



SWISS INTERNATIONAL SCHOOL  
QATAR

# PYP BEHAVIOUR POLICY

Staff Incharge	Pastoral Lead
Latest revision	September 2025
Approved by	Head of School
Next Revision	September 2026





## Our Vision

SISQ aims to develop learners who are  
**FULFILLED INSPIRED PREPARED**

## رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين  
يتصفون بأنهم

مُسْتَعِدُونَ مُلْهِمُونَ مُشَبَّعُونَ

## Notre Vision

SISQ encourage les apprenants à devenir

**ACCOMPLIS INSPIRÉS PRÊTS**

## 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.

## رسالتنا

من خلال المتعة والمشاركة، والتعاون، والشمولية والاهتمام، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مشبعون فكرياً، يجدون الفرح في تعلمهم وتعلم الآخرين؛ إنهم فضوليون ومشاركون ومتحمسون للتعليم.
- مشبعون عاطفياً إنهم سعداء بأنفسهم، يتمتعون بصحة جيدة، ومتوازنون، وواقفون من أنفسهم.
- مشبعون اجتماعياً: يطورون علاقات ذات مغزى؛ إنهم مرتبطون بالآخرين وبالعالم من حولهم وبالبيئة.

من خلال التعلم الهادف والقائم على الاستقصاء، والتحدى والابتكار، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- ملهمون لمواصلة التعلم: فهم فضوليون ومتساؤلون ومستعدون لتجربة أشياء جديدة؛ يتعلمون بدوافع ذاتية.
- ملهمون لمشاركة ما تعلموه وتطبيقه، يمكنهم استخدام ما تعلموه لتحسين حياتهم وحيات الآخرين؛ ينقلون تعلمهم لإلهام الآخرين.

من خلال التعلم الذي يركز على المهارات القابلة للنقل والمهارات الشخصية والمواقف والتصرفات تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مستعدون للمستقبل يتبنون التغيير والتحدى؛ يتكيفون مع المواقف الجديدة ويفكرون بشكل خلاق لحل المشكلات المعقدة.
- مستعدون لعيش حياة تنسم بالنزاهة: أصحاب مبادئ، أقوياء؛ لديهم مجموعة من القيم التي توجههم عند اتخاذ القرارات.
- مستعدون ليكونوا مواطنين عالميين صالحين: فهم متعددو اللغات ومفتحون ومتعددة الثقافات في نظرتهم؛ إنهم شجعان ومهتمون ومستعدون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

## Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Emotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre: ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances: capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transfèrent leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édification du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir: ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde: ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



## Introduction

At SISQ, we believe that a strong sense of community is essential to meaningful learning. At the heart of this community is a safe, well-organised, and supportive environment - one that inspires students to reflect on their actions and understand how those actions impact others, both positively and negatively. Central to our school's behavioural policy is the recognition of rights and responsibilities. We emphasise that upholding the rights of all members of our community goes hand-in-hand with each student's responsibility to act with integrity, empathy, and awareness. To put this philosophy into practice, each class collaboratively develops Essential Agreements. These agreements align with our school-wide behavioural expectations and are guided by the IB Learner Profile attributes. Through this process, students not only co-construct the norms of their learning environment but also build essential life skills, especially in communication, collaboration, and problem-solving.

## IB Learner Profiles

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance..
- **Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Balanced:** We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.



- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### *Behavioural Expectations*

To ensure a safe and respectful learning environment for all, SISQ follows a clear Code of Conduct along with corresponding consequences. This code is designed to support positive behaviour, personal responsibility, and mutual respect. We value non-punitive, reflective, and growth-oriented approaches.

- **Be Safe:** Act in ways that keep everyone's bodies and property free from harm
- **Be Respectful:** Speak and act towards others as you would have them do to you
- **Be Principled:** Be fair and honest in all situations. Be responsible for what you do and don't do. Accept responsibility for actions and consequences

When learners do not meet these expectations, staff will take appropriate steps, aligned with the school's behaviour policy, to guide them in making better choices and developing greater self-awareness.

### *Rewards*

Students will be rewarded for demonstrating Learner Profiles with;

- Praise
- Positive Toddle messages/emails
- Comments in reports
- Assembly recognition
- Falcon Awards and Toddle notification

### *Infractions and Consequences*

The levels of consequences are flexible depending on the Stage, frequency and severity of the infraction. Chronically misbehaving students and/or students acting in ways that are unsafe to self or others may go directly to consequences outlined in Stages 4-5.

### *Reflection and Responsible Choices*

A "Behaviour reflection" form is filled out by the child as a way of reflecting on the inappropriate action/behaviour and considering alternate choices and allows them to reflect on the Learner Profiles attributes and make better choices next time.



## *Stages guidance and responses*

<b>STAGE 1</b>	Gentle Reminder & Restorative Conversation
<b>STAGE 2</b>	Repeated Warnings: Time to reflect
<b>STAGE 3</b>	Escalated Behaviour – Teacher, Grade Level Lead and Parent Involvement
<b>STAGE 4</b>	Head of Pastoral Involvement – Internal Suspension possible
<b>STAGE 5</b>	Principal Involvement – Suspension and expulsion possible

### *Stage 1: Gentle Reminder and Restorative Conversation*

#### What Happens:

- Your child is not meeting agreed classroom expectations (e.g. talking out of turn, not following instructions).
- Teachers use discussion and restorative language to help your child reflect and make better choices.

#### Parent Action:

- No contact at this stage; just awareness that teachers are supporting low-level behaviour.

### *Stage 2: Repeated Warnings – Time to Reflect*

#### What Happens:

- Your child has received three warnings for continued poor behaviour.
- A consequence and reflection opportunity is given (e.g. missed time at break or an age-appropriate behaviour reflection).

#### Parent Action:

- You may be informed informally (at pick-up or via Toddle)
- Encourage your child to reflect on their choices and talk about how to improve.

### *Stage 3: Escalated Behaviour – Teacher, GLL and Parent Involvement*

#### What Happens:

- Behaviour is ongoing or more serious (e.g. defiance, disruption, or disrespect).
- The matter is referred to the Grade Level Leader (GLL)
- Parents are formally contacted by the homeroom teacher.
- A meeting may be arranged, and the student may be placed on a card report to monitor behaviour daily.

#### Parent Action:

- Attend the meeting if invited
- Support the behaviour plan in place and check in regularly with your child and the school.





### *Stage 4: Head of Pastoral Involvement – Internal Suspension Possible*

#### What Happens:

- Serious behaviour has occurred, or Stage 3 interventions have not improved conduct.
- The student meets with the Head of Pastoral
- An internal suspension (time spent learning away from peers) may be issued.

#### Parent Action:

- You will be contacted directly.
- A formal meeting may be required to support your child's reintegration and behaviour goals.

### *Stage 5: PYP Principal involvement – Suspension (G3/4/5) or Detention (G4/G5 only)*

#### What Happens:

- Repeated serious misbehaviour or a single serious incident (e.g. aggression, major defiance).
- The student meets with the Principal.
- May result in an internal suspension and/or detention (Grades 3/4/5).

#### Parent Action:

Full involvement required.

May include a reintegration meeting, behaviour contract, and long-term support plan.



## *Pre-Kindergarten Behaviour Quick Reference Guide - non-exhaustive list*

<b>STAGE 1</b>	Calling out during circle time
<b>STAGE 1</b>	Refusing to clean up toys
<b>Stage 1</b>	Running inside classroom/pushing in line
<b>Stage 2</b>	Ignoring cues or instructions
<b>Stage 2</b>	Repeated toy snatching
<b>Stage 2</b>	Mild defiance like saying “no” and turning away
<b>Stage 3</b>	Hitting/Fighting
<b>Stage 3</b>	Throwing objects that could cause harm
<b>Stage 3</b>	Screaming/yelling/ meltdown disrupting class
<b>Stage 4</b>	Deliberately breaking or destroying materials
<b>Stage 4</b>	Targeted bullying-type behaviour (e.g. repeated exclusion or name-calling)
<b>Stage 5</b>	Physical aggression with intent to harm
<b>Stage 5</b>	Running away from adult supervision
<b>Might escalate to stages 4 or 5 directly</b>	Continuous low-level disruptive behaviour



## *K-G3 Behaviour Quick Reference Guide - non-exhaustive list*

<b>Stage 1</b>	Interrupting class work/Interrupting others
<b>Stage 1</b>	Off-task chatter/Minor disruption to others
<b>Stage 1</b>	Mild refusal (e.g. "I don't want to")
<b>Stage 2</b>	Ignoring instructions
<b>Stage 2</b>	Mild back talk/Inappropriate/language
<b>Stage 2</b>	Defiance (e.g. walking away)
<b>Stage 3</b>	Hitting/fighting
<b>Stage 3</b>	Repeated refusal/serious defiance
<b>Stage 3</b>	Major disruption
<b>Stage 4</b>	Aggressive language
<b>Stage 4</b>	Stealing/Vandalism
<b>Stage 4</b>	Unsafe choices (running away, throwing items)
<b>Stage 5</b>	Violent assault/aggression
<b>Stage 5</b>	Unsafe to self/others/physical outbursts
<b>Stage 5</b>	Continued escalation despite interventions
<b>Might escalate to stages 4 or 5 directly</b>	Continuous low-level disruptive behaviour





## G4/G5 Behaviour Quick Reference Guide - non-exhaustive list

<b>Stage 1</b>	Interrupting class work/Interrupting others
<b>Stage 1</b>	Off-task/Not completing work
<b>Stage 1</b>	Talking during instruction
<b>Stage 1</b>	Social distractions/ignoring minor directions
<b>Stage 2</b>	Refusal to engage
<b>Stage 2</b>	Backtalk/inappropriate language/arguing directions
<b>Stage 2</b>	Disrupting group work
<b>Stage 3</b>	Hitting/fighting/name calling
<b>Stage 3</b>	Persistent defiance/Talking back rudely
<b>Stage 3</b>	Disrupting learning environment
<b>Stage 4</b>	Aggressive outbursts (verbal)
<b>Stage 4</b>	Stealing/Vandalism
<b>Stage 4</b>	Unsafe choices (running away, throwing items)
<b>Stage 5</b>	Violent assault/aggression/physical outbursts
<b>Stage 5</b>	Leaving room without permission



<b>Stage 5</b>	Deliberately offending/hurting others
<b>Stage 5</b>	Bullying/repeated name calling
<b>Stage 5</b>	Continued escalation despite interventions
<b>Might escalate to stages 4 or 5 directly</b>	Continuous low-level disruptive behaviour



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**Behaviour Reflection Form  
at Swiss International School,  
Al Luqta Campus**

Student Name:

Current Grade:  Date:

THINKING ABOUT MY BEHAVIOUR WILL HELP ME MAKE BETTER CHOICES IN THE FUTURE

Who was involved?

Why is this behaviour not acceptable? (Reflect on Learner Profile Attributes)

A better thing to do if this happens again is:

I will make amends by: