

Behavior Policy

**Academic Year
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LSQ BEHAVIOR POLICY

Goals

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

Core Beliefs

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

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

STUDENT STANDARDS OF BEHAVIOR

Students are expected to:

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

EXPECTATIONS WITH REGARD TO FACULTY MEMBERS

Faculty members are expected to:

- ensure students are safe.
- collaborate with HOS and Parents to ensure good behavior.
- be fair, consistent and respectful.
- promote and reinforce positive behavior in the classroom.
- reinforce clear expectations of behavior.
- criticise the behavior not the person.
- endeavour to arrive on time to their lessons.
- deliver a suitably planned and structured lesson which meets all individual needs.
- Adhere to the school's procedures when dealing with incidents of inappropriate behavior.
- use private rather than public reprimands.

EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS

Parents and guardians are expected to:

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

THE REWARD AND RECOGNITION SYSTEM

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

- Rules and Expectations are displayed around the school, in the classrooms and the playground.
- Monthly themes focus on promoting positive behavior and raising awareness on students' role in building a productive and friendly school environment.
- Specific time is allotted to discuss and reflect on aspects of personal and social development including positive and negative behavior.
- A class-based reward system is implemented relevant to the age range of the class (Preschool and Primary sections).
- Awarding certificates, gifts and key responsibilities for positive behavior and achievement are awarded in areas across the curriculum (Primary Section).
- 'Star of the Week' is selected to celebrate achievement (Primary Section).
- Termly assemblies are held to discuss moral and social issues (Whole school).

SUPPORT AND REMEDIAL STRUCTURES

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

Mentoring Scheme

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

Student Support Committee

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

School Counselor

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

Student Individual Behavior Plan

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

Hearing Council

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

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOR

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

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

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

More serious incidents can be dealt with by the teacher, but must also be recorded on the school portal and conveyed to the Head of Section for verification.

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

Heads of Sections are available throughout the day to suspend students from the lessons where there is **serious disruption**. However, these incidents still need to be recorded on the school portal.

The Superintendent (or any HOS deputising for the Superintendent) is the only member of staff who can sanction **permanent exclusion after obtaining approval from the Ministry of Education and Higher Education**. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded students are provided with work for the duration of the exclusion.

SANCTIONS

Outlined below are examples of unacceptable behavior and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be decided after considering the age of the student, the severity of the violation and the frequency of the behavior within a certain time frame. Sanctions will be applied fairly, and exclusion will be used when no other alternatives are available.

Minor Incidents

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

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

Teacher Sanctions include:

Step 1: Reteach appropriate behaviors

Step 2: Sign a Teacher-Student Contract

Step 3: Conduct a short discussion with the student during break time.

Step 4: Involve the student in school community service

Step 5: Publish a note to be seen by parents

Step 6: Meet with parents

Step 7: Refer to Step 1 of Serious Incidents

Serious Incidents

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

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

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

- Discussion with student' teachers
- Meeting with the student
- Referral to school counsellor (Appendix 3)
- Contacting parents /guardians
- Parents/guardians signing a written warning
- Employing a Behavior Booklet (Appendix 4)
- Assigning Break Detention
- Assigning after school detention
- Excluding the student Internally
- Applying External Exclusion (Not applicable to Preschool)

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

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

Very Serious Incidents

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

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

Available sanctions include:

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

Appendix 1

USEFUL STRATEGIES FOR THE PROMOTION OF GOOD BEHAVIOR

Public praise and private criticism

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

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

Three positives before a negative

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

Acknowledge feelings

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

Give them a choice

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

Being consistent

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

Model desired behavior

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

Scan the classroom

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

Listen to students

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

Maintain frequent contact

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

Pre-empt disruptive behavior

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

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class.
- Your proximity to disruptive students.
- Your facial expression.
- Your tone of voice.
- Your posture.
- Your choice of words.
- The use of eye contact.

Do they all communicate your confidence and authority?

Catch them being good

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

Intervention

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

Appendix 2

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

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

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

Appendix 3

Lebanese School – Qatar

Counselor Referral Form

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

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

Priority

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

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

ACADEMIC

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

SOCIAL

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

BEHAVIORAL

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

PHYSICAL

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

FAMILY

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

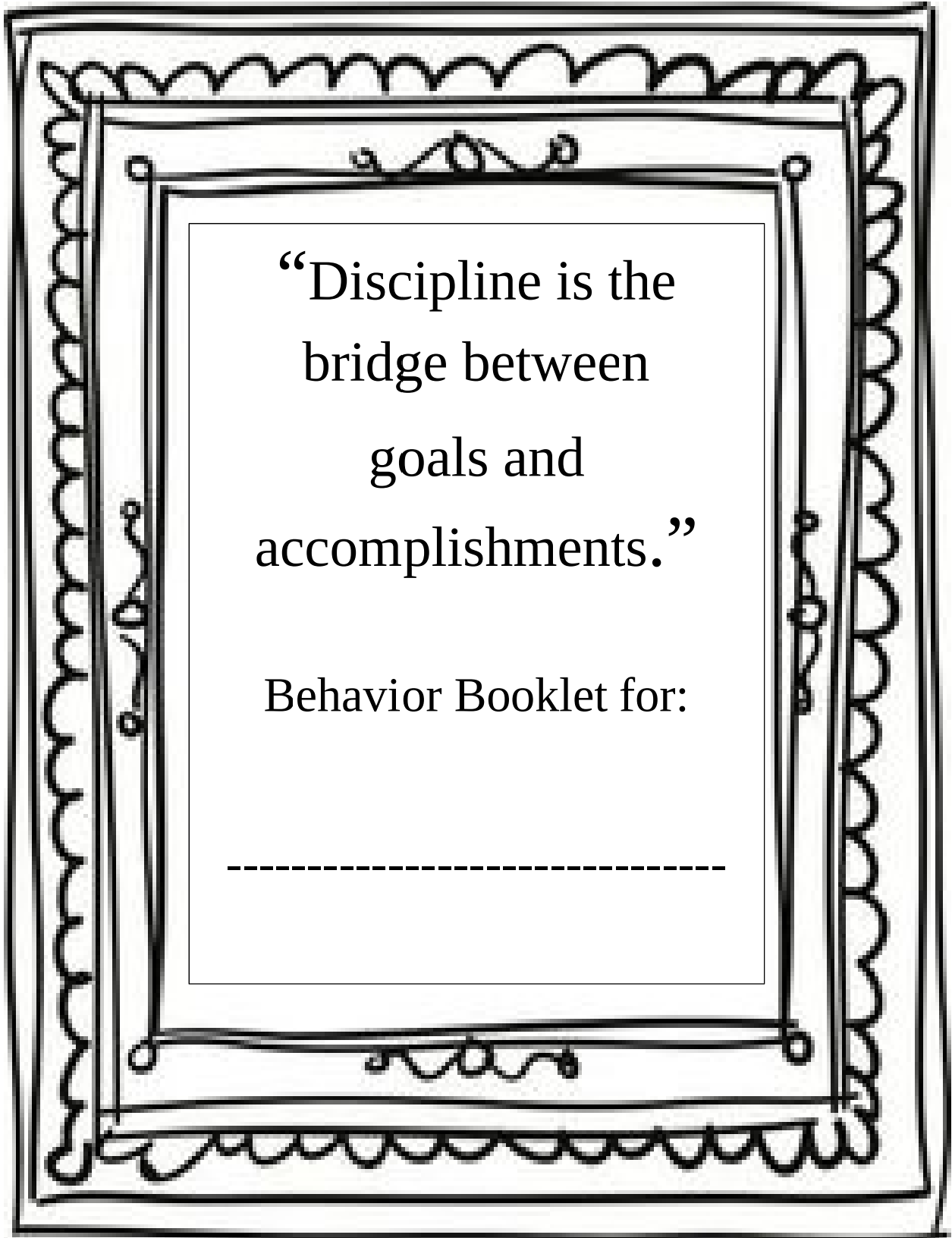
Other:

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

- ☐ Yes ☐ No

Additional Concerns / Comments:

Appendix 4



Date: _____

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