



المدرسة السويسرية الدولية  
SWISS INTERNATIONAL SCHOOL  
QATAR

## Secondary School Handbook

For Students  
and Parents

2025 | 2026



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# Welcome from the Head of School



**Riyad Yaghi**  
*Head of School*

*“we proudly  
serve over 830  
students from  
69 different  
nationalities”*

**Welcome to Swiss International School Qatar (SISQ),** a premier International Baccalaureate (IB) Continuum School offering the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP).

Established in 2017 with an initial cohort of 300 students from Pre-K to Grade 8, SISQ has since grown to serve over 890 students representing 69 nationalities. As a flagship institution grounded in Swiss international values, SISQ provides families in Qatar with a truly global education that prepares students for an ever-evolving world.

Our mission is to nurture learners who are fulfilled, inspired, and well-prepared through dynamic, meaningful, and enjoyable educational experiences. Our dedicated faculty and staff bring passion, creativity, and a deep commitment to supporting each student's unique journey. Through personalized attention and care, we empower students to realize their academic potential, personal growth, and co-curricular ambitions.

SISQ students are distinguished by their excellence, perseverance, and dedication to lifelong learning. Many of our graduates have earned admission to world-renowned universities, including those in the Ivy League.

We take great pride in the culture of care that defines SISQ—a quality that has been highlighted by both the International Baccalaureate and the Council of International Schools (CIS) during our most recent evaluation. Our aim is to develop globally minded students who understand themselves, appreciate their roles in a global society, and aspire to make meaningful contributions to the world.

We are also proud to have achieved the second-highest rating in the country from the Qatar National School Accreditation (QNSA) and to be a member of the UNESCO Associated Schools Network, further affirming our commitment to quality and innovation in education.

As we look to the future, we remain confident that SISQ will continue to be regarded as one of Qatar's leading schools, valued by both Qatari and expatriate families for the distinctive education and opportunities it provides.

*Warm regards,  
Riyad Yaghi  
Head of School*

# Welcome from the Secondary School Principal



**Dan Dorran**

*Secondary School Principal*

*“At SISQ we aim  
to graduate  
students who  
are global  
citizens and  
confident  
leaders”*

Welcome to the secondary school at SISQ. Students who join us from Grade 6-12 can expect to have a rigorous, challenging, creative and fun experience. We pride ourselves on the high expectations we set for both our students and staff.

Students can expect to be pushed and challenged with what they learn and what is expected of them, both inside and outside the classroom. At SISQ we aim to graduate students who are global citizens and confident leaders capable of affecting change in the world and making a difference. To do this, we build resilience, confidence, creativity and communication skills through all aspects of our curriculum.

All students in the secondary school follow the IB Middle Years curriculum in Grades 6-10 with the aim of completing the IB Diploma Programme in Grades 11 and 12.

Academically, the focus for the Secondary School is preparing students for the rigorous IB Diploma. In the IB Diploma Programme, students delve into deeper intellectual explorations, cultivating their analytical and research skills while preparing for higher education and beyond. The IB Diploma is highly regarded by all leading universities worldwide including Ivy league, Russell Group and Oxbridge. Pastorally, we have an emphasis on kindness and compassion with all members of the community supporting each other.

Part of becoming an effective global citizen is the ability to communicate with people from different cultures and backgrounds. SISQ is a school that places great importance on language learning in both primary and secondary school. All students study English, French and Arabic and instruction is differentiated to enable all students to reach their full potential, regardless of their starting point. We also acknowledge, encourage and celebrate other languages whenever possible, instilling in students a sense of pride in their own mother tongue, as well as respect for those who belong to different cultures and traditions.

Sincerely,  
Dan Dorran  
*Secondary School Principal*



# School Information and Contact Details



## Contact Information

### *Full postal address:*

Al Hashimiya Street  
PO. Box 6296 Al Luqta Doha, Qatar

Office telephone: +974 4036 3131

Website address: [www.sisq.qa](http://www.sisq.qa)

E-mail address: [info@sisq.qa](mailto:info@sisq.qa)



## Our Senior Leadership Team

**Mr. Riyad Yaghi**

*Head of School*

[ryaghi@sisq.qa](mailto:ryaghi@sisq.qa)

**Dan Dorran**

*Secondary School Principal*

[ddorran@sisq.qa](mailto:ddorran@sisq.qa)

**Sonia Bradley**

*Primary School Principal*

[sobradley@sisq.qa](mailto:sobradley@sisq.qa)

# Home School Agreement



As a school, SISQ will:

- Provide a safe, caring and challenging learning environment where all students are encouraged to do their best and reach their potential
- Provide parents with an overview of what students are learning
- Keep parents up to date about student progress and alert them of any concerns in a timely manner
- Treat all parents, students and members of the community with respect
- Provide students with timely feedback and advice on how to improve in their learning
- Provide opportunities for students to develop all aspects of their character
- Listen to concerns and aim to resolve any issues in a sensitive and timely manner.

As a student, I will:

- Respect and follow school rules and expectations
- Always be honest and take responsibility for my actions
- Try my best at all times and complete all assignments and assessments to the best of my ability.
- Arrive to school on time each day in full school uniform with the necessary equipment
- Always be respectful and kind towards all members of the school community
- Attempt to resolve issues by myself before asking for help
- Ensure that school communications and messages are passed on to my parents when required
- Uphold the reputation of SISQ in and out of school.
- Maintain attendance of 95% in line with school policy

As parents, we will:

- Support the mission, vision, curriculum, policies and procedures of the school
- Ensure that our child attends school every day, on time and in full school uniform
- Read and respond to school communications in a timely manner
- Address issues with the school according to school protocols and procedures
- Attend student, parent, teacher conferences and other meetings as required
- Take a keen interest in our child's education and encourage them to do their best
- Provide the school with up to date contact information and any changes in a child's circumstances
- Notify the school if we are traveling and our child will be in the care of someone else
- Follow school advice on how to best support our child with their learning, including seeking support from outside agencies when required
- Treat all members of the SISQ community with respect.
- Provide communication for absence.

Student name: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

School signature: \_\_\_\_\_

The Home School Agreement is for the 2024-2025 academic year. Two copies will be issued to each student in the secondary school at the beginning of the academic year. The agreement will need to be signed by the student and the parents and one copy will need to be returned to the school.

# Who we Are



## Our Vision

SISQ aims to develop learners who are **fulfilled, inspired and prepared**.

## Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions
- Prepared to be good global citizens: they are multilingual, open- minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.





## 2 | People, Contacts & School Policies



# School Policies & Procedures



This handbook is an overview of some of the policies and procedures at SISQ. These are explained in full in a number of policies and procedures which can be found on the SISQ website.

Below, you can find the list of [policies and procedures](#) listed on our website. They can be found under School Life and will be updated and reviewed regularly.

- Admissions Policy and Procedures
- School Uniform Policy
- Food Policy
- Medical School Policies and Procedures
- Health and Safety Policy
- School Access and Parking Policy
- Emergency Evacuation Policy
- Contractors Procedure
- Behaviour Policy
- Student Progression and Retention Policy (MYP)
- Academic Integrity Policy
- Academic, Assessment and Reporting Policy
- Assessment and Reporting Principles and Required Practices
- Assessment and Reporting Principles and required practices (PYP)
- Assessment and Reporting Principles and required practices (MYP)
- Assessment and Reporting Principles and required practices (DP)
- EAL policy
- Inclusion policy
- Language policy

# Secondary Staff



Department	Name	Position	Email Address
<b>LT</b>	Dan Doran	Secondary School Principal	<a href="mailto:ddoran@sisq.qa">ddoran@sisq.qa</a>
<b>SAFEGUARDING</b>	Sonia Bradley	Designated Safeguarding Lead	<a href="mailto:sobradley@sisq.qa">sobradley@sisq.qa</a>
<b>PASTORAL</b>	Lou Gillard	DP Pastoral Lead and DP coordinator	<a href="mailto:lgillard@sisq.qa">lgillard@sisq.qa</a>
	Mark Gallagher	English Teacher (MYP/DP) Grade 8-10 Pastoral Lead	<a href="mailto:mgallagher@sisq.qa">mgallagher@sisq.qa</a>
	Paul O'Neill	PE Teacher (MYP/DP) Grade 6-7 Pastoral Lead	<a href="mailto:poneill@sisq.qa">poneill@sisq.qa</a>
<b>ENGLISH</b>	Natalee Cole	English teacher (MYP/DP) Secondary English Subject Leader	<a href="mailto:ncole@sisq.qa">ncole@sisq.qa</a>
	Matthew Bradley	English teacher (MYP/DP) Grade 8-10 Pastoral Lead	<a href="mailto:mbradley@sisq.qa">mbradley@sisq.qa</a>
	Tanya Yatsenko	English teacher (MYP)	<a href="mailto:tyaktsenko@sisq.qa">tyaktsenko@sisq.qa</a>
	Amal Bader	English Teacher (MYP)	<a href="mailto:abader@sisq.qa">abader@sisq.qa</a>
	Leslie Pemberton	English teacher (MYP/DP)	<a href="mailto:lpemberton@sisq.qa">lpemberton@sisq.qa</a>
<b>ARABIC</b>	Randa Abunwwarah	Arabic and Islamic Studies Teacher (MYP) Arabic MOE Coordinator	<a href="mailto:rabunwwarah@sisq.qa">rabunwwarah@sisq.qa</a>
	Husam Abdallah	Arabic and Islamic Studies Teacher (MYP)	<a href="mailto:habdallah@sisq.qa">habdallah@sisq.qa</a>
	Yusra Tahoun	Arabic/Islamic Studies Teacher (MYP/DP)	<a href="mailto:ytahoun@sisq.qa">ytahoun@sisq.qa</a>
	Wasfi Bani Salman	Arabic and Islamic Studies Teacher (MYP)	<a href="mailto:wsalman@sisq.qa">wsalman@sisq.qa</a>
	Khalid Zaza	Arabic and Islamic Studies (MYP)	<a href="mailto:kzaza@sisq.qa">kzaza@sisq.qa</a>
	Mohamed Al-Jawarneh	Arabic and Islamic Studies (MYP)	<a href="mailto:mjawarneh@sisq.qa">mjawarneh@sisq.qa</a>



# Secondary Staff



Department	Name	Position	Email Address
<b>LANGUAGES</b>	Candice Jouffrai	French Teacher (MYP/DP) and Subject Lead	<a href="mailto:cjouffrai@sisq.qa">cjouffrai@sisq.qa</a>
	Jennifer Favre	French Teacher (MYP/DP)	<a href="mailto:jfavre@sisq.qa">jfavre@sisq.qa</a>
	Denis Kovacevic	German Teacher (MYP/DP)	<a href="mailto:dkovacevic@sisq.qa">dkovacevic@sisq.qa</a>
	Anthony Suplice	French Teacher (MYP/DP) TOK Coordinator	<a href="mailto:asuplice@sisq.qa">asuplice@sisq.qa</a>
	Sophie Peralba	French Teacher (MYP/DP)	<a href="mailto:speralba@sisq.qa">speralba@sisq.qa</a>
	Bouchra Bachar	French Teacher (MYP/DP)	<a href="mailto:bbachar@sisq.qa">bbachar@sisq.qa</a>
<b>I&amp;S</b>	John Drury	Economics/I&S Teacher (MYP/DP) Diploma Program Coordinator	<a href="mailto:jdrury@sisq.qa">jdrury@sisq.qa</a>
	Stephen Bradley	History/I&S Teacher (MYP/DP) MYP Coordinator	<a href="mailto:sbradley@sisq.qa">sbradley@sisq.qa</a>
	Lou Gillard	Geography/I&S Teacher(DP) DP Coordinator and Pastoral Lead	<a href="mailto:lgillard@sisq.qa">lgillard@sisq.qa</a>
	Claire Olivier (75%)	Secondary Humanities Teacher Service Coordinator MYP	<a href="mailto:colivier@sisq.qa">colivier@sisq.qa</a>
	Dewald Alberts	Business & Economics teacher	<a href="mailto:dalberts@sisq.qa">dalberts@sisq.qa</a>
	Mark Gallagher	History/I&S Teacher Grades 8-10 Pastoral Lead	<a href="mailto:mgallagher@sisq.qa">mgallagher@sisq.qa</a>
<b>PHE</b>	Hannah Noble	PE Teacher (MYP)	<a href="mailto:hnooble@sisq.qa">hnooble@sisq.qa</a>
	Paul O'Neill	PE Teacher (MYP) Grade 6-7 Pastoral Lead	<a href="mailto:poneill@sisq.qa">poneill@sisq.qa</a>
<b>MATHS</b>	Luke Thompson	Maths Teacher (MYP/DP) and Subject Lead	<a href="mailto:lthompson@sisq.qa">lthompson@sisq.qa</a>
	Nomaan Ahmed	Maths Teacher (MYP/DP)	<a href="mailto:nahmed@sisq.qa">nahmed@sisq.qa</a>
	Dilara Toplu	Maths Teacher (MYP/DP)	<a href="mailto:dtoplu@sisq.qa">dtoplu@sisq.qa</a>
	Sule Soydemir	Maths Teacher (MYP/DP)	<a href="mailto:ssoydemir@sisq.qa">ssoydemir@sisq.qa</a>

# Secondary Staff



Department	Name	Position	Email Address
<b>DT &amp; THE ARTS</b>	Kevin Bloomer	Design Teacher Design and Arts Subject Leader	<a href="mailto:kbloomer@sisq.qa">kbloomer@sisq.qa</a>
	Melisha Alberts	Art Teacher (MYP)	<a href="mailto:malberts@sisq.qa">malberts@sisq.qa</a>
	Joseph Kim	Music and Drama Teacher	<a href="mailto:jkim@sisq.qa">jkim@sisq.qa</a>
	Kris Jeffrey	Visual Arts Teacher (MYP/DP)	<a href="mailto:kjeffrey@sisq.qa">kjeffrey@sisq.qa</a>
	Brendan Magee	Design /Art Teacher MYP)	<a href="mailto:bmagee@sisq.qa">bmagee@sisq.qa</a>
	Alina M. Durlanescu	Technology and Arts Assistant	<a href="mailto:adurlanescu@sisq.qa">adurlanescu@sisq.qa</a>
<b>SCIENCE</b>	Castrol Dumenya	Science Teacher - Physics (MYP/DP)	<a href="mailto:cdumenya@sisq.qa">cdumenya@sisq.qa</a>
	Hiba El Nader	Science Teacher - Chemistry (MYP/DP)	<a href="mailto:hnader@sisq.qa">hnader@sisq.qa</a>
	Ben Visaggio	Science Teacher - Biology (MYP/DP) Science Subject Leader	<a href="mailto:bvisaggio@sisq.qa">bvisaggio@sisq.qa</a>
	Roweida Bawab	Science Teacher - Biology (MYP/DP)	<a href="mailto:rbawab@sisq.qa">rbawab@sisq.qa</a>
	Mikaeel Sheikh	Science Teacher (MYP)	<a href="mailto:msheikh@sisq.qa">msheikh@sisq.qa</a>
<b>EAL</b>	Nizar Kilani	EAL Teacher EAL Coordinator	<a href="mailto:nkilani@sisq.qa">nkilani@sisq.qa</a>
<b>STUDENT SUPPORT</b>	Nasreen Mustapha	SEN Support Teacher	<a href="mailto:nmustapha@sisq.qa">nmustapha@sisq.qa</a>
<b>UNIVERSITY</b>	Matthew Bradley	University Counsellor	<a href="mailto:mbradley@sisq.qa">mbradley@sisq.qa</a>
<b>COUNSELLING</b>	Sofia Huidobra	School Counsellor	<a href="mailto:shuidobra@sisq.qa">shuidobra@sisq.qa</a>
<b>LIBRARY</b>	Allen Lucas	Librarian and Technical Assistant	<a href="mailto:alucas@sisq.qa">alucas@sisq.qa</a>
<b>ACADEMIC SUPPORT</b>	Ruxandra Vladica	Academic Support Assistant	<a href="mailto:rvladica@sisq.qa">rvladica@sisq.qa</a>

# Secondary Staff



Students are always encouraged to try and resolve issues by themselves first, before parents become involved. This teaches students to be responsible and self-reliant while also advocating for themselves.

If parents wish to discuss subject-specific matters they are encouraged to speak to their child first and then approach the subject teacher directly if required. Please do not approach other members of staff before discussing issues with the subject teacher first.

For Pastoral support, in the first instance please connect with the homeroom teacher. Again, we do encourage students to try resolve the issues themselves first.



# Who to Contact



	Type of Problem	Contact Person
<b>HEALTH &amp; WELLNESS</b>	General Physical Health & Wellness questions	School Nurse - (nurses@sisq.qa)
	Emotional wellness questions	Homeroom Teacher Social-Emotional Counsellor <a href="mailto:shuidobra@sisq.qa">shuidobra@sisq.qa</a> Pastoral Leaders
<b>ACADEMIC</b>	Instructional questions	Relevant subject teacher
	Schedule issues	MYP Coordinator <a href="mailto:sbradley@sisq.qa">sbradley@sisq.qa</a> IBDP coordinator <a href="mailto:lgillard@sisq.qa">lgillard@sisq.qa</a>
	Instructional questions follow up after teacher	Secondary Principal <a href="mailto:ddorran@sisq.qa">ddorran@sisq.qa</a>
<b>KEEPING CHILDREN SAFE AT SISQ</b>	Relationship issues (family, friends and significant other)	Homeroom Teacher Pastoral Leaders
	Reporting a student who might be harming the school's reputation	Designated Safeguarding Lead - <a href="mailto:sobradley@sisq.qa">sobradley@sisq.qa</a>
	Reporting a student who might be harming themselves or others	
	Safeguarding or child protection issues	Designated Safeguarding Lead - <a href="mailto:sobradley@sisq.qa">sobradley@sisq.qa</a>

# Who to Contact



	Type of Problem	Contact Person
<b>TECHNICAL ISSUES / ONLINE SAFETY</b>	IT Issues	IT Officer – Abdullah Malik ( <a href="mailto:amalik@sisq.qa">amalik@sisq.qa</a> )
	Online Safety	Pastoral Leads E-Safety Lead - Mark Gallagher ( <a href="mailto:mgallagher@sisq.qa">mgallagher@sisq.qa</a> )
	Canteen Suggestions/Concerns/ Compliments	School Life Department ( <a href="mailto:info@sisq.qa">info@sisq.qa</a> )
	Library Facilities/Referencing	Librarian – Allen Lucas ( <a href="mailto:alucas@sisq.qa">alucas@sisq.qa</a> )
	Suggestions, Concerns or Questions about General School Facilities & Services	School Life Department ( <a href="mailto:info@sisq.qa">info@sisq.qa</a> )
	Questions Related to Application of Policies, Rules and Procedures	Secondary School Principal



# 3 | School Day







# School Hours, Arrival, Departure & Attendance

## The School Day

Students should arrive at school at 07:15am to be ready to start learning at 7:30am. Students are welcome to come early, from 6.30 and can be supervised in the West Hall. Students who are not present in class at 7:30 am will be registered as absent.

## Lesson Times

The school day finishes at 2:00pm for all secondary students. Secondary students should be collected by 2:05pm, unless they have an after school activity, which begin at 2:10pm

For Secondary School students, the day is divided into academic

Grade 6 - Grade 12	
7:30-7:40	Registration
7:45 - 8:35	Period 1
8:40 - 9:30	Period 2
9:30 - 9:45	Break
9:50 - 10:40	Period 3
10:45 - 11:35	Period 4
11:40 - 12:10	Lunch
12:15 - 13:05	Period 5
13:10 - 14:00	Period 6

Students are not permitted to wait for siblings in unsupervised areas or without a teacher's permission. If students are not in an activity and not studying in a supervised area, they should go home.



# School Hours, Arrival, Departure & Attendance

Students need to be present at school to make the most of every learning opportunity available to them. Put simply, a student who is not present is not learning. Students in DP must attend all day. If they have personal study Lesson 1 or 6, they must still be in school.

All students should have at least 95% attendance for the academic year. Students who fall below this expectation may have certain privileges revoked and may be prevented from participating in enrichment activities, or from representing the school at events and competitions.

Attendance that falls below 85% will have a parent meeting held with Pastoral Lead, where the student will be placed on attendance report. Attendance falls below 80% will have a parent meeting with the Principal. It is possible that students that fall below 85% will not be permitted to progress to next academic year.

If a student is absent, a parent must notify the school. This can be done by email ([info@sisq.qa](mailto:info@sisq.qa)) or directly through Managebac. The reason for the absence and the predicted duration should be stated. If no contact has been received by 8.30am on the first day of absence, Managebac will send an automated response to parents for all student absences.

A medical note must be provided in case of illness upon the student's return to school. This is required from the first day of absence. It is the student's responsibility to see the teachers whose lessons have been missed to arrange for missing work to be completed and submitted.

Parents should note that, due to the inquiry and collaborative nature of IB learning, it is usually not possible to set work that can be completed at home during an absence.

Any student who misses 4 consecutive weeks of school may forfeit their place at the school. In reports, the school does not distinguish between authorised and unauthorised absence and the attendance figures for students include all absences during the academic year.

Parents are reminded that students should not travel during term time and should not leave school early at the end of a term or return late at the beginning of a term. Parents are also reminded that work will not be set for students who take extended or early holidays during term time and it will be up to the students to ensure all work is completed.

For more information, you can also read the full [policy](#).



# School Hours, Arrival, Departure & Attendance

## Punctuality

Students are expected to be on time to school and all classes. If a student is late to school in the morning, they should sign in at reception.

The school monitors lateness very carefully. Every month students will be informed of how many times they have been late. If relevant, students may be required to sit a detention. The table below illustrates the consequences for the different number of lates in a four week period.

<i>Lateness (Consequences are collected at the end of each month)</i>	<b>3-4 lates</b> warning in Managebac	<b>10-12 lates</b> 1 hour detention on Thursday after school	<b>15 lates</b> Suspension Behaviour probation Removal from extracurricular activities
	<b>5-7 lates</b> break & lunch detention	<b>13-14 lates</b> Week long after school detention and 1 hour on a Thursday	
	<b>8-9 lates</b> break & lunch detention for two days Parents notified	Letter to parents and student file	

## School Campus Access Policy

The safety of all students and adults at SISQ is a priority; for this reason SISQ operates a secure campus with restricted access at all times. In order to gain access to the campus individuals must be added to the school's authorised list. Each family has to sign a School Access form before joining SISQ, listing the people who are authorised to drop off or pick up their children. Authorised people receive a school ID badge and coloured lanyard that they have to wear in a visible way at all times while on the campus. This includes parents and teachers and our DP students.

Any individual without their badge and lanyard will need to get a visitor's badge from main gate security. This also includes parents and teachers.

For more information, you can also read the full [procedure](#).





# School Hours, Arrival, Departure & Attendance

## School Transportation

Parents who wish to inquire about transport and school bus options are requested to contact our School Life Officer at [info@sisq.qa](mailto:info@sisq.qa) for further information and updates.

The provision of school transport is dependent on demand and finding a suitable provider who meets SISQ's standards of service and safety.

## After School Activities: the SISQ Community HUB

The Enrichment Activity programme is part of our approach to educating the whole person and will provide our students with the opportunities and challenges necessary to develop skills, attitudes and competencies for success in school, university and beyond. A wide range of both free and paid activities is offered to SISQ students.

The HUB has three main functions:

1. Child Care (for SISQ Primary students only)
2. Enrichment Activities (for SISQ students only)
3. Community Activities (for all students and adults regardless from which school they come from)

Detailed programmes and registration are made available on the [website](#).

## Community Activities

The Community Activities include a wide range of sports, artistic and modern languages activities open to the entire community, including adults and children no matter which school they come from. These activities are charged, take place on weekdays after 3:30 pm, on weekends or during the holidays.



## 4 | Academics

# Curriculum



## The IB Learner Profile

The IB Learner Profile is a common thread that runs through all of the IB programmes, PYP, MYP and DP. Through the written, taught and assessed curriculum students develop the ten IB Learner Profile traits and learn how to effectively reflect on their learning and actions. Opportunities to explore the Learner Profile traits are built into curriculum units and explored in all aspects of the curriculum, both inside and outside the classroom.

### IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge & develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically & creatively to pose and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

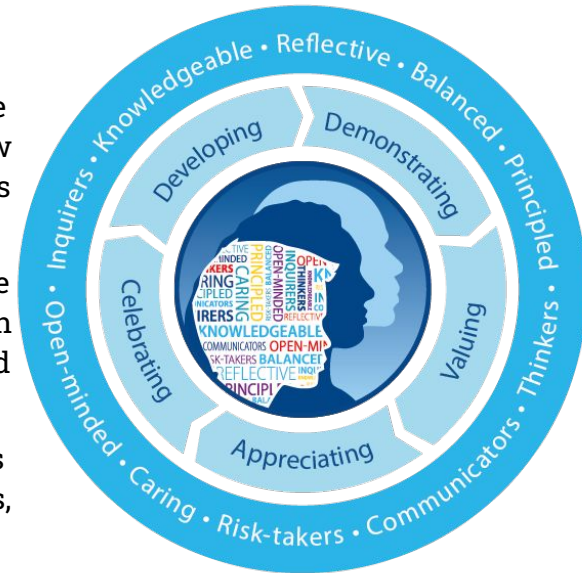
**Open-Minded:** They understand and appreciate their own cultures & personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others & to the environment.

**Risk-Takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical & emotional balance to achieve personal well-being for themselves & others.

**Reflective:** They give thoughtful consideration to their own learning & experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



# Curriculum



## The International Baccalaureate Mission

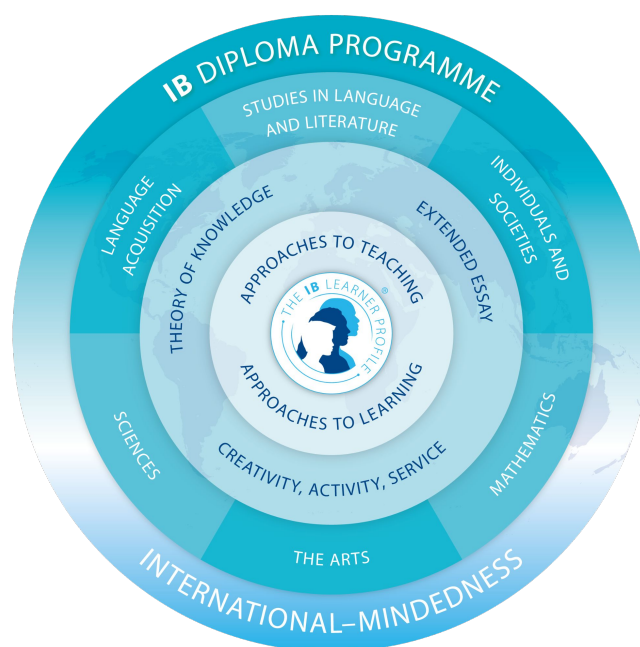
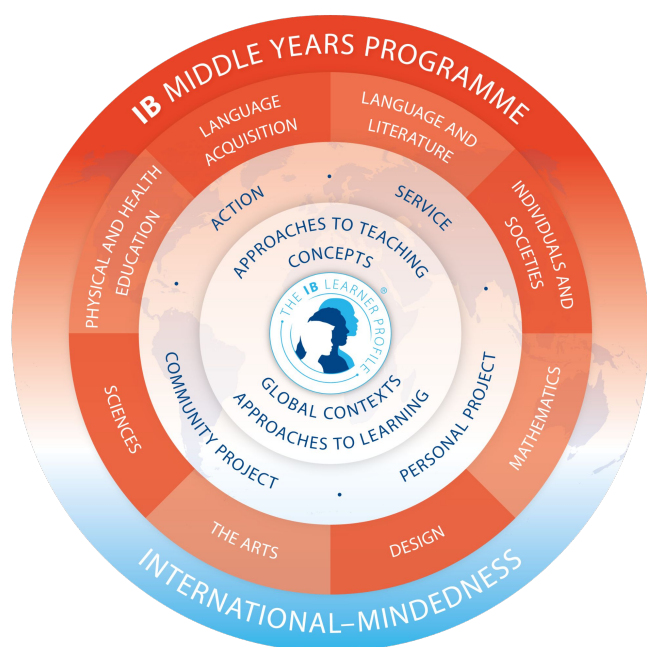
SISQ is a fully authorised IB World School for the Primary, Middle Years and Diploma Programmes.

"The International Baccalaureate (IB) Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

<https://www.ibo.org/about-the-ib/mission/>





# Curriculum



## The Middle Years and Diploma Programme (MYP and DP)

All students in the secondary school follow the IB Middle Years Programme (MYP) in Grades 6-10 and the Diploma Programme in Grades 11 and 12. To complement their curriculum, students also have a multitude of opportunities to develop their own interests, whether they are creative, sporting or academic. The curriculum at SISQ is holistic and focuses on the emotional and social needs of students, as well as their academic needs. We believe that students learn best when they find what they are learning to be relevant and fun, as well as when they feel that they are cared for by their teachers.

Students will be taught how to think, reflect and act through inquiry based teaching approaches. We do not believe in simply giving students information and asking them to learn it; we want them to learn how to find out for themselves and to question what they know. The curriculum is designed to instill in students a passion for learning and a desire to always find out more.

## The MYP Approach to Teaching and Learning

The MYP is a challenging five year programme that prepares students for the rigour of the IB Diploma. It is a curriculum framework that focuses on inquiry based learning of key concepts that are rooted in the real world. Through the use of the MYP Global Contexts, students follow lines of inquiry that link their learning to real world situations and challenges, thus ensuring that learning is relevant and contextualised at an appropriate level.

The MYP comprises of eight subject groups:

- Language and Literature
- Language Acquisition
- Mathematics
- Sciences
- Individuals and Societies
- Physical and Health Education
- Arts
- Design Technology

The curriculum is broad and ensures that students study a balance of disciplines. As well as academic study, students also participate in service projects and service learning. Approaches to Learning are key to success in the MYP. The IB divides the Approaches to Learning into five key skills:

- Communication
- Thinking
- Research
- Self-management
- Social skills

As well as constantly using these skills throughout the curriculum, students are explicitly taught the skills in order to help them learn effectively.

# Curriculum



## Interdisciplinary learning

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

## The Personal Project

Central to the MYP is the completion of the Personal Project which is an independent research project that students undertake in Grade 10. Students have the opportunity to pursue a personal passion or interest and complete the project under the supervision of a mentor who guides them through the process.

## Staying Informed

All parents are given access to ManageBac, which contains key information on what students are studying, their grades and information about upcoming assessments.

## Service as Action in the MYP

Service as Action is an integral part of the MYP and of life at SISQ. Service and Action starts in the classroom and extends beyond it. During their time in the MYP, students discover their place and role in communities, from their immediate family and school environment to the world at large. Throughout the MYP, students are encouraged to make connections between the things they learn at school and in their surroundings, as well as thinking about what they can give the community and the benefits the community can bring to them.

Having gained awareness about the community, the next step is to take action and to become involved in Service as Action activities and projects.

Key points about Service as Action:

- Service as Action activities and projects can be undertaken either as an individual or as a group
- The quality of an activity is more valuable than the hours devoted to it
- A responsible adult must supervise Service as Action activities and projects at all times
- Paid activities and normal family responsibilities do not count as Service as Action

# Curriculum



The table below outlines the requirements for service as action for each grade at SISQ. Students must complete these requirements each year in order to progress to the next grade.

	Service as Action Activity	Service as Action Project	Creativity Activity	Physical Activity	Minimum Learning outcomes
G6	At least 1				At least 2
G7	At least 2				At least 3
G8	At least 1	At least 1 (completed in either Grade 8 or 9)	At least 1 creativity or physical activity		At least 3
G9	At least 1		At least 1 creativity or physical activity		At least 4
G10	At least 1		At least 1	At least 1	At least 3

## The DP Approach to Teaching and Learning

The DP is a rigorous two-year programme that is widely recognised by universities around the world. It prepares students for the world beyond school by focusing on highly transferable skills and attitudes, as well as knowledge and understanding of each subject studied.

Students need to choose six subjects from the groups listed below. They also study the “Core” of the Diploma programme: a Theory of Knowledge (TOK) course, a 4,000 word Extended Essay (EE) and a Creativity Action Service (CAS) programme.

The Six DP Groups:

1. Language and Literature
2. Language Acquisition
3. Individuals and Societies
4. Sciences
5. Mathematics
6. The Arts

## The Standard Level and Higher Level

Students choose three subjects at Higher Level (HL) and three subjects at Standard Level (SL). HL subjects allow students to specialise and focus on their passions. Students are taught more hours of their HL subjects, and the HL exams they sit are longer or include extra papers.

# Curriculum



## The Core of the Diploma Programme

The Core of the DP allows students to develop further skills and attributes beyond traditional academic subjects. All three elements of the Core described below are compulsory and must be completed successfully for students to be awarded the IB Diploma.

## The Extended Essay

The Extended Essay (EE) is an in-depth study of a focused topic chosen from one of the student's six IB Diploma subjects. It promotes academic research and writing skills, and provides students with an opportunity to engage in personal research in a topic of their own choice, with support and guidance from a supervisor. The student must produce a 4,000 word piece of writing which is formally presented. During the course of writing their Extended Essay students will have three reflection sessions with their supervisor, which includes a short, concluding interview - viva voce - at the end of the process.

The EE is assessed against common criteria which are applied individually to each subject. The reflection sessions and viva voce are included in the assessment criteria.

## Theory of Knowledge

Theory of Knowledge (TOK) is a compulsory subject that is placed at the very heart of the Diploma Programme. It allows students to reflect on the way they know what they know, and to explore broad philosophical questions. Students investigate a variety of concepts and themes during their first year, culminating in an assessed TOK exhibition at the end of DP year 1, and an assessed essay in DP year 2.

The Assessment consists of:

- A TOK exhibition where students present 3 objects that they connect to a knowledge prompt provided by the IB. They select these objects to illuminate different perspectives of the chosen prompt, and will write a supporting justification of no more than 900 words. The exhibition is marked internally and moderated by the IB and is worth 1/3 of the final TOK grade.
- A 1,600-word TOK essay based on one of six Prescribed Titles issued by the IB. This essay is marked externally and is worth 2/3 of the TOK grade.



# Curriculum



## Creativity, Activity, Service

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. CAS is organised around the three strands of creativity, activity and service defined as follows.

- Creativity: exploring and extending ideas leading to an original or interpretive product or performance
- Activity: physical exertion contributing to a healthy lifestyle
- Service: collaborative and reciprocal engagement with the community in response to an authentic need

CAS should aim to challenge and extend the individual student; to develop a spirit of discovery and self-reliance; encourage new skills and interests and inspire a sense of responsibility, awareness and concern towards the community.

Within Diploma life, CAS provides the main opportunity to develop many of the attributes described in the learner profile.

Student completion of CAS is based on the achievement of the seven CAS learning outcomes that are demonstrated through their commitment to the CAS programme over a period of 18 months.

# Languages



## The English Language

English is the main language of instruction at SISQ. The English curriculum at SISQ aims to equip students with the skills to communicate effectively and responsibly in an ever changing digital world. They study a range of literature texts, which are grouped thematically to address key concepts and global concerns.

## The French Language

Whilst English is the primary language of instruction there is also a strong focus on the French language. Students are placed in French groups with students of a similar level, allowing them to be appropriately challenged and to reach their full potential.

## The Arabic Language

The Arabic language is very important at SISQ. We offer classes for native speakers and beginners; students are placed according to their level. Students who are native speakers are provided with four Arabic classes a cycle. Students who are beginners are provided with two Arabic classes a cycle. We follow guidance from the Ministry of education for Arabic Language teaching.

## The German Language

Beginner and Intermediate German language acquisition are provided as an additional language that will have two classes per cycle. German can be chosen instead of Arabic language acquisition.

## Language Support

Language support is provided to students in English, French and Arabic, enabling them to excel in three languages and actively participate in the school's community.

### ***English as an Additional Language (EAL)***

At SISQ, we appreciate and cater for the fact that English may not be the first language of many of our students. Our strong Language Support Programme aims to ensure that the needs of students with English as an additional language are met to allow them to fully access the broad and balanced curriculum. Various measures are implemented to help students integrate within the classroom environment. This includes support within the classroom, use of specific resources, differentiation and advice to parents.

### ***Mother tongue support programme***

At SISQ, we encourage students to value, nurture and develop their mother tongue. Each year, our Mother Tongue Coordinator conducts an audit of the languages our students speak at home. All mother tongues are celebrated through events, readings, displays and parent involvement. When a language is spoken by enough students, SISQ endeavours to create additional opportunities for its speakers.

# Homework



## Grades 6-8

Typically, students in Grades 6-8 will have to complete approximately 45 minutes of home learning per subject per week. This is in addition to reading. Teachers may also set additional optional home learning activities. Please note that during busy periods, such as assessment time, students may have more home learning than usual.

## Grades 9-10

Students in Grades 9-10 have to complete approximately 45 - 60 minutes of home learning per subject per week. In addition, students in Grade 10 will be required to complete the Personal Project and will have periods when they will need to dedicate a significant amount of home learning time to this work.

## Grades 11-12

Students in Grades 11-12 have to complete approximately 1 hour of homework per Standard Level subject per week, and 2 hours per Higher Level subject per week. Assessment periods may be busier. In addition, the completion of work for the DP Core (EE, TOK and CAS) and for university applications adds to this load. However, students benefit from several personal studies periods per week.

Teachers have open hours after school (between 2:30 pm and 2:50pm on set days of the week) to help students who need assistance with their home learning.

Students who do not complete their home learning/assignments on time or to an acceptable standard may receive detention and may miss out on free time and / or enrichment activities. Parents are notified via if an after school detention is required.

When classwork has not been completed in class, students should use time at home to ensure all work is finished, regardless of whether it has been set as a homework task.

## Academic Rewards and Consequences

If a student's level of academic achievement consistently falls under SISQ's expectations, parents will be notified and an individualised plan will be put in place. If interventions remain unsuccessful and the student's academic achievement fails to improve, the student may not be able to progress to the next year or to remain at SISQ.

Typically, a student who has more than four subjects at grade 3 or below will not automatically progress to the next grade. Further information about progression and retention can be found in the Progression and Retention policy on the SISQ website.

# Student Progression



## Academic Rewards and Consequences

At SISQ, students must meet minimum academic expectations in order to progress to the next grade level. The table below outlines the required average grade across all MYP subjects to be considered passing for each grade. As you can see the level needed increases every year as we approach the challenging IB Diploma Program which begins in Grade 11.

Whilst we want to support students, it is clear from our research that it is in the best interest of students who cannot meet the standards below to look for an alternative educational pathway in a different institution.

<i>Grade level</i>	<i>Grade average requirement. his is the average grade achieved for MYP subjects.</i>
6	3.6
7	3.7
8	3.8
9	3.9
10	4.0



# Assessment



## Principles

The main purpose of assessment at SISQ is to promote student learning. SISQ's assessment policy is deeply rooted in IB principles as well as recent educational research on what benefits student learning. Most of the assessment students undergo at SISQ is there to help teachers establish where students are in their learning and how to help them improve (formative assessment). Students will receive constructive and individualised feedback to help them make progress. Although students also sit end-of-unit tests and some examinations (summative assessment), the focus remains on learning, progress and growth, rather than on grades themselves.

Assessment at SISQ is based on the following principles:

Assessment	Feedback
<ol style="list-style-type: none"><li>1. Fair</li><li>2. Varied and meaningful</li><li>3. Consistent</li><li>4. Aligned with IB practices</li></ol>	<ol style="list-style-type: none"><li>1. Feedback first</li><li>2. Learning focused</li><li>3. Growth focused</li><li>4. Timely</li></ol>

## MYP Assessment

All subjects within the MYP are made up of four assessment objectives. Assessment objectives are marked out of 8. Summative assessments may assess one or more objectives. At the end of a reporting period, teachers will use their judgment to award students a mark for each objective. All four objectives are added up to give a mark out of 32 on the student's report card. This mark of 32 can be converted to an IB grade 1-7, based on grade boundaries set by the IB.

## DP Assessment

All subjects in the DP have their own assessment criteria, which subject teachers will share with students. Marks are converted and reported on a scale 1-7 similar to that used in the MYP. DP Core elements are the only ones that differ from this: CAS work does not receive a grade, and TOK and EE grades are reported on a letter scale (A-E).

# Assessment



## Grade Scales

Academic Grade Scale	
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Basic
2	Limited
1	Very limited

## Attitudes Grade Scales

Exceeding Expectations
Meeting Expectations
Approaching Expectations
Below Expectations

## Exams

Students in Grades 8, 9 and 10 will sit end of year exams in May.

Grade 11 students will sit exams at the end of Grade 11 and have mock exams in the second term of Grade 12 in preparation for final DP exams at the end of Grade 12.

An exam timetable will be issued to Grade 8, 9, 10, 11 and 12 students and parents.

There are no formal examinations for other grade levels.

# Assessment



## Reporting

Reporting at SISQ can take the form of parent-teacher conferences and written reports that include grades and/or comments. A reporting schedule is included below for the 2024-2025 academic year. Parents will also be contacted outside of these scheduled times if their child's level of attainment or effort drops significantly, if their child's level of effort remains persistently low, or if the school believes that a child may benefit from extra support or schedule changes.

Date	Report Type
October	Progress Report (academic progress indicator, attitude grades and homeroom comment)
November	Student, Parent, Teacher Conferences
January	Mid - Year Report Report (academic and attitude grades, and subject comments)
February	Student, Parent, Teacher Conferences
April	Progress Report (academic and attitude grades, and homeroom comment)
June	End of Year Report (academic and attitude grades, and subject comments)



## 5 | Parent Teacher Communication



# Parent Teacher Communication



## Main Channel of Communication

If you would like to communicate with a teacher please do so via email. Teachers do not have time to check emails during the working day but will always aim to reply to any email within two working days. All urgent communications should go through the school office.

All teachers' email addresses are listed at the beginning of this handbook.

If you wish to meet with a teacher or a member of staff, please email to make an appointment. Staff will not be able to see parents if they are teaching or have other commitments, so we ask all parents to respect our protocols by arranging meetings by requesting an appointment via email.

## Parent Workshops

Throughout the academic year, parents are invited to attend a number of workshops held at the school in order to further their understanding of the curriculum and effective ways in which to support their child's learning at home. Dates and the themes of workshops will be communicated to parents at the beginning of the year.

## Parent Learning Sessions

In our experience, children's learning is enhanced by a wide variety of adult contribution and we welcome parents who wish to come to the school to conduct a specialist activity, presentation or learning experience. If parents are interested, they are asked to speak to their child's class teacher.

## ManageBac

All students and parents have access to ManageBac, an information management system specific to the IB. Parents and students can log in to check upcoming assessments, current units of work, grades, reports and any positive or negative behaviour logs. ManageBac can also be used to check lesson attendance.

## Parents Meetings and Questions

From time to time you or your child might have a question or be unsure about an issue in school. Students who approach and solve their own problems develop a more positive self-esteem and will be better prepared for future problems and issues later in life. We will always encourage parents to initially guide their child to approach the teacher directly.





# Parent Teacher Communication

Here are some tips to help you support your child if they have a question for their teacher:

- Don't wait for issues or concerns to get better on their own, they rarely do!
- Encourage your child to approach their teacher directly and as soon as possible
- Talk through the problem with your child first
- Clearly identify what they need to know or what is concerning them, be very specific in establishing what it is that has made them feel this way. If they talk about this with an adult, this conversation may be enough and allows them to gain some perspective and move forward
- Before they meet, practise an appropriate way of presenting the issue
- Consider writing down a brief statement or writing a note in the planner
- Remind them to be respectful at all times

Happily, most problems are resolved in this way or without any formal meeting. However, there may be occasions when further discussion is necessary or you feel that you would like to help. It could also be that the nature of the original concern is such that talking to a teacher is the most appropriate first step. In this case please email your child's teacher requesting a meeting time.

- Open communication is very important. Be open about details
- Be very sure/specific what the concern is
- Take some notes into the meeting to remind you of all the key points you would like to discuss

If having met with the teacher concerned you would like to further discuss the matter with a school administrator please contact the Subject Leader or the MYP Coordinator, DP Coordinator or Secondary School Principal or Vice Principal, depending on the nature of the matter you wish to discuss. Please ensure that in all cases you address the issue with the relevant subject teacher first before approaching any other member of staff.

# Resources



<b>TEXT BOOKS</b>	Provided by the school
<b>EXERCISE BOOKS</b>	Provided by the school
<b>STATIONERY</b>	<p>All students must bring basic stationery and materials required for lessons. The below is a list of essentials that students should bring to school each day. Teachers may also request that students bring other materials as required.</p> <ul style="list-style-type: none"> <li>• Pencil case</li> <li>• Blue or black pens</li> <li>• Other coloured pens for marking (red, green etc)</li> <li>• Pencil</li> <li>• Highlighters</li> <li>• Colouring pencils</li> <li>• Colouring pens</li> <li>• Eraser</li> <li>• Ruler</li> <li>• Pencil sharpener</li> <li>• Compass</li> <li>• Protractor</li> <li>• Scissors</li> <li>• Glue stick</li> <li>• Calculator (Maths teachers will advise on the best model depending on the student's grade level)</li> </ul>
<b>IT RESOURCES</b>	<p>SISQ has adopted a bring your own device policy. We recommend a laptop but tablets are accepted. Below is some guidance regarding RAM and Storage expectations.</p> <p><b>Memory (RAM)</b>  Minimum: 4 GB RAM (Chromebook) 8GB RAM (Windows/Mac)  Recommended: 8GB (Chromebook) 16GB (Windows/Mac) for a smoother performance</p> <p><b>Storage</b>  At least 64 GB (for Chromebooks)  At least 128 GB SSD (for Windows/macOS)</p>
<b>DICTIONARY</b>	It is recommended that students bring a mother tongue to English dictionary to school each day if required.

# Resources



## School Books

Students are able to borrow books from the library for home reading and home learning. A record is kept and families are responsible for the care and timely return of those books to school.

## Textbooks

Textbooks are provided by the school at the start of the year. Students are responsible for the care of their textbooks and will need to return them to school, in good condition, at the end of the year. Due to the nature of IB learning, please be aware that not many subjects use textbooks and teachers will direct students to the best sources of information during specific units.

## IT Resources

SISQ is well placed to ensure that technology is seamlessly integrated into the daily lives of our students, educators, and staff members. This approach maximises learning and helps our students to reach their academic potential. In addition to resources such as computers and iPads our teachers and staff are experienced and trained in the use of technology inside and outside of the classroom. In the classroom students have access to the latest equipment, programmes and applications. There will be occasions when students may need to work independently at home with technology. In addition to learning applications, students are taught healthy and responsible lifestyle choices related to technology.

For more information, you can also visit the [full policy](#).



# 6 | Behaviour

# Behaviour



## Guidance and Student Care

All students in the secondary school are placed in a Homeroom group and have an allocated Homeroom teacher. This member of staff has oversight of students' progress and general wellbeing. If there are any general issues you wish to discuss with regards to your child, the Homeroom tutor is the best person to contact in the first instance.

All subject teachers are also responsible for all the students they teach and will deal with any issues that arise in their subject classes. If you have a concern about your child in a specific subject then the class teacher is the best person to contact. The Pastoral Leads of Grade are responsible for the pastoral care of all students and have an overview of how all students are performing academically.

## Behavioural Expectations

To achieve the school vision and ensure that every student has the best school experience possible, all students at SISQ are expected to be:

- **Respectful:** treat all people and things with respect.
- **Prepared:** attend in full uniform and prepared to learn with all necessary materials.
- **On tasks and complete assignments/assessments:** be focused on your own learning, complete assignments and assessments and not disrupt the learning of others.

**The following expectations are to be followed in all areas of the school:**

1. Adhere to any Classroom Essential Agreements/ expectations.
2. Use words and actions to demonstrate respect for self and others. (No fighting, name-calling bullying, etc)
3. Be on time and prepared for school, with everything necessary to succeed.
4. Be responsible with and care for all school property.
5. Follow rules and directions – look at and listen to the teacher when they are speaking.
6. Walk quietly and respectfully in the hallways.

## Rewards

Students may be rewarded for consistently meeting all expectations or exceeding them. Students may also be rewarded for exhibiting the IB Learner Profile traits.

Rewards may be issued in the following forms:

- Praise
- Messages / emails home / merits / Managebac Logs
- Comments in reports
- Recognition in assemblies
- Special mention on SISQ social media platforms
- Special recognition events such as award ceremonies and, in Primary, events for **Learner Profile** traits



# Behaviour



## Sanctions

Students who do not meet SISQ expectations will be issued with sanctions. Each time a student does not meet the SISQ expectations, the incident will be logged on Managebac. This will be tracked by the homeroom teachers and Pastoral Leads, who will identify where additional support may be necessary.

## Behaviour in lessons

Students are expected to behave in a way that does not disrupt the learning of others. Behaviours such as: being off task, not following instructions, talking when the teacher is giving instructions, and disrupting others may be given a warning.

When a verbal warning is given, the teacher may choose to use other behaviour strategies with the verbal warning to avoid having to take further action. This may involve moving the student to a different seat, changing the student's partner or asking the student to work alone. Consequences of poor behaviour in lessons may result in expectation conversations, logs, detentions or, in more persistent cases, students may be placed on report.

For major offences, such as incidences in the charts below, students may be removed from lessons and will be referred to the Pastoral Leads or the School Principal.

Teachers use their professional judgement about whether an incident is to be considered low-level disruption or an incident of a more serious nature.

## Behaviour Consequences

The consequences below represent a standard response to some inappropriate behaviours. Each situation may require a different response depending on the circumstances. The School Principals determine the degree to which sanctions are implemented, eg whether a suspension is internal or external, and may need to implement appropriate consequences on behaviours not listed below.

Where appropriate, counselling will be recommended.

In the case of negative behaviour that is not listed below, School Principals will determine appropriate consequences.

For more information, you can also read the full [policy](#).

# Behaviour



## Responses to Major Offences

### Behaviors demonstrating a Lack of Integrity

Behaviour	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<i>Lying or misrepresenting the truth to a member of faculty or staff</i>	Detention Possible suspension Parents notified	Suspension, possible recommendation for expulsion	Recommendation for expulsion
<i>Theft</i>	Suspension, possible /recommendation for expulsion	Recommendation for expulsion	
<i>Falsification of information or misrepresenting the truth on documents</i>	Suspension	Suspension, possible recommendation for expulsion	Recommendation for expulsion
<i>Academic Honesty: Plagiarism, collusion, cheating, testing malpractice</i>	Separate policy available		
<i>Unapproved entry of school facilities and/or searching through faculty desks, files, etc</i>	Detention Possible suspension Parents notified	Suspension - possible recommendation for expulsion	Recommendation for expulsion

### Behaviours demonstrating Disrespect, Apathy, or Indifference

Behaviour	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<i>Disrespectful behaviour toward a staff member or failure to follow an instruction</i>	Detention Parents notified	Detention Possible suspension	Suspension Possible recommendation for expulsion
<i>Littering or leaving a mess for others to clean</i>	Pick up all mess in the area	Clean up duty in cafeteria or other area Parents notified	
<i>Inappropriate Public Displays of Affection</i>	Warning Parents notified	Detention Letter to parents	Detention Behavioural Monitoring
<i>Disrespectful behaviour toward another student</i>	Detention Parents notified	Suspension Behavioural Monitoring	Recommendation for expulsion

# Behaviour



## Responses to Major Offences

Behaviours demonstrating Disrespect, Apathy, or Indifference (*continuous*)

Behaviour	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<i>Vulgar language or use of obscenities</i>	Warning	Detention Parents notified	Detention Behavioural Monitoring
<i>Vandalism / abuse of school property</i>	Restitution Detention Letter to parents and on file	Suspension – possible recommendation for expulsion	Recommendation for expulsion
<i>Inappropriate use of technology</i>	Warning, Possible suspension of user account or confiscation of device Parents notified	Suspension Suspension of user account or ban of device	Suspension – possible recommendation for expulsion
<i>Out of uniform or dress code violation</i>	Warning Log	Detention (1 hour) Parents notified	Detention (2 hours)
<i>Tardiness (Consequences are for each 4-week cycle)</i>	3-4 tardies = warning in planner 5-7 tardies = break and lunch detention 8-9 tardies = break and lunch detention for two days, parents notified	10-12 tardies = 2 hour detention on Thursday after school 13-14 tardies = Week-long after school detention and 2 hours on a Thursday, Letter to parents and student file	15 tardies = Suspension Behaviour probation, removal from extracurricular activities
<i>Absence from class or school without permission (i.e. skipping class, sleeping in, etc.)</i>	Detention (1 hour per class missed) Student must make up work missed on the same day, if at school No participation in after-school activities	Detention (2 hours per class missed) Student must make up work missed on the same day, if at school No participation in after school activities	Suspension Behaviour report No credit for work missed No participation in after school activities

# Behaviour



## Responses to Major Offences

### Dangerous or Socially Irresponsible Behaviour

Behaviour	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<i>Possession, consumption, or under the influence of controlled narcotic substances</i>	Suspension	Recommendation for expulsion	
<i>Possession or use of Tobacco, Vapes or alcohol while on campus or at a school event.</i>	Suspension	Recommendation for expulsion	
<i>Fighting or physical violence</i>	Detention Possible suspension Parents notified	Suspension – possible recommendation for expulsion	
<i>Bullying, abuse, harassment or intimidation (physical, verbal, or electronic)</i>	Detention Letter to parents (Suspension or expulsion could be recommended for serious 1 <sup>st</sup> offense)	Suspension – possible recommendation for expulsion	Recommendation for expulsion
<i>Possession of dangerous articles (weapons, chemicals, etc)</i>	Detention – possible recommendation for suspension/expulsion	Recommendation for expulsion	
<i>Unlawful or misbehavior that reflects negatively on SISQ</i>	Detention Parents notified	Possible suspension	Possible recommendation for expulsion

Students who struggle to meet SISQ expectations will be placed behavioural monitoring, eg Homeroom or Pastoral report in secondary, and supported in meeting expectations. The process of intervention is a gradual one and relies on cooperation between the student, parents and school.

The placement of a student on report is at the discretion of the Pastoral Leaders in consultation with the student's Homeroom teacher and subject teachers. At times, it may be necessary, for serious offences, to refer a student directly to the Secondary School Principal or the Head of School who may make recommendations for internal or external suspension or exclusion from SISQ. Students who persistently disrupt the learning of others or fail to meet SISQ expectations may be asked to leave.

# Behaviour



## Detentions

A student may be issued a detention by any member of SISQ staff. The length and time of the detention will be dependent on the reason for the detention. The detention must be served at a time specified by the member of staff. In exceptional circumstances, the time of a detention may be rescheduled. For this to occur, the student must discuss the time with the teacher issuing the detention; any rescheduling is at the teacher's discretion and convenience. Detentions may be set during breaks, lunch and after school and they may be between 20 minutes and two hours long. Missed detentions may lead to longer detentions, placement on report, loss of privileges or suspension.

## Suspension

Suspension is the removal of a student from lessons and school activities. A suspension may be internal or external and may vary in duration depending on the the circumstances. Typically, suspensions range from 1-5 days.

An internal suspension will be served in school. The student will be in isolation during the day and may be required to complete class work away from normal classes.

An external suspension will be served outside school. The student will not be permitted to attend school and the suspension will count as an unauthorised absence. The type and duration of the suspension will depend on the reason for the suspension and the student's previous school record.

Parents will be informed when a student is suspended. When the suspension is an 'on-the-day' suspension, the school will telephone parents to inform them of the details, or a letter will be sent home with the student to request a meeting to discuss the suspension.

## Expulsion

Expulsion from school is decided upon by the Head of School in consultation with the School Principal. Students have the right to an expulsion hearing with the Head of School prior to this decision. Students recommended for expulsion are suspended from school pending the final hearing. A student who has been suspended twice during their time at SISQ may be recommended for expulsion if there is cause for a third suspension.

## Skiping Class or School

During school hours all students are expected to be in lessons or in a school sponsored activity. Skipping class is unacceptable and students will be issued with sanctions if found to be truanting lessons or parts of the school day. Parents will be contacted and in the first instance a student will be issued with a detention. Any further instances may result in suspension and may lead to eventual exclusion from the school.



# Electronic Devices



## Use of Phones and Electronics

- Mobile phones and smartwatches are not allowed to be carried or used anywhere on the school campus. Students who wish to bring a phone to school must purchase a Yondr Pouch which can only be opened when they are leaving the school site. The unlocking bases are located at Gates 1 and 5.
- After the phone is removed from the Yondr pouch when the student is ready to leave, they will only be allowed to be used to order ubers/taxis in a clearly designated area.
- Students need to bring cash or a card to purchase food on the school site. Mobile phones will no longer be accepted as a payment method.
- Any mobile phone that is not in a Yondr Pouch will be **confiscated until a parent comes to school to collect it**. In such cases, a member of staff will also **check the device** to ensure that no photos or social media content have been taken or posted from the school site, in line with our safeguarding policy.
- **Laptops** used in school must not contain any social media apps such as Facebook, WhatsApp, Snapchat etc. **VPN's** are expressly banned in school and will lead to disciplinary action if found on devices. The school will be carrying out random checks on laptops for **VPN's**.

## Searching students, their bags and lockers

The school reserves the right to ask students to hand in their phones or other electronic devices for checking. Students are reminded that they must use electronic devices responsibly and ensure their online presence is one they would be happy to share with all members of the SISQ community.

The school reserves the right to search students, their bags or their lockers if there is a reason to suspect wrongdoing or the possession of material that may be harmful to the community. Typically, the search will be carried out with the student present and two teachers. Refusal to cooperate with a search will result in exclusion from school.

For more information, you can also visit our full [policy](#).

# Academic Honesty



## What is Academic Honesty?

SISQ recognises the IBO's definition of academic honesty as "a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment" (International Baccalaureate Organization).

This is central to students becoming principled, responsible, independent learners and extends beyond school life to college, university, and their adult lives. Accusations and instances of academic malpractice or dishonesty can ruin careers and reputations.

SISQ will endeavor to empower students with best practices. These will include helping them to acquire the essential skills to find and creatively use information from a variety of sources, give due credit and acknowledgement for ideas and work which are not their own and to be aware of and be able to avoid the different forms that malpractice can take.

An academically honest student - a SISQ student - produces authentic pieces of work, cites their sources accurately, collects and uses data ethically, and displays correct behaviour in examinations.

For more information, you can also visit the full [policy](#).

# Anti-Bullying



At SISQ, every student has the right to learn in a safe and comfortable environment. The school takes the well-being of students very seriously and is fully committed to investigating all incidents of bullying and dealing with them swiftly.

## What is bullying?

While there is no single definition of bullying, the school will consider the following three characteristics as being key factors in any incident of bullying:

- The behaviour of an individual or a group of individuals is intended to cause distress or harm.
- The behaviour is repeated.
- There is an imbalance of power between the individuals or groups involved.

The Anti-Bullying Alliance ([www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)) includes the following as a list of actions that may be considered bullying.

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Online / cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

This is by no means an exhaustive list and any kind of behaviour that is intended to harm others or make them feel distressed due to perceived differences will be considered bullying.

## What if a student is being bullied?

If a student feels that they are being bullied, they should tell a responsible adult as soon as possible. Usually, this will be a member of staff. The member of staff will refer the incident to the relevant person at school who will speak to the student to get more details. The incident will then be investigated and parents will be kept informed. Any student who comes forward to report an incident of bullying will be treated with sensitivity and the information given will be treated confidentially. The student will be made aware that nobody has the right to be bullied and they will be supported in coping with the incident that has occurred and rebuilding their confidence and self-esteem.

Any student who witnesses or suspects bullying is happening has a duty to report it to the school. Standing by while others are bullied is not acceptable. A student who comes forward to share information about others will be treated with respect and the information they provide will be treated confidentially.

## What happens to those who bully?

A student who is found to be bullying others will face sanctions from the school that could lead to suspension or exclusion. At the same time, the school will do its utmost to discuss what happened and try to discover why the student feels the need to bully others. Parents will be informed and support will be offered to the student to correct their behaviour.

Parents should discuss bullying at home with their children. In a case where bullying is suspected, parents are encouraged to contact the school as soon as possible so that the issue can be addressed.



# 7 | Student Health & Safety



# Student Health & Safety



## General Medical Information

We have a fully qualified and experienced school nurse on the premises during school hours. The nurse keeps health records and supervises medical checks. She will inform parents of incidents/accidents or medical conditions and if medication is needed.

Emergency procedures would normally await the arrival of a parent, unless the emergency is of a life-threatening nature.

Parents are requested to update addresses and phone numbers regularly as well as their child's medical information with the school office.

## First Aid

At SISQ, most of our staff members are trained for first aid and a first aid kit is always available in the medical room.

SISQ is equipped with AED machines.

## Nurse Procedure

The most important role for the school is to ensure that students are safe at all times. If a student needs to go to the nurse, they must get permission from their teacher before leaving the class. After visiting the nurse, the students will be given a note to take back to their class teacher. If a student feels unwell at the end of a lesson, they must go to their next lesson and get permission from the class teacher before going to the nurse.

If a student feels unwell during a break, they can go to the nurse directly and the nurse will ensure that relevant teachers are informed. Under no circumstances should students phone home when they are unwell and ask to be collected. Only the nurse and the Pastoral Leaders can make the decision to send a student home if they are unwell.

## Head Lice

If parents discover head lice at home, they are requested to inform their child's Homeroom Teacher the next day. Further advice will be provided by the school nurse.

If head lice are discovered at school, parents will be informed and further advice will be provided by the school nurse.

## Emergency Precautions

The safety and security of our students are a priority for SISQ. For this reason SISQ routinely rehearses the following campus drills to acquaint all students and staff members with emergency procedures. Absolute cooperation with the directives is necessary during any drill from any person on campus.



# Student Health & Safety



## Evacuation Drill

We activate a building evacuation when the best response to a danger or threat is to leave the building and move to a safe assembly area.

## Lockdown Drill

We activate a lockdown when the best response to a danger or threat is to take cover within a locked room within the school.

## Relocation to Safe-Haven Drill

A safe-haven drill may be combined with either an evacuation or a lockdown drill. In these instances we practise moving students to a designated secure location assuming the initial location comes under threat.

## Insurance

All students are insured by the school, when coming from and returning to the front door of your home. The school nurse will provide you with an Accident Insurance form when necessary.

## Safeguarding

We work hard to create a safe environment for all our students through robust safeguarding practices. We have ensured that all adults working in our school are trained and know how to respond to any issues that may arise and keep up to date with policy and practice.

Please refer to our safeguarding policy, found on our website.

<https://www.sisq.qa/school-life/school-policies>

Should you see or hear anything that concerns you or you think we may have missed please do get in touch with our Safeguarding Lead: [sobradley@sisq.qa](mailto:sobradley@sisq.qa)

# Food



## Snack & Lunches

We aim to be a nut-free school. Students should not bring nuts to school, as some of our children are allergic to nuts.

In addition, foods that contain pork, fizzy drinks and energy drinks are not allowed in school. Sweets and chocolate should also be avoided.

Chewing gum is not permitted at school at any time.

Students are not allowed to order food from outside providers to be delivered to school. This includes food delivery services or personal drivers.

At SISQ students can purchase meals at our school canteen. The payment is done via a card (please see our website for the card manual user). School canteen provider is Batteel Bakery. MYP/DP students can choose freely at the canteen counter within the available options.

You can also opt to bring a lunchbox from home (please use a cool box if needed).

We also have a coffee shop in the west building available, managed by Torba.



## 8 | Uniform



# Uniforms



As previously conveyed we are updating our school uniform. To support a smooth transition to our new uniform, the 2025-2026 school year will serve as a transitional period; during this time, students may continue to wear the current uniform if preferred, eliminating the need for an immediate replacement. However, ministry guidelines will need to be adhered to from the beginning of 2025-2026. Uniform items will be available for purchase at Zak's, our uniform supplier, where parents can conveniently shop or place online orders for the new designs. Please note that Zak's will exclusively sell the new uniform designs starting in June 2025 with our enhanced visuals available [here](#).

We have prioritised quality and durability in the new design and are confident it will meet the expectations of both students and parents. Ministry guidelines will be enforced from the beginning of next academic year and our new uniform design will ensure we meet all requirements. Please find directions to Zak's and the full uniform policy with [this link](#).

Secondary School Uniform	
MYP Boys	MYP Girls
<ul style="list-style-type: none"> <li>• Long/short sleeve school shirts</li> <li>• Black school trousers</li> <li>• School jumper</li> <li>• Black school shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Long sleeve school shirts</li> <li>• Black school trousers or ankle length skirts</li> <li>• School jumper</li> <li>• Black school shoes</li> </ul>
DP Boys	DP Girls
<ul style="list-style-type: none"> <li>• Long/short sleeve school shirts</li> <li>• Black school trousers</li> <li>• School jumper</li> <li>• Black school shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Long sleeve school shirts</li> <li>• Black school trousers/ankle-length skirt</li> <li>• School jumper</li> <li>• Black school shoes</li> </ul> <p>Clothes should be loose-fitting</p>



# Uniforms



## Shoes

Leather shoes are recommended for hygiene purposes. Flip flops, stilettos and sandals are not permitted for safety reasons. Shoes may have a small heel for girls. Students are allowed to change into trainers at break to play sport to avoid damaging their school shoes. Here is the [acceptable shoe policy](#) with helpful images help ensure the correct shoes are purchased.

## Jewellery

Stud earrings, on earlobes only, may be worn. No other visible piercings are permitted, even if taped over. Students should only wear small items of jewellery that are very discreet. All jewellery must be completely removed for classes where it is unsafe, such as PHE and Design. Students should not get new piercings during term time if they will not be able to remove all jewellery for PHE and other lessons.

## Hair

Hair should be clean and neatly styled. Hair may be dyed but the hair colour should look close to a natural colour. Hair must be tied back for safety reasons in subjects such as PHE, Design, Art etc.

## Makeup

Makeup is not permitted at SISQ

## Tattoos

Students should not come to school with any tattoos visible on their body.

## Non-Uniform Days

Students will be informed when non-uniform days take place. On these days, students must ensure that the clothes they wear to school are appropriate for school and the local customs and culture. All clothing should be loose fitting and must cover the knees and shoulders.

For more information, you can also read the full [policy](#).





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