:

- Provide a consistent approach to behavior management.
- Promote good conduct and respect through outlining expectations and consequences.
- Define and prevent unacceptable behavior, including bullying.
- Outline how students are expected to behave.
- Summarize the roles and responsibilities of different members of the school community.
- Outline how positive behavior will be promoted, and the sanctions for inappropriate behavior.

These aims underpin the school vision and are seen as essential in ensuring that learning can take place.

At Hamilton, we CARE for ourselves, CARE for others and CARE for our environment.

POLICY STATEMENT

1. All students at the school will be treated fairly, equitably and with dignity which respects the rights of the individual.
2. Behavior management is intrinsically linked with pastoral care, the school will provide supportive pastoral care and guidance to those students who need support.
3. The school leadership is responsible for establishing a workable, reasonable and clear code of behavior expectations.
4. Teachers are responsible for classroom management and will be expected to meet the requirements of the professional standards contained within this policy.
5. For more serious offences and where students are causing concern, teachers may refer them to Head of Secondary / Principal in line with the school process.
6. The school's behavior code is to be applied during the school day, coming to and going from school, on school trips and at all events organized by the school, and on school buses.
7. Staff refer to the 3 Cs to reinforce undesired behavior.

ROLES & RESPONSIBILITIES

The Principal

The principal has overall responsibility for the behavior at THIS. The Principals authority is delegated in full to the Head of Secondary, who reports to the Principal.

Head of Departments

The Head of Department is responsible for implementing this behavior policy and the procedures and routines that underpin it.

The Head of Department will ensure that the behavior policy, procedures and expectations are communicated to the school community and that all aspects of school life encourage positive behavior. The Head of Department will ensure that staff are clear on their responsibilities regarding behavior management, and that they deal effectively with inappropriate behavior. The Head of Department will monitor how the policy is implemented and ensure that rewards and sanctions are applied consistently and fairly.

Assistant Heads of Departments

Assistant Heads of Departments will monitor how the policy is implemented and help ensure that rewards and sanctions are applied consistently and fairly.

Middle Leaders

Middle leaders are responsible for monitoring behavior within their teams, providing support to staff in managing behavior and ensuring consistent application of the school's behavior policy.

Staff at THIS

All staff are responsible for the implementation of this behavior policy. Staff are expected to model the ethos and values of the school to ensure that the culture of the school comes from everyone.

Staff are responsible for:

- Implementing the behavior policy, procedures, and routines consistently.
- Modeling positive behavior.
- Challenging all inappropriate behavior, wherever it occurs.
- Adapting their approach to their classroom management strategy based on:
 - The age and stage of development of the students in the class.
 - The specific needs of particular students.
- Recording positive and inappropriate behavior using the school's information system (iSAMS Portal).
- Inform school leaders directly if there are concerns, or incidents of serious inappropriate behavior.

Parents

All parents—and any responsible adults involved in a child's care (e.g., older siblings, grandparents, nannies, or drivers)—are expected to support the school's behavior policy by:

- Ensuring their child follows the school's rules and expectations.
- Informing the school of any changes that may impact behavior (e.g., illness, medication, family bereavement, or separation).

Communicating promptly with the homeroom teacher or school leadership about any behavioral concerns.

PROMPTING POSITIVE BEHAVIOR

As a school we will create an environment and develop a culture in which positive behavior is modeled, promoted, and rewarded. An individual teacher may establish particular rules and routines for her or his class, but there is a Code of Conduct, which all students are expected to follow:

Students are expected to:

- Arrive to school on time.
- Wear the correct school uniform.
- Be equipped for every lesson.
- Respect every member of the school community by treating them fairly and with equal dignity and worth.
- Respect the school environment, equipment, and resources.
- Move throughout the school in a sensible, calm manner.
- Follow instructions from adults first time, every time.
- Listen to others when they are talking, both adults and other students.

To support our youngest learners and those with additional needs, the code has been adapted to age-appropriate language:

- 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!

The code of conduct will be displayed in public places and in all classrooms. The code of conduct will also be displayed in visual form to support the students of the Inclusion Department.

Staff members are expected to:

- Build positive and consistent relationships with all students.
- Treat all students as responsible and valued members of the community.
- Plan engaging, differentiated lessons that account for behavior needs and potential issues.
- Create a safe and welcoming classroom environment in which students feel free to make mistakes as part of the learning process.
- Recognize, identify, and reward positive behavior.
- Pay attention to best conduct first.
- Encourage students to be open about concerns.
- Maintain a seating plan that takes into consideration learning needs, peer relationships, and behavior management.
- Deal with inappropriate behavior using the “five ‘C’s”:
Calm, Clear, Consistent, Confident, Compassionate.
- Model the behavior that we expect to see in students.
- Teach routines for lessons and expect these to be adhered to.
- Teach routines for transition between lessons.
- Monitor transition between lessons by maintaining a presence on the corridor.

- Display behavior expectations and the rewards system so they are clear and visible in the class.
- Be aware of the needs and ‘triggers’ of identified students and adapt behavior for learning strategies as needed.
- Share relevant information about the above students with teachers, TAs and school leaders to contribute to the students’ access plans.
- Consider students’ age and stage of development when identifying and implementing strategies to manage behavior.
- Record both positive and negative incidents that occur during lessons in order to reward positive behavior, sanction inappropriate behavior, and monitor long-term behavior patterns and trends.
- Intervene at an early stage if behavior begins to cause concern.
- Escalate the level of concern, dependent on the student behavior displayed.

STUDENT SUPPORT

At THIS, we are committed to supporting the holistic development and wellbeing of every student. Our behavior policy is underpinned by a strong pastoral care system and a wide range of supportive strategies designed to help students succeed socially, emotionally and academically.

We offer the following types of support:

- ***Robust Pastoral Care System***
A multi-layered approach led by class teachers, pastoral leads, and senior staff to ensure every student feels safe, supported, and heard.
- ***Specialised Support for Students with SEND and/or EAL Needs***
Tailored interventions and strategies implemented by staff to meet specific learning and communication needs.
- ***School Counsellor***
Access to *Chill and Chat* sessions, emotional support and structured wellbeing programs to promote positive mental health.
- ***Academic Support***
Targeted academic interventions to identify and address the root causes of behavior issues, including differentiated instruction and in-class support.
- ***Referral to External Agencies***
When necessary, we collaborate with external professionals to ensure students receive appropriate therapeutic, behavioral, or psychological support.
- ***Individual Education Plans (IEPs)***
Clearly defined, personalised plans outlining specific targets, strategies, and review processes for students with additional needs.
- ***Peer Mentoring***
Opportunities for students to be supported by trained peers, encouraging responsibility, empathy, and leadership.
- ***Positive Behavior Interventions***
Proactive strategies include restorative conversations, behavior contracts and reward systems to promote and reinforce positive choices.
- ***Parent Partnership***
Regular communication with families to ensure a joined-up approach to supporting behavior and well-being both at school and at home.

These supports are adapted to meet the unique needs of each student and we work closely with families, teachers, and specialists to ensure the most effective approach is in place.

Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Employee at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology. Each school should have its own policy and approach to restorative practices and all our schools will demonstrate a commitment to help resolve specific issues. ISP has a separate Anti-Bullying Policy Statement which must be referred to and fully referenced in relation to the bullying of any student. Our STOP approach to define bullying at Hamilton 'Several Times On Purpose' is the phrase we use to support students and parents to define what bullying is.

PRIMARY DEPARTMENT

Levels of Behaviour

Behaviour Concern	Examples of Behaviour		Response	Person Responsible
Level One				
Low Level Disruption	Inside the Classroom	Out of the Classroom	Possible Intervention	<ul style="list-style-type: none"> Class teacher Duty staff Responding member of staff
	<ol style="list-style-type: none"> Talking in class Disruptive noises 	<ol style="list-style-type: none"> Not behaving sensibly Shouting Littering 	<ul style="list-style-type: none"> Verbal warning Change of seating plan Restorative conversation <p>Parent communication</p> <ul style="list-style-type: none"> Email home on ISAMs <ul style="list-style-type: none"> Outlining behavior Restorative conversation feedback 	

Behaviour Concern	Examples of Behaviour		Response	Person Responsible
Level Two				
Repeated low-level disruption	Inside the Classroom	Out of the Classroom	Parent communication and intervention	<ul style="list-style-type: none"> Class teacher Duty staff Responding member of staff
	<ol style="list-style-type: none"> Repeated similar behaviour over time or repeated similar behaviour 	Repeated similar behaviours	<p>Parent communication</p> <ul style="list-style-type: none"> Phone call home from grade leader iSAMs email stating: - Behaviour - Restorative conversation feedback Meeting minutes signed using school format <p>Intervention</p>	

One off incident or poor behaviour	Aggression, shouting, swearing, defiance, disrupting other's learning, misuse of electronic devices	Aggression, shouting, swearing, defiance, disrupting other's learning, misuse of electronic devices	<ul style="list-style-type: none"> Incident Log (iSAMS) Restorative conversation Record of Concern completed if deemed necessary by ALT, Grade Leader or Head of Inclusion Safeguarding referral if deemed necessary by Designated Safeguarding Lead (DSL) 	<ul style="list-style-type: none"> Class teacher Duty staff Responding member of staff Grade leader 	
Behaviour Concern		Examples of Behaviour		Response	Person Responsible
Level Three					
Continued disruption to learning / School atmosphere	Inside the Classroom	Out of the Classroom	Parent communication and intervention		
	1. Continuing poor behavioru that is disruptive to the learning environment	Repeated negative behaviours	Parent communication <ul style="list-style-type: none"> Phone call home from Assistant Head of Phase iSAMS email stating: -Behaviour - Restorative conversation feedback Face to face meeting to review report card Point 1 and 2 carried out by Head of Primary if a suspension will take place 5. Meeting minutes signed using school format 	<ul style="list-style-type: none"> Class teacher Duty staff Responding member of staff 	
One off incident of poor behaviour	<ul style="list-style-type: none"> Vandalism, truancy, physically or verbally abusive. Breach of IT acceptable use policy. Higher levels of defiance and or aggression Repeated behaviour that has been addressed at 	<ul style="list-style-type: none"> Vandalism, physically or verbally abusive. Higher levels of defiance and or aggression. Bringing the school reputation into disrepute. Repeated behaviour that has been addressed at Level 2 previousl 	Intervention <ul style="list-style-type: none"> Incident Log (iSAMS) Restorative conversation with Assistant Head of Phase Class based report 4 weeks* (signed and agreed by teacher, parent, student and Assistant Head) Record of Concern completed if deemed necessary by ALT, Grade Leader or Head of Inclusion Referral to Inclusion department if ALT deem it necessary. Referral to behaviour therapist/school counsellor (again with support of ALT) 	<ul style="list-style-type: none"> Class teacher Duty staff Responding member of staff Assistant Head of Phase Head of Primary is involved if a suspension will take place 	

	Level 2 previously			
Level four				
	Inside the Classroom	Out of the Classroom	Parent communication and intervention	
Serious Incident	2. 1.Continued disruption to learning or school atmosphere despite interventions at Level 3. 3. Repeated acts of vandalism, truancy, physical or verbal abuse. 4. erious or repeated breach of IT acceptable use policy. 5. Higher levels of defiance and/or aggression	<ul style="list-style-type: none"> Repeated incident of very poor behaviour, including vandalism, physically or verbally abusive. Higher levels of defiance and/or aggression. Bring the school reputation into disrepute. 	Parent communication <ul style="list-style-type: none"> Phone call home from Head of Primary to arrange a face to face meeting (with Principal, if deemed necessary) Face to face meeting to review incident Meeting minutes signed using school format 	<ul style="list-style-type: none"> Assistant head of phase Head of Primary Principal
	<ul style="list-style-type: none"> Vandalism, truancy, physically or verbally abusive. Breach of IT acceptable use policy. Higher levels of defiance and or aggression Repeated behaviour that has been addressed at Level 2 	<ul style="list-style-type: none"> Vandalism, physically or verbally abusive. Higher levels of defiance and or aggression. Bringing the school reputation into disrepute. Repeated behaviour that has been addressed at Level 2 previousl 	Intervention <ul style="list-style-type: none"> Direct referral (email or conversation) to one of the persons responsible School leadership support Immediate isolation Referral to behaviour therapist/school counsellor Internal suspension (fixed term internal exclusion) External suspension (fixed term external exclusion) Permanent exclusion SLT report Reduced timetable Removal of privileges Behaviour contract signed by student and parent. Failure to comply may result in the 	<ul style="list-style-type: none"> Class teacher Duty staff Responding member of staff Assistant Head of Phase Head of Primary is involved if a suspension will take place

	previously		removal from school.	
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SECONDARY DEPARTMENT

SCHOOL REWARD SYSTEMS

Merits

Merits are awarded to students who demonstrate positive behaviors and exceptional achievements throughout the school year. These can be given for consistent hard work, displaying good citizenship or contributing positively to the school community. The number of merits a student has is monitored by their Pastoral Leader throughout the academic year and merit certificate are awarded as follows: -

- **25 Merits**- Bronze Certificate
- **50 Merits**- Silver Certificate
- **100 Merits**- Gold Certificate
- **200 Merits**- Platinum Certificate

End of Year Awards

The End of Year Awards serve as a comprehensive recognition of students' achievements and positive behavior over the entire school year. These awards celebrate academic excellence, sportsmanship, creativity and contributions to the school community.

End of Semester Achievement Certificates

End of Semester Achievement Certificates are awarded to students who have shown outstanding progress or achievement in a subject during the semester. These certificates serve as a reward for students who consistently demonstrate the school value of "I Am Getting Better" in an area of a nominated subject.

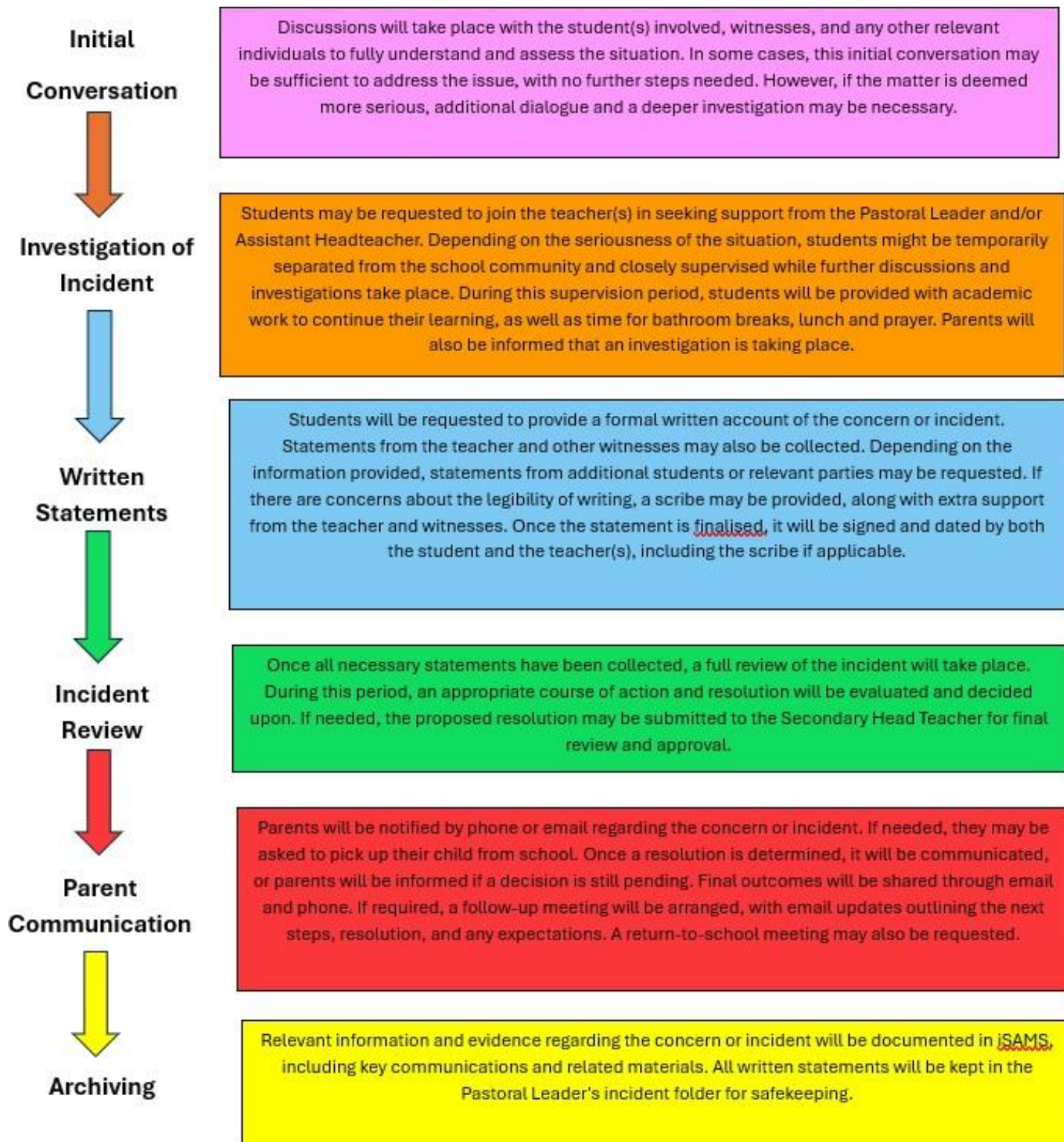
Attendance & Punctuality Awards

Attendance & Punctuality Awards are given to students who demonstrate excellent attendance and consistently arrive on time for school.

Wall of Excellence

The Wall of Excellence is a prominent display in the school that showcases outstanding student work across various subjects and disciplines. It serves as a visual representation of the high standards and achievements within the school community. Students' best pieces of work, whether academic, artistic, or creative, are selected to be displayed on this wall, highlighting their dedication and effort.

Merits	
Hamilton school values demonstrated	
R1	<p>Students will receive an R1 merit for positive behaviors that contribute to a supportive and productive learning environment.</p> <p>This includes actively participating in lessons, being helpful to others, producing outstanding work, demonstrating consistent effort, or serving as a good role model for their peers.</p>



<p>R2</p>	<p>Students will receive a R2 merit for behaviors that showcase personal growth, collaboration, and positive contributions to the school community.</p> <p>This includes displaying good teamwork, demonstrating noticeable progress, embodying the qualities of a global citizen, showing resilience in the face of challenges, treating others with respect, or being recognized as the student of the lesson.</p>
<p>R3</p>	<p>Students will receive an R3 merit as a Headteacher's Reward for exceptional achievements or contributions that go above and beyond expectations.</p> <p>This recognition is awarded for extraordinary effort, outstanding accomplishments, or consistently demonstrating exemplary behavior that sets a high standard for the school community.</p>
<p>R4</p>	<p>Students will receive an R4 merit as a Principal's Reward for truly exceptional contributions or achievements that have a significant impact on the school community.</p> <p>This recognition celebrates extraordinary effort, leadership, or accomplishments that serve as an inspiration to others and uphold the core values of the school.</p>

CONSEQUENCE POINTS

Consequence points are issued to students who fail to meet the school's behavior expectations, such as disrupting learning, showing disrespect, not following instructions, or violating school rules. These are issued on iSAMS.

	School expectations that have not been followed	Examples of behaviours
C1	<p>Students will receive a C1 consequence for behaviors that reflect a lack of preparation or effort in their learning.</p> <p>School response: -</p> <ul style="list-style-type: none"> • Verbal warning • Reminder of school values • Change of seating • Confiscate mobile phone • Confirm expected behavior and add point on iSAMS • Teacher contacts home • Teacher-led detention (break/lunch) 	<ul style="list-style-type: none"> • Late arrival to lesson. • Talking whilst the teacher or others are speaking. • Talking/shouting out during expected quiet learning. • Concern with attitude to learning • Disrupting others' learning. • Unacceptable boisterous behavior. • Failure to complete work to an appropriate standard • Not being equipped for the lesson • Breach of School Values and/or Expectations • Not following instructions. • Inappropriate behavior or language. • Incorrect/untidy uniform
C2	<p>Students will receive a C2 consequence for behaviors that disrupt the positive learning environment or demonstrate a lack of respect within the school community.</p> <p>School response: -</p> <ul style="list-style-type: none"> • Referral to subject leader • Teacher communication with homeroom teacher • Subject detention • Communication home from subject leader • Confiscate device (parent retrieval) • Referral to pastoral leader • Pastoral detention • Homeroom or subject report • Removal of privileges/responsibilities • Parent meeting with PL and/or HR teacher • Referral to school counselor 	<ul style="list-style-type: none"> • Continued breach of School Values and Expectations. • Disrespectful behavior, defiance, and failure to follow teacher instructions. • Use of unacceptable language or behavior. • Risk of harm to self or others, including physical aggression. • Misuse of IT devices and/or excessive mobile phone use. • Ongoing uniform violations. • Persistent disruption of learning for self and others, including repetitive actions from lower behavior levels. • Unkindness, bullying, or physical intimidation towards others. • Deliberate damage to school or others' property. • Repeated issues, including late arrivals, incomplete work, cheating, or poor attitude toward learning.

<p>C3</p>	<p>Students will receive a C3 consequence for serious behaviors that significantly disrupt the school environment or harm others.</p> <p>School response: -</p> <ul style="list-style-type: none"> • Removed to another lesson • Pastoral report • Pastoral detention • Removal of privileges • After-school detention • Referral to counselor • Referral to Assistant Head • ALT report • Internal isolation • ALT contacts parents 	<ul style="list-style-type: none"> • Significant breach of School Values and/or Expectations. • Major defiance of teacher instructions and offensive language/verbal abuse. • Truancy or unauthorized absence from school. • Violent behavior or physical abuse of peers. • Major uniform violations. • Breach of ICT Policy or misuse of technology. • Any form of racism or discriminatory behavior. • Persistent and significant bullying behavior. • Vandalism of school or others' property. • Repeated and significant disruptions, including late arrivals, incomplete work, and attitude concerns.
<p>C4</p>	<p>Students will receive a C4 consequence for extreme behaviors that severely impact the school environment or the safety and well-being of others</p> <p>School response: -</p> <ul style="list-style-type: none"> • Final warning and behavior/ academic/ attendance and punctuality contract signed. • Day of internal reflection where student is assigned work but not part of the learning community. • Head of Secondary intervention • Regular sessions with School Counsellor • Regular/weekly meetings with the Pastoral Leader/AH • Period of up to 5 days' external school reflection or academic catch-up Opportunity. Suggested transfer to another school, either immediate, by end of term or by an agreed date • Loss of school place due to there being a significant safety, amoral or safeguarding concern. • Further breach of final warning and behavior, academic or attendance and punctuality contract will result in the loss of school place for that student. 	<ul style="list-style-type: none"> • Extreme breach of School Values and/or Expectations, including extreme or repeated defiance of teacher instructions. • Physical or verbal abuse of staff members or peers. • Extreme or repeated acts of vandalism to school or others' property. • Possession, use, selling, or supplying illegal or prohibited items or substances. • Theft of school or others' property. • Extremely offensive language, including racism or discriminatory behavior. • Extreme breach of ICT Agreement, including hacking or accessing indecent material. • Significant safeguarding breach related to acts of sexual or immoral indecency. • Actions that break the law in Qatar • Lesson truancy, boundary breaches, or school attendance below 50%. • Complete disengagement with learning, refusal to work, and continued disruption despite interventions.

INTERVENTION

This is an outline of the school's approach and intervention procedures for any incident that occurs within school. It outlines the actions to be taken and the steps for resolving the issue, ensuring a safe and supportive environment for all students.

CCTV FOOTAGE AND PARENT ACCESS

As part of our investigation procedures, CCTV footage may be reviewed to help establish the facts surrounding an incident. While we understand that parents may wish to view CCTV recordings in certain circumstances, access to this footage is strictly limited to authorised personnel and, where appropriate, the local authority. This approach is in line with international best practices and reflects our legal and safeguarding obligations to protect the privacy and welfare of all individuals captured on CCTV. We appreciate your understanding and cooperation in this matter.

BAG/LOCKER SEARCH

If a student is believed to have prohibited items in their bag and/or locker, a search will be conducted to ensure the safety and well-being of all students. The matter will first be referred to a Pastoral Leader, Assistant Headteacher or Headteacher, who will oversee the search process. A staff member or another teacher will also be present during the search. If a prohibited item is found, confiscation may be necessary in order to ensure a positive and safe learning environment. In this case, the student's parents will be contacted to come in to discuss the findings of the search.

If the student refuses to allow their bag and/or lockers to be searched, the school will contact the student's parent or guardian and request that permission be provided or they come to the school to supervise the search. Additionally, the search will be logged onto iSAMs for record-keeping purposes.

INTERNAL REFLECTION

An internal reflection may be issued to a student when there is a significant concern regarding their behavior, attitude toward learning, or a serious breach of the school's values or expectations. Before being assigned, the concern will be reviewed and investigated by a Pastoral Leader, Assistant Headteacher, or Secondary Headteacher. This will also be communicated to the parent.

During an internal reflection, the student is withdrawn from their regular lessons and placed in a monitored setting. They will be provided with work from their scheduled classes, which they are expected to complete under supervision. During this supervision period, students will be provided with academic work to continue their learning, as well as time for bathroom breaks and prayer. The student will be given the opportunity to have lunch at a time outside the regular school break periods.

EXTERNAL EXCLUSION

An external exclusion may be issued to a student following a significant breach of the school's behaviour policy. The decision to assign an external exclusion will only be made after the incident has been thoroughly reviewed and approved by the Secondary Headteacher.

As part of the process, parents will be contacted once the investigation has concluded to inform them of the outcome and next steps. After the exclusion period, a back to school meeting will be held with the student and their parent. This meeting serves to ensure that expectations are clearly established and that the student is prepared to reintegrate into the school community in alignment with its values and standards.

REPORT CARDS

A report card may be issued to a student who is not meeting the school's expectations or who requires additional support, managing their behaviour, within a specific subject. This tool is designed to help students monitor and reflect on their behavior, attitude, and progress.

Subject

A subject report card may be issued to a student who is not meeting the school's expectations within a specific subject area. This could be used to monitor and support the student's behaviour, engagement, and/or attitude to learning over a defined period, typically two weeks. Specific targets will be agreed and set by the subject leader and will be reviewed with both parents and students. Parents are expected to sign their child's report card weekly.

Tutor

A tutor report card may be issued to a student who is not meeting the school's expectations across multiple areas of school life. This could be used to monitor and support the student's behavior, punctuality to lessons, and/or overall attitude over a defined period, typically two weeks. Specific targets will be agreed and set by the student's tutor and will be reviewed with both parents and the student. Parents are expected to sign their child's report card weekly.

Pastoral Leader

A pastoral leader report card may be issued to a student following repeated concerns over a period of time across multiple subject areas. This could be used to monitor and support the student's behavior, punctuality to lessons, and/or overall attitude to learning. The report card will typically span a defined period, such as two weeks, during which specific targets will be agreed and set by the pastoral leader. Progress will be reviewed with both parents and the student to address the concerns and ensure consistent improvement across all areas. Parents are expected to sign their child's report card weekly.

Assistant Headteacher

An Assistant Headteacher report card is a higher level intervention for students with ongoing or serious concerns about behaviour, attitude or the following of school expectations across multiple areas. It is implemented when previous measures have not led to sufficient improvement. Clear, targets are set and monitored daily, with regular feedback shared with parents. At the end of the reporting period, progress is reviewed with the student and their family to address concerns and ensure continued support in meeting the school's expectations. Parents are expected to sign their child's report card weekly.

MOBILE PHONE

In accordance with THIS Mobile Phone Policy and in line with the guidance provided by the Ministry of Education and Higher Education, the use of mobile phones during school hours is strictly prohibited.



As part of our ongoing commitment to fostering a focused, respectful and distraction-free learning environment, Hamilton International School implements the use of Yondr Pouches for all students during the school day. The use of Yondr Pouches supports our belief that students learn best when they are fully engaged in the classroom and school activities without the distraction of mobile phones. This initiative promotes personal interactions, improved concentration and overall wellbeing.

How It Works

- Students should bring their Yondr pouches to school each day and upon arrival, students will unlock their Yondr Pouch and place their mobile phone securely inside.
- The pouch will be locked and remain in the student's possession throughout the school day.
- Students will unlock their pouches at designated unlocking stations at the end of the school day to access their phones.
- Students that arrive late to school or leave early will lock/unlock their pouch at the school reception.

Expectations

- All students are required to secure their mobile phones in Yondr Pouches each morning upon entering school premises.
- Mobile phones must remain sealed in the pouch for the entire school day, including break and lunch times.
- Any attempt to tamper with, damage, or misuse a Yondr Pouch will be considered a breach of school behaviour expectations and may result in a behaviour sanction being issued.

Medical Exemptions and Adapted Yondr Pouches

We recognise that some students may require access to their mobile phones during the school day for verified medical reasons (e.g., to monitor a health condition or use a specific medical app).

In such cases, adapted Yondr Pouches are available. These allow students to retain access to their phone while maintaining the integrity of our phone-use expectations.

- Parents/carers must provide medical documentation and discuss the need with the school's pastoral team.
- Adapted arrangements will be agreed on a case by case basis.
- Students granted this exemption will be issued an adapted Yondr Pouch to allow appropriate and discreet use of their phone.

Non-Compliance

Failure to comply with our school's mobile phone free policy will be addressed as follows:

1. **First Offence:** Parent contacted and informed that the phone will be confiscated until the end of the day. The phone will only be returned to a parent. A 1 hour after school detention will be issued.
2. **Second Offence:** Parent contacted and informed that the phone will be confiscated for 3 working days. The phone will only be returned to a parent following a face to face meeting.
3. **Third Offence:** Parent contacted and informed that a 1 day external exclusion will be issued. The phone will be returned to a parent following a face to face meeting.
4. **Repeated Offences:** Further disciplinary action in line with our behaviour policy, which may include external exclusion or the issuing of a behavior contract.

Emergency Contact

In case of emergencies, parents are advised to contact the school reception desk. Students will be able to contact home via the reception or Pastoral Leader's office, if necessary.

All students who bring mobile phones to school are required to secure them in an assigned Yondr pouch upon arrival. Students who do not have a Yondr pouch must not bring their phones to school under any circumstances. This includes having phones:

- Turned off or on silent mode in school bags or pockets
- Hidden in personal belongings or lockers

This is not permitted and will be treated as a breach of school policy.

To ensure compliance and maintain a safe and focused learning environment, the school reserves the right to conduct random bag spot checks, as outlined on Page 13 of this policy.

Failure to follow this policy may result in disciplinary action in line with the school's behaviour procedures.

LEVELS OF RESPONSE

Behaviour Concern	Examples of Behaviour		Response
Low Level			
Low Level Disruption	Inside the Classroom	Out of the Classroom	C1
	Both Inside and Outside the Classroom		Responsibility

1. Late arrival to lesson.
2. Talking whilst the teacher or others are speaking.
3. Talking/shouting out during expected quiet learning.
4. Concern with attitude to learning
5. Disrupting others' learning.
6. Unacceptable boisterous behaviour.
7. Failure to complete work to an appropriate standard
8. Have all school equipment

1. Late arrival to school.
2. Tardiness uniform.
3. Not completing homework.
4. Shouting, disrupting others.
5. Running in the corridor or general boisterous behaviour.
6. Attempting to jump the cafeteria queue.
7. Not cleaning up after self or littering.

- Verbal Warning
- Reminder of school values and expectations
- Change of seating plan
- Confiscate mobile phone
- Confirm expected behaviour to the student and a behaviour point added on iSAMs
- Class teacher contact home
- Teacher led detention (break/lunch)

	<ol style="list-style-type: none"> 1. Breach of School Values and/or Expectations 2. Not following instructions. 3. Inappropriate behaviour or language. 4. Incorrect/untidy uniform 5. Chewing gum 6. Use of mobile phone 	<p>Class Teacher – iSAMs recording/contact home Duty Staff Member – inform homeroom teacher if necessary. Log on iSAMs.</p>	
Behaviour Concern	Examples of Behaviour	Response	
Medium Level			
Continued Low Level Disruption One – Off Incidents of Poor Behaviour	Inside the Classroom <ol style="list-style-type: none"> 1. Trend of late arrival to lesson. 2. Continued disruption to own and others learning including repeated actions mentioned in “low” above 3. Growing concern with attitude to learning. 4. Not completing work. 5. Deliberate cheating and/or plagiarism. 	Out of the Classroom <ol style="list-style-type: none"> 1. Trend of late arrival to school. 2. Continued concern with tardiness. 3. Trend of not completing homework. 4. Lesson truancy and/or frequent time spent outside of lessons (bathroom/nurse,etc) 5. Poor behaviour on the school bus reported by bus monitors or bus company. 	C2 <ul style="list-style-type: none"> • Referral to subject leader • Teacher communication with the homeroom teacher • Subject Detention • Communication home from subject leader. • Confiscate device (parent to retrieve) • Referral to the pastoral leader • Pastoral detention • Homeroom Report • Subject Report • Removal of privileges/responsibilities • Parent meeting with PL and/or HR teacher • Referral to school counsellor
	Both Inside and Outside the Classroom		Responsibility

	<ol style="list-style-type: none"> 1. Continued breach of School Values and/or Expectations. 2. Disrespecting teacher instructions/defiance 3. Unacceptable behaviour and/or language used. 4. Risk of harm to self or others. 5. Misuse of IT device. 6. Use of mobile phone in school (phone see outside of Yonder pouch) 7. Continued uniform violation. 8. Excessively physical behaviour/aggression 9. Unkindness or physical intimidation shown towards others which can be seen as bullying. 10. Damage to others or school property. 11. Repetition of any prior level behaviour concern. 	<ul style="list-style-type: none"> • Subject Leader • Homeroom Teacher – discussion with student • Class Teacher • Reception Staff to store phone for parents to collect. 	<ul style="list-style-type: none"> • Pastoral Leader • Homeroom Teacher • Subject Leader • School wellbeing counsellor
Behaviour Concern	Examples of Behaviour	Response	
High Level			
	Inside the Classroom	Out of the Classroom	C3
<p>Significant Levels of Disruption Continued</p> <p>Repeated Incidents of Medium Level</p> <p>One – Off Incidents of Very Poor Behaviour</p>	<ol style="list-style-type: none"> 1. Significant trend of late arrival to lesson. 2. Significant disruption to own and others learning. 3. Significant concern with attitude to learning. 4. Continued concern with not completing work. 	<ol style="list-style-type: none"> 1. Continued trend of late arrival to school. 2. Significant concern with tardiness. 3. Continued trend of not completing homework. 4. Significant trend of lesson truancy. 5. Breach of school boundary. 7. Significant concern with attendance falling below <85%. 8. Bring the school reputation into disrepute. 9. Continued poor behaviour on the school bus. 	<ul style="list-style-type: none"> • Removal to another lesson. • Pastoral Report • Pastoral Detention • Removal of Privileges • Afterschool detention • Referral to counsellor • Referral to Assistant Head • Assistant Headteacher Report • Internal reflection from lessons • ALT contact parents

	Both Inside and Outside the Classroom		Responsibility	
		<ol style="list-style-type: none"> 1. Significant breach of School Values and/or Expectations. 2. Significant defiance of teacher instructions. 3. Offensive language used or verbal abuse 4. Truancy 5. Violent behaviour/Physical abuse of peers. 6. Significant uniform violation. 7. Breach of ICT Policy 8. Repeated use of mobile phone in school. 9. Breach of academic honesty policy 10. Any form of racism. 11. Significant and persistent trend of bullying or intimidation of others. 12. Vandalism of others or school property. 13. Persistent repetition of any prior level behaviour concern. 		<ul style="list-style-type: none"> • Pastoral Leader • School Counsellor <ul style="list-style-type: none"> • Assistant Head of Secondary. • Pastoral Leader Support • Counsellor Support
Behaviour Concern	Examples of Behaviour		Response	
Extreme Level				
Serious Incident Repeated Incidents of Very Poor Behaviour	Inside the Classroom	Out of the Classroom	C4	
	<ol style="list-style-type: none"> 1. Continued disruption to learning despite interventions at High Level 2. Total disengagement with learning. 3. Refusal to do any work. 	<ol style="list-style-type: none"> 1. Repeated breach of school boundary. 2. Significant trend of lesson truancy. 3. Truancy when not arriving and attending school. 4. Refusal to complete any homework. 5. School Punctuality and/or Attendance rate below 50%. 	<p>Student removed from learning and supervised while a request is communicated with parents to immediately collect their child from school: Offer to speak with parents, however, pupil is asked to remain at home until a further parent and pupil meeting is concluded after a period of calm reflection. Student may be issued with:</p> <ol style="list-style-type: none"> a. Final warning and behaviour/ academic/ attendance and punctuality contract signed. b. Day of internal reflection where student is assigned work but not part of the learning community. c. Head of Secondary intervention d. Regular sessions with School Counsellor 	

	<p style="text-align: center;">Both Inside and Outside the Classroom</p> <ol style="list-style-type: none"> 1. Extreme breach of School Values and/or Expectations. 2. Significant continued trend of behavioural concern. 3. Extreme/repeated defiance of teacher instructions. 4. Physically or verbally abusing staff members. 5. Extreme act of physical or verbal abuse of peers. 6. Extreme/repeated acts of vandalism to others of school property. 7. Possession, use, selling or supplying others with illegal or prohibited items or substance. 8. Theft of school or others property. 9. Extremely offensive language, and racism or discrimination. 10. Extreme breach of ICT Agreement, in hacking or viewing indecent material or other such breach. 11. Significant safeguarding breach relating to an act/s of indecency which is sexual or amoral in nature. 12. Any action that breaks the law in Qatar. 13. Extreme repetition of any prior level behaviour concern. 	<ol style="list-style-type: none"> e. Regular/weekly meetings with the Pas f. Period of up to 5 days' external school opportunity g. Suggested transfer to another school, by an agreed date h. Loss of school place due to there being safeguarding concern. <p>Further breach of final warning and behavior punctuality contract will result in the loss</p> <hr/> <p style="text-align: right;">Responsi</p> <ol style="list-style-type: none"> 1. Head of Secondary 2. Assistant Heads of Secondary 3. Pastoral Leaders support with reintegration 4. School Counsellor support. 5. Other SLT where necessary.
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INCLUSION DEPARTMENT

Prompting Positive Behavior

As a school we will create an environment and develop a culture in which positive behavior is modeled, promoted, and rewarded. An individual teacher may establish particular rules and routines for her or his class, but there is a Code of Conduct, which all students are expected to follow:

Students Expectations

Students are expected to:

- Arrive to school on time.
- Wear the correct school uniform.
- Be equipped for every lesson.
- Respect every member of the school community by treating them fairly and with equal dignity and worth.
- Respect the school environment, equipment, and resources.
- Move throughout the school in a sensible, calm manner.
- Follow instructions from adults first time, every time.
- Listen to others when they are talking, both adults and other students.

To support our youngest learners and those with additional needs, the code has been adapted to age-appropriate language:

- 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!

The code of conduct will be displayed in public places and in all classrooms. The code of conduct will also be displayed in visual form to support the students of the Inclusion Department.

Rewards and Restorative Practice

At THIS we believe that the best way to promote positive behavior, is to recognize and acknowledge good behavior and to reward this behavior in a range of ways that promote a sense of intrinsic value in behaving positively. We believe that often, simple recognition for positive behavior is most rewarding for students. This can be as simple as a positive comment or a phone call home from a teacher.

We also believe that there should be appropriate sanctions if students do not meet expectations and engage in inappropriate behavior. This supports students' personal and social development as they learn to see that there are consequences to behavior that harms the community.

Examples of rewards:

- Immediate verbal praise
- Displaying quality work to peers
- Visits to Heads of Department, Year Group Leaders, Assistant Head of Primary, Head of Primary, Principal

- Opportunities for peers to praise and celebrate one another through peer assessment and circle times
- Stickers – these should be used sparingly and not used to preempt a desired action or effort from a student
- Phone calls home
- Certificates
- Celebration assemblies
- We praise effort over attainment and might say:
Are you feeling proud?
It looks as though you have worked very hard to do X

Examples of restorative conversations:

We believe that speaking with students about undesirable, inappropriate or hurtful behavior is often more effective than sanctions or punishment. We also believe that adults should facilitate restorative conversations and practices which focus on how undesirable, inappropriate or hurtful behavior has affected others, both students and staff and how these effects can be reversed or improved.

We believe that most situations can be dealt with by working through restorative conversations. The aim here is that the outcome is fair for everyone, and the focus is on helping the victim, if there is one, rather than punishing the person displaying undesirable behavior. If somebody is upset, we aim to make them feel better. If someone has done something unkind or hurtful, we expect them to take responsibility for their actions and rectify the situation. Adult's support and facilitate these processes and help students build a plan for how they could behave more positively in a similar situation that might arise in the future.

- When our students find themselves in conflict or upset, we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

How did it make you feel when that happened?

- We might also say to our students:
What would you think if this happened to you?
How can we put this right?
What could you do differently next time?
What other choice could you have made?
How could you make sure this does not happen again?

- When students engage in disruptive behavior, we may draw their attention how this is impacting their classmates and ask them to adapt their behavior using positive language.
- We also aim to empower students to let others know when they are uncomfortable with something that has been said or done to them. We encourage the students to say: 'Stop, I don't like that' and to seek adult guidance if the grievance does not stop.

In the event when a student is unable to engage in a restorative conversation, they may be asked to sit for a moment to allow them to calm down, and to prepare themselves for a conversation. If they are still unable to engage in a restorative conversation or if their inappropriate behavior continues, their behavior will be logged and their parents contacted. In the event that their behavior poses a risk to

themselves or others, they will be directed to sit in a safe space, away from others.

We also believe that there should be appropriate sanctions if students do not meet expectations and engage in inappropriate behavior. This supports students' personal and social development as they learn to see that there are consequences to behavior that harms the community.

Examples of Sanctions:

Sanctions are given as consequences in response to the level of inappropriate behavior displayed. Sanctions will be proportionate to either the seriousness of a one-off incident, or the repetition of inappropriate behavior.

- Verbal reprimands
- Repeated work (if submission is not up to expectations)
- Loss of privileges (e.g. trips, non-uniform days, representative teams, student council position)
- Informal loss of free time
- Formal detentions: break, lunch, or after school
- Fixed term exclusions (suspension) either internal or external
- Loss of ECA access

We believe that parental support is essential in supporting students in improving their behavior. Parental communication is a regular expectation from teachers if there are incidents that take place in class. More serious inappropriate behavior will result in a meeting between parents and teachers or school leaders.

During the meeting, the member of staff will outline the concerns and detail the issue or incident. The school and parents will agree on support strategies that both parents and school will put in place to modify the behavior. Parents will be expected to

BEHAVIOR LEVELS

Behaviour Concern	Examples of Behaviour	Response
Level 1		
Low Level Disruption	<ol style="list-style-type: none"> 1. Disrupting others' learning 2. Refusal to follow class expectations 3. Deliberately ignoring instructions 4. Calling out during lessons 5. Off-task behaviour. Lack of focus 	<ul style="list-style-type: none"> • Positive reinforcement and praise for desired behaviour • Clear communication of classroom expectations and visual reminders • Use of A–B–C Behaviour Tracking Sheets to identify antecedents, behaviour, and consequences • Zones of Regulation visuals to support emotional awareness • Calm space or sensory break area for self-regulation • Redirection using minimal verbal cues and gestures • Consistent routine and structured transitions • Gentle reminders and re-engagement prompts • Classroom-based consequences (loss of short privilege, change of seat) • Teacher communication with parents if behaviour is recurring

Behaviour Concern	Examples of Behaviour	Response
Level 2		
Medium Level Disruption	<ol style="list-style-type: none"> 1. Repeated low-level behaviours despite interventions 2. Consistent off-task behaviour or refusal to participate 3. Arguing or talking back to staff 4. Leaving the classroom without permission (short absence) 5. Interrupting peers' work intentionally 6. Repeated refusal to follow instructions 7. Inappropriate use of school property or minor defiance 	<ul style="list-style-type: none"> • Supervised calm corner or break room time-out with regulation support • Use visual schedules and timers to help with transitions and task completion • Redirect behaviour using visuals, limited verbal prompts, and clear gestures • Collaborate with the Learning Support Teacher to review triggers and modify strategies • Temporarily remove distracting items to a "safe place" until end of day • Implement short, structured breaks between tasks • Teacher to inform parents and discuss consistent expectations at home • Behaviour Support Plan reviewed and updated • Collaborative meeting with Phase Leader / Inclusion Lead • Establish reward chart or token system to reinforce positive progress • Assign "helper" roles to encourage responsibility • Social stories or behaviour scripts to model appropriate responses
Behaviour Concern	Examples of Behaviour	Response
Level 3		
High Level Disruption	<ol style="list-style-type: none"> 1. Repeated medium-level behaviours over time 2. Persistent refusal to cooperate or complete tasks 3. Verbal aggression (shouting, screaming, name-calling) 4. Aggressive behaviour toward self or others (hitting, scratching, throwing objects) 5. Self-injurious behaviour (banging head, biting, self-scratching) 6. Destruction of classroom materials or property 7. Absconding from class or refusing to return 8. Unsafe behaviour that poses risk to self or peers 	<ul style="list-style-type: none"> • Immediate support from two staff members for safety monitoring • Move to supervised calm / break room with minimal sensory input • Use Zones of Regulation and visual emotion check-ins • Provide one clear voice for instructions to avoid overstimulation • Implement crisis de-escalation strategies (calm tone, distance, non-confrontational posture) • Use timers and structured cool-down activities • Document all incidents (ABC log + Behaviour Incident Report) • Inform parents — may request early pickup if the behaviour escalates • Review Individual Behaviour Support Plan and risk assessment • Referral to School Counsellor / Psychologist for observation and further assessment

- Consider **external reassessment** (e.g., Educational Psychologist, Paediatrician)
- Implement **daily behaviour tracking system** with reflection time
- Team debrief after incidents to adjust strategies
- Possible short-term reduced timetable for regulation and transition support

Behaviour Concern	Examples of Behaviour	Response
Level 4		
<p>Extreme Level Disrupton</p>	<ol style="list-style-type: none"> 1. Ongoing and escalating high-level behaviours despite interventions 2. Severe physical aggression toward others or self 3. Property destruction that endangers safety 4. Persistent truancy or leaving the school premises without permission 5. Total refusal to engage in learning or school routine 6. Threats of harm to self or others 7. Repeated verbal or physical abuse toward staff 8. Any behaviour resulting in immediate risk 	<ul style="list-style-type: none"> • Immediate removal from classroom to a safe, supervised space • Two trained staff members present at all times • Parents contacted immediately and requested to collect the student • Completion of a Serious Incident Report • Internal reflection period (student assigned work but not attending class) • Behaviour Review Meeting with parents, Inclusion Lead, and School Leadership • Development of a Behaviour Contract and possible Safety Plan • Consideration of reduced or modified schedule for transition back • Referral to external specialists (Psychologist, Occupational Therapist, Behaviour Analyst) • Ongoing counsellor sessions and progress monitoring • Decision-making in consultation with Head of Inclusion

Behaviour Concern	Examples of Behaviour	Response
Level 4		
<p>Extreme Level Disrupton</p>	<p>9. Ongoing and escalating high-level behaviours despite interventions 10. Severe physical aggression toward others or self 11. Property destruction that endangers safety 12. Persistent truancy or leaving the school premises without permission 13. Total refusal to engage in learning or school routine 14. Threats of harm to self or others 15. Repeated verbal or physical abuse toward staff 16. Any behaviour resulting in immediate risk</p>	<ul style="list-style-type: none"> • Immediate removal from classroom to a safe, supervised space • Two trained staff members present at all times • Parents contacted immediately and requested to collect the student • Completion of a Serious Incident Report • Internal reflection period (student assigned work but not attending class) • Behaviour Review Meeting with parents, Inclusion Lead, and School Leadership • Development of a Behaviour Contract and possible Safety Plan • Consideration of reduced or modified schedule for transition back • Referral to external specialists (Psychologist, Occupational Therapist, Behaviour Analyst) • Ongoing counsellor sessions and progress monitoring • Decision-making in consultation with Head of Inclusion

