



SWISS INTERNATIONAL SCHOOL
QATAR

Primary School Handbook

For Students
and Parents

2025 | 2026



CONTENTS

1 Welcome

- Welcome from the Head of School
- Message from Primary School Principal
- School Contact Information, School Leadership Team
- Home School Agreement

2 Who to contact

- School Policies and Procedures
- Who to Contact

3 School Day

- School Hours
- Student Punctuality
- After School Activities: the SISQ Community HUB
- Child Care and Late Pick-up
- Enrichment Activities
- Community Activities
- Daily Routine
- Student Absence
- School Campus Access Policy
- School Transportation

4 Academic s

- Academic Calendar
- Curriculum
- The IB Learner Profile Attributes
- The International Baccalaureate Mission
- PK1 to Grade 5
- Languages
- Home Learning
- Academic Achievements
- Assessments
- Reporting

5 Communi- cation

- Parent Teacher Communication
- Parent Meetings and Questions
- Resources
- School Books, Textbooks, IT Resources



CONTENTS

6 Behaviour

- Guidance and Student Care
- Behavioural Expectations
- Use of Phones and Electronics
- Academic Honesty
- Anti-Bullying

7 Medical & Food

- General Medical Information
- First Aid
- Sickness During The Day
- Head Lice
- Emergency Precautions
- Evacuation Drill
- Lockdown Drill
- Relocation to Safe-Haven Drill
- Insurances
- Food
- Snack and Lunches
- Chewing Gum Policy
- Birthday Policy

8 Uniform

- Uniform Policy



Welcome from the Head of School



Riyad Yaghi
Head of School

“we proudly serve over 800 students from 63 different nationalities”

Welcome to Swiss International School IB Continuum (PYP, MYP, DP)

Swiss International School-Qatar (SISQ) opened its doors in 2017 with 300 students from Pre-K to Grade 8. Today, we proudly serve over 800 students from 63 different nationalities, implementing the International Baccalaureate Primary Years Program, Middle Years Program, and Diploma Program. SISQ is a flagship school, grounded in the international values of Switzerland, offering families in Qatar a truly global education for the future.

At SISQ, we strive to develop learners who are fulfilled, inspired, and prepared through engaging and enjoyable learning experiences. Our dedicated faculty and staff bring passion and creativity to their roles, recognising the uniqueness of each student and providing the individual attention and care they need. Together, we empower students to achieve their academic, social, and co-curricular aspirations.

Our students are recognised for their excellence, hard work, and commitment to learning. Many of our graduates gain acceptance to prestigious universities, including Ivy League schools around the world.

We are proud to foster a culture of care at SISQ, a quality recognized by the IB/CIS visiting teams during their evaluation visit. Our goal is to develop students who understand themselves, their place in the world, and the positive impact they can create.

We are confident that our school community will continue to uphold SISQ as the top school in Qatar, sought after by both Qatari and expatriate parents for the unique education it offers their children.

Warm regards,
Riyad Yaghi
Head of School



Welcome from the Primary School Principal



Sonia Bradley
Primary School Principal

*“Confident,
Creative,
Compassionate
Learners”*

Dear Parents,

It is with great pleasure that I welcome you to the Primary School at the Swiss International School Qatar. Whether you are new to our community or returning for another exciting year, we are so pleased to have your family with us on this journey.

At SISQ, we believe that every child has the right to feel safe, valued, and inspired to learn. Our Primary School is a vibrant, caring environment where students are encouraged to ask questions, take risks, and grow both academically and personally. Through the IB Primary Years Programme, we support learners to develop into confident, creative, and compassionate individuals, ready to make a difference in their world.

As a truly international and multilingual school, we celebrate diversity in all its forms. We are proud to offer a rich language programme in English, French, Arabic, and German, and to nurture global citizenship at every stage. Equally, we recognise the importance of personal wellbeing and emotional development in helping children thrive.

The partnership between home and school plays a vital role in your child's success. We value your trust and collaboration and invite you to take an active role in your child's learning journey. This handbook has been created to support you with helpful information, routines, and expectations that guide life in the Primary School.

I am honoured to lead such a dedicated team of educators and to work closely with families to provide the very best learning experience for our students. I look forward to a fantastic year ahead, full of growth, discovery, and joyful learning.

Warm regards,
Mrs Sonia Bradley
Primary 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
E-mail address: info@sisq.qa



Our Leadership Team

Mr. Riyad Yaghi

Head of School

ryaghi@sisq.qa

Sonia Bradley

Primary School Principal

sobradley@sisq.qa

Alex Mutwiri

PYP Coordinator

amutwiri@sisq.qa

Amira Lahmek

Head of Pastoral

alahmek@sisq.qa

Claire Assoum

Community Engagement Lead

cassoum@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 primary 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.

- School Access and Parking Policy
- Behaviour Policy
- Uniform Policy
- Academic Integrity Policy
- Food Policy
- Health and Safety Policy
- School Day, Attendance and Punctuality Policy
- Academic, Assessment and Reporting Policy
- Student Progression and Retention Policy
- Admission Policy
- Assessment and Reporting principles and required practices
- Assessment and Reporting principles and required practices (PYP)
- EAL policy
- Inclusion policy
- Language policy
- Emergency Evacuation Policy





Who to Contact

	Type of Problem	Contact Person
HEALTH & WELLNESS	General Health and Well-being questions, physical or emotional	School Nurses Another trusted adult
	Urgent or unresolved Health and Well-being questions, physical or emotional	Classroom/homeroom teacher
ACADEMIC	Instructional questions	Homeroom and/or Specialist teachers
	Curriculum issues	PYP Coordinator - Alex Mutwiri
	Social-emotional/Behavioural	Head of Pastoral- Amira Lahmek
	Schedule issues Safeguarding	Primary School Principal - Sonia Bradley
KEEPING CHILDREN SAFE AT SISQ	Relationship issues (family, friends and significant other)	Classroom/homeroom teacher
	Reporting a student who might be harming the school's reputation	Classroom/homeroom teacher
	Reporting a student who might be harming themselves or others	
	Online Safeguarding concerns	Online Safeguarding Lead- Mark Gallagher
	Safeguarding concerns	Designated Safeguarding Lead- Sonia Bradley





Who to Contact

	Type of Problem	Contact Person
TECHNICAL ISSUES / ONLINE SAFETY	IT Issues	IT - Abdullah Malik
	Online Safety	Online Safety Lead - Mark Gallagher
	Canteen Suggestions/Concerns/Compliments	School Life Department - info@sisq.qa
	Library Facilities/Referencing	Library Educator - Alex Mutwiri Library Assistant - Iuliana Ionita
	Suggestions, Concerns or Questions about General School Facilities & Services	School Life Department - info@sisq.qa
	Questions Related to Application of Policies, Rules and Procedures	Classroom/homeroom teacher Primary School Principal - Sonia Bradley

What About Confidentiality?

The adults that learners talk to at school will keep everything confidential unless they themselves or another person is in danger.





3 | School Hours, Arrival, Departure, & Attendance



School Hours, Arrival, Departure & Attendance

School Hours

Learners should arrive at school at 07:15 am to be ready to start learning at 7:30 am. Those not present in class at 7:31 am will be registered as absent.

All learners in Early Years and Primary School should be brought to and collected from school by an adult in designated areas.

All Early Years learners should be brought to and collected from school by an adult using the class balcony door.

The school day finishes at 1pm for PK1 and 2pm for PK2 except on Thursdays where they also finish at 1pm, and at 2:00pm for KG to G5.

Children should not play or wait unattended or unsupervised after school. To ensure smooth traffic flow, we kindly ask parents to promptly leave the premises after picking up their child.

Student Punctuality

Being on time to school and class is an important aspect of being an effective learner. Lateness disrupts learning, both for the learner who is late, as well as those who are already in class.

All children who arrive at school after 7:30 am must register at reception and collect a "late slip" to be handed to their class teacher.

For more information, you can also read the full policy here:

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

After School Activities: the SISQ Community HUB

The HUB has two main functions:

- The After School Activities (for SISQ students only)
- The Community Activities (for all students and adults regardless from which school they come from)

Detailed programmes will be available on the website and registrations will be available prior to the start of the academic year via this link: <http://members.sisq.clubsys.net>

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

Child Care and Late Pick Up

Children from PK2 to Grade 5 need to be collected at the end of classes at 2:00 pm, unless learners from KG-G5 sign up for an enrichment activity, in which case they can be collected at 3:00 pm.

It is a long day for 3-year-olds and we encourage 1:00 pm pick up for PK1 learners. In exceptional cases PK1 learners can enroll in after school care until 2:00 pm.

Early Years and Primary Years learners must not be left in school outside of class hours unless they have an activity or childcare has been arranged with the school. If a parent is going to be late, please inform the school by phoning the emergency line at +974 5573 6985.

If a child is picked late three times in a month, parents will receive a phone call from school. There may also be a financial penalty for continuous late pickups.

Enrichment Activities

The enrichment programme is part of the school day for Early Years students. No additional activities are offered beyond 2:00 pm.

For Kindergarten to Grade 5, After school activities will be offered from Monday to Wednesday from 2:00 pm to 3:00 pm.

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, college and beyond.

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 3:00 pm, on weekends and during the holidays.





School Hours, Arrival, Departure & Attendance

Daily Routine

A normal school day at SISQ for our Primary School learners is divided into different blocks. The length of the day is dependent on the grade and based on the development stage of the age group. Please note that the dismissal time for PK1 has been extended to 1:00 PM daily, and both PK1 and PK2 will end the day at 1:00 PM every Thursday.

PK1	
7:30-9:05 am	Learning activities / Specialist session
9:05-9:35 am	Break
9:20-11:15 am	Learning activities / Specialist session
11:30-12:00 pm	Lunch
12:00-13:00 pm	Learning activities
13:00 pm	Dismissal

PK 2 - Grade 5	
7:30-8:20 am	Block 1
8:25-9:15 am	Block 2
9:20-9:50 am	Snack Break
9:50-10:40 am	Block 3
10:45-11:30 am	Block 4
11:30-12:10pm	Lunch
12:15-13:05 pm	Block 5
13:10-14:00 pm	Block 6





School Hours, Arrival, Departure & Attendance

Student Absence

Learners need to be present at school to make the most of every learning opportunity available to them.

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

If a learner is unable to attend school on a given day due to a family emergency or illness, the parent should email or telephone the school before 8 am on the day of absence on +974 40363131.

Weather permitting daily outdoor play and physical education are an integral part of our curriculum. If your child has been ill and is unable to fully participate in learning, they should stay at home the following day so they recover fully.

A medical note must be provided in case of illness upon the learner's return to school.

For more information, you can also read the full policy here:

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

School Campus Access Policy

The safety of all learners 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 Badge Request 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 around the neck at all times while on the campus. This includes parents and teachers. Any individual without their badge and lanyard will need to register with Security at the Main Gate and get a visitor's badge (with a yellow lanyard).

All PYP learners must be collected at the end of the day by an adult in the designated meeting point. If a student is picked up by a sibling from MYP or DP, please fill in the Registration Form, available from Reception.

If for any reason, your child has to be dropped off or picked up by someone else, please inform the school office in advance by providing written authorisation including the person's full name.

For more information, you can also read the full procedure here

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





4 | Academics



Curriculum

The IB Learner Profile Attributes

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.

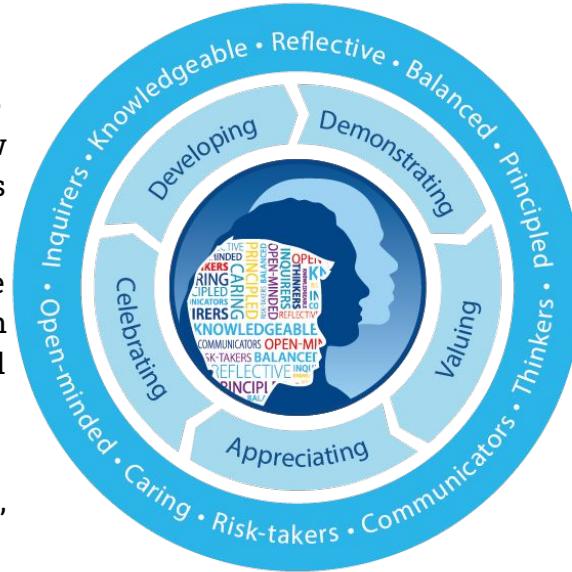
Open-Minded: They understand and appreciate their own cultures & personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

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/>



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Curriculum

PK1 to Grade 5

The Primary Years Programme

SISQ follows the IB Primary Years Programme from PK1 to Grade 5. The PYP is a recognised international curriculum framework designed for children aged 3 to 12 years. The programme is regularly reviewed to keep abreast of best practices and innovations in both national and international systems, worldwide. The philosophy and methodologies of the programme are an excellent fit with our guiding principles and school-wide values. For more information about the IB Programmes, please visit the IB Website.

The PYP focuses on the development of the whole child, affecting hearts as well as minds. The academic, social, physical, emotional and cultural needs of children are met through a progressive set of learning outcomes for each of the subject areas alongside the attributes of the IB Learner Profile.

The core of the PYP philosophy is learning through structured concept based inquiry and learners and teachers collaborate to answer 3 related questions:

- What do we want to learn?
- How best will we learn?
- How will we know what we have learned?

From this basis a comprehensive and rigorous curriculum is built that employs the best of teaching strategies and incorporates effective assessment procedures.

Units of Inquiry

The programme is transdisciplinary in nature. It encourages holistic learning and the transfer of knowledge, concepts, skills and understanding from one curriculum area to another. Learners engage in Units of Inquiry (UOI) throughout the year that address the following global concepts:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet





Curriculum

These themes are revisited annually with a fresh focus and learners follow related ideas of inquiry that deepen and broaden their learning. The Units of Inquiry are designed and developed to be inclusive of all abilities, cultures and backgrounds.

The curriculum is comprised of these disciplines:

- Language Arts
- Mathematics
- Science
- Social studies
- Art
- Physical Education (PE)
- Music
- French
- German
- Digital Literacy
- Arabic
- Islamic Studies
- Qatar History

Language Arts and Mathematics are taught specifically as well as within the UOI. Each UOI has either a Science or Social Studies focus. Digital Literacy skills are taught through the curriculum. These elements of the curriculum are taught by the homeroom teacher. PE, Music, French, German and Arabic are supported by specialist subject teachers. Children have the use of specialised Music studio, and a fully equipped gymnasium. All muslim children participate in Islamic Studies.

Curriculum Enrichment Activities

The Early Years and Primary School is an active, happy community and regular school assemblies are held to build community across the different grades and provide opportunities for learners to perform in public, to celebrate and to share their learning experiences. We actively seek out opportunities for learners to participate in curriculum field trips and participate in sports fixtures. The extensive and varied enrichment activities programme offered at SISQ allows learners to explore interests beyond the regular curriculum.





Languages

The English Language

English is the main language of instruction at SISQ and it aims to equip learners with the skills to communicate effectively and responsibly in an ever-changing digital world.

The French Language

Whilst English is the primary language of instruction there is also a strong focus on the French language. Our Early Years classrooms have a French Learning Assistant who speaks to all students in French. This allows all students to be exposed to the language and develop their language skills. In addition to offering children in Primary School between 2 - 4 French classes per week, students are exposed to French in a variety of settings.

The Arabic Language

The Arabic language is very important at the Swiss International School for our Arabic speaking learners. We offer classes for native speakers and beginners; learners are placed according to their level.

Children who are native speakers are provided with four Arabic classes in the timetable. Children who are beginners are provided with two Arabic classes in the timetable.

The German Language

German is offered from Grade 1 for Beginner and fluent German speakers. Some learners can opt to study German as an additional language in place of Arabic.

Language Support Programme

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 learners. Our strong Language Support Programme aims to ensure that the needs of learners 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 learners integrate within the classroom environment. This includes support within the classroom, use of specific resources, differentiation and advice to parents.





Home Learning & Academic Achievements

The most important aspect of home learning in the Primary School is daily reading practice and engaged dialogue about learning. For younger Early Years students who cannot yet read independently, this can include being read to or sharing a book with an adult. The following table gives an indication of the time that should be dedicated to home learning in Primary Years:

Grade	Assignments Homeroom & Single Subjects Combined	Reading
PK1 & PK2		Sharing a book with an adult 10 mins per day
K & G1	K: N/A G1: 30 min per week	Personal reading/book sharing 20 mins per day
G2 & G3	30 min per week When needed	Personal reading 20 mins per day IXL/ Raz Kids personalised tasks
G4 & G5	60 min X 3 per week When needed	Personal reading 20-30 mins per day IXL/Raz Kids personalised tasks

Parent information meetings will suggest conversation starters and questions to provoke insight.

Academic Achievements

If a learner'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 learner's academic achievement fails to improve, he/she may not be able to progress to the next year or to remain at SISQ.





Assessment

The main purpose of assessment at SISQ is to promote learning. SISQ's assessment policy is deeply rooted in IB principles as well as recent educational research on what benefits learning. Most of the assessment learners undergo at SISQ is there to help teachers establish where they are in their learning and how to help them improve (formative assessment). Learners will receive constructive and individualised feedback to help them make progress. They 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
1. Fair 2. Varied and meaningful 3. Consistent 4. Aligned with IB practices	1. Feedback first 2. Learning focused 3. Growth focused 4. Timely

Achievement grades will be communicated to learners and parents following this, based on IB practices:

E	Excelling	Consistently excelling in meeting the learning objectives
C	Confident	Successfully meeting the learning objectives independently
D	Developing	Meeting some of the learning objectives
B	Beginning	Beginning to work towards the learning objectives
N	Not yet	Not yet showing evidence of meeting the learning objectives
*	Not introduced	The concept has not yet been introduced





Reporting & Standardised testing

Reporting at SISQ can take the form of informal and formal conferences and written reports that include grades and/or comments. A reporting schedule is communicated to families at the start of the 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.

Parents can expect the following:

Three written reports	Settling-in report: Term 1 Mid-Year Report: Term 2 End-of-Year Report: Term 3
Parent Teacher Conferences	Once a year
Student-led Conferences	Once a year

Standardised Testing

At SISQ, we conduct MAP (Measures of Academic Progress) assessments twice a year for all students from Grade 2 to Grade 5. These assessments help us track our students' academic progress and tailor our teaching strategies to better meet their individual needs. Parents will receive the results as soon as all students have completed the test.

We request that all students are present at school during these assessment periods to facilitate accurate and comprehensive evaluations.

If a learner'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 learner's academic achievement fails to improve, he/she may not be able to progress to the next year or to remain at SISQ.



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 or the Toddle Family app. 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.

At the beginning of the school year, all teachers will communicate their email addresses to the parents.

Parents will receive regular messages via Toddle from the class teacher. Toddle is a digital tool, and is used to communicate class news, photographs of learning activities and is a digital portfolio of student work.

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.

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 teacher.

Parents Meetings and Questions

From time to time you or your child might have a question or be unsure about an issue in school. Learners 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 appropriate head of division.





Resources

Text books (when applicable)	Provided by the school
Exercise books	Provided by the school
Stationery	Provided by the school
Shared iPads for K-G2	Provided by the school
Bring Your Own Device for Grades 3-5	Provided by each family for their child

School Books

Children 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.

IT Resources

SISQ is well placed to ensure that technology is seamlessly integrated into the daily lives of our learners, educators, and staff members. This approach maximises learning and helps our learners 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 learners have access to a wide range of programmes and applications. There will be occasions when learners may need to work independently at home with technology. In addition to learning applications, they are taught healthy and responsible lifestyle choices related to technology.

BYOD: Bring Your Own Device

We have a 'bring your own device' (BYOD) programme in grades 3, 4 and 5 and students in these grades will be required to bring their own laptops to school.

BYOD allows learners to become familiar with a personal device which they own and which is exclusively for their personal use. There is also the added benefit of being able to use the device at home should the need arise.

For more information, you can also visit the full policy here:

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





6 | Behaviour



Behaviour

Guidance and Student Care

Your child's class teacher is responsible for the overall care of your child and the other students in the class. They support your child's general well-being, foster a positive group atmosphere, and address any organisational, emotional, educational, or behavioural issues that may arise.

Should you have any concerns about your child, please contact the class teacher first, as they are best placed to support and guide you.

In addition to your child's class teacher, all members of staff are committed to supporting your child's overall well-being and 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.

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. See below and next page for more detailed guidance.

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



Stages guidance and responses



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.





Behaviour

Pre-Kindergarten Behaviour Quick Reference Guide - non exhaustive list

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





Behaviour

K-G3 Behaviour Quick Reference Guide - non exhaustive list

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





Behaviour

G4/G5 Behaviour Quick Reference Guide - non exhaustive list

Interrupting class work/Interrupting others	Stage 1
Off-task/Not completing work	Stage 1
Talking during instruction	Stage 1
Social distractions/ignoring minor directions	Stage 1
Refusal to engage	Stage 2
Backtalk/inappropriate language/arguing directions	Stage 2
Disrupting group work	Stage 2
Hitting/fighting/name calling	Stage 3
Persistent defiance/Talking back rudely	Stage 3
Disrupting learning environment	Stage 3
Aggressive outbursts (verbal)	Stage 4
Stealing/Vandalism	Stage 4
Unsafe choices (running away, throwing items)	Stage 4
Violent assault/aggression/physical outbursts	Stage 5
Leaving room without permission	Stage 5
Deliberately offending/hurting others	Stage 5
Bullying/repeated name calling	Stage 5
Continued escalation despite interventions	Stage 5
Continuous low-level disruptive behaviour	Might escalate to stages 4 or 5 directly





Rewards

Integrity Grit Kindness

A Swiss falcon is a courageous risk-taker, who demonstrates grit and resilience. They are committed and dedicated to becoming a lifelong learner. Swiss Falcons are kind, and caring and show compassion and empathy. They are curious Inquirers who use their thinking and communication skills effectively. Swiss falcons are determined to make a difference in the world and act with integrity to make a positive difference.

Falcon Award Program

At our school, we are committed to recognising and celebrating the outstanding qualities of our students. The Falcon Award is a special accolade given by homeroom and specialist teachers to students who consistently demonstrate the learner profile attributes. These attributes include being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Throughout the year, students have the opportunity to earn a Falcon Award by embodying these qualities in their daily school life. We believe that recognising and celebrating these attributes not only encourages students to strive for excellence, but also helps build a positive and supportive school community. When a student earns a Falcon Award, their teacher will acknowledge it by sending a message or photo home via Toddle, so families can share in the celebration.





Use of Phones & Electronics, Academic Integrity, Anti-Bullying

Use of Phones and Electronics

For the well-being and focus of our students, the use of cell phones are not allowed in primary school. We believe that limiting the use of electronic devices helps create a more engaging and distraction-free learning environment. The MOE have also stated that students must not bring mobile phones on campus. Smartwatches and Fitbits are also prohibited for Early Years and Primary school learners.

For more information, you can also visit our full policy here:

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

Academic Integrity

What is academic integrity?

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

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

SISQ will endeavour to empower learners 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.

A learner who has mastered academic integrity, 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 here:

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





Use of Phones & Electronics, Academic Integrity, Anti-Bullying

Anti-Bullying

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

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

If a learner feels that they are being bullied, they should tell a responsible adult as soon as possible.

For more information, you can also visit our full policy here:

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

Bullying of any kind is unacceptable in our school.

At SISQ, all students and staff regardless of age, gender, ability, race, creed and other differences are treated in the same way and with equal dignity.





7 | Student Health & Safety





Student Health & Safety

General Medical Information

We have fully qualified and experienced school nurses on the premises during school hours. The nurses keep health records and supervise medical checks. They will inform parents of incidents/accidents or medical conditions and if medication is needed. Only the school nurses can administer medication if needed during school.

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 first aid kits are always available in the medical rooms and in designated areas.

SISQ is equipped with AED machines.

Sickness during the day

Learners who feel unwell during the day should go to the nurse or be brought to the nurse by their teacher or assistant. Before doing so, they must obtain a note from their class teacher. If a learner feels unwell during break or lunch they need to collect a permission slip from the teacher on duty to go the nurse, who will then inform the student's teacher of their whereabouts. If the nurse decides that a learner is not well enough to remain in school, parents will be contacted and the learner may be collected to go home. No learner is to make the decision to go home themselves and parents are strongly discouraged to act against the advice of the school nurse. If the learner is not well enough to return to school the next day, parents should follow the absent-from-school procedure.

Children who present with a fever will be sent home, and we kindly ask parents not to send children with a fever to school.

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.





Food

Snack & Lunches

Families are given the choice between buying a healthy snack/lunch at the school canteen or sending a lunchbox including snack and lunch from home.

Students should not bring any nuts to school, as some of our children have severe nut allergies. In addition, food that contains pork, fizzy drinks and energy drinks are not allowed in school. Sweets and chocolate should also be avoided.

A healthy lunch should include a piece of fruit and vegetables. All meals should be ready and easy to eat. An additional snack may be sent if your child participates in an after school activity.

The chosen school supplier for the canteen is Al Bateel Bakery. Cold or hot lunch boxes are offered. Meals need to be ordered directly by parents as PYP learners are not permitted to purchase food from the canteen. Torba Market is located in the West Building catering for the Secondary school and parents.

We encourage our children to bring reusable water bottles to school and to avoid single use plastic bottles. There are water dispensers around the school for the children to fill up their water bottles. Please label your child's water bottle clearly.

Teachers, Learning Assistants and key staff members will monitor the children during lunch and snack time.

Microwaving of food is not possible.

When learners finish their lunch, they are asked to leave their space clean and tidy.

For more information, you can also visit our Food Policy here:

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





Chewing Gum & Birthday Policy

Chewing Gum Policy

Learners may not chew gum at any time on the school campus.

Birthday Policy

We recognise that a birthday is a very special day for children and we will always acknowledge this at school. Within the classroom we sing "Happy Birthday" and try to make the child

feel
special

on this day.



They will also be recognised during assembly. However, school is not the place to have a party for your child and we ask that you do not send cakes or food, party bags or sweets to school.

Invites to parties organised out of school cannot be given out on the school premises unless every child in the class is invited.

For more information, you can also visit our full policy here:

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





8 | Uniform





Uniforms

Uniform Policy

At SISQ, we believe that a school uniform projects an atmosphere of pride, loyalty and equality among the student population. It presents an image of professionalism, encourages self-discipline and helps students feel a part of "the team" at school.

We secured a local provider that will support our school in the next few years: **Zaks Trading**

PK to Grade 5

There will be three uniform purchase options for the academic year 2025-2026:

- Option 1: Online, directly from the supplier.
- Option 2: Local store in Al Rayyan Area.
- Option 3: A pop-up shop in school during the beginning of the academic year.

We would like to point out that the school is not involved in the transactions between the parents and Zaks in any way. SISQ does not cover any costs related to ordering, paying or shipping to the parents' chosen destination.

Parents might choose to acquire the uniform with other suppliers. In this case all SISQ guidelines must be complied with (that includes but is not limited to fabrics, colours, designs, quality, brand guidelines, etc).

For more information, you can also read the full policy here:

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





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