



SWISS INTERNATIONAL SCHOOL  
QATAR

# SCHOOL DAY, ATTENDANCE & PUNCTUALITY POLICY

|                 |                   |
|-----------------|-------------------|
| Staff In charge | Heads of Division |
| Latest revision | June 2025         |
| Approved by     | Head of School    |
| Next Revision   | June 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 ومتسائلون ومستعدون لتجربة أشياء جديدة؛ يتعلمون بدوافع ذاتية.
- ملهمون لمشاركة ما تعلموه وتطبيقه، يمكنهم استخدام ما تعلموه لتحسين حياتهم وحياة 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 نظرهم؛ إنهم شجعان ومهتمون ومستعدون لاتخاذ إجراءات لجمع 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.



## Times of day

A normal school day at SISQ in PYP 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 see below:

### PK1

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

For PYP/MYP/DP students, (PK2 - Grade 12) the day starts at 7:30 AM sharp and finishes at 2:00 PM. Their day is divided into 6 academic blocks as follows:

### PK2 - Grade 5

#### PYP

|               |          |
|---------------|----------|
| 7:30 - 8:20   | Period 1 |
| 8:25 - 9:15   | Period 2 |
| 9:20 - 9:50   | Break    |
| 9:50 - 10:40  | Period 3 |
| 10:45 - 11:30 | Period 4 |
| 11:30 - 12:10 | Lunch    |
| 12:15 - 13:05 | Period 5 |
| 13:10 - 14:00 | Period 6 |

In PYP, all students should be brought directly to the School by an adult. **We recommend that students aim to arrive by 7:15am.** Children should not be allowed to run ahead or to play or wait anywhere unattended or unsupervised. The school day finishes at 1.00pm for PK1 and at 2:00pm for children in PK2 to Grade 5. Thursdays, PK2 finish at 1.00pm.



For secondary students, the day starts at 7:30 AM sharp and finishes at 2:00 PM. Their day is divided into 6 academic periods as follows:

### Secondary School

|               |              |
|---------------|--------------|
| 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     |

**All students are expected to arrive at school early enough to be ready to learn. Registration will take place at 7:30 AM and students who are not present then will be registered as absent. We recommend that students aim to arrive by 7:20 AM.**

### Attendance policy

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.

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 extracurricular activities or from representing the school at events and competitions. They may also be asked to repeat the grade depending on circumstances. Student attendance will be reviewed every four weeks. If attendance levels are below 95%, parents will be contacted to discuss the student's absence. It is understandable that, at times, absence may be unavoidable. In the following instances, absences will be authorised but will still count in the student's overall attendance rate for the year:

- Illness or medical reasons supported by medical notes
- Religious observances
- Family emergencies



The following chart outlines the procedure that will be followed with regards to attendance in the Secondary School:

|   |
|---|
| Tutor/Homeroom Teacher monitors student attendance on a monthly basis |
| ↓   |
| Attendance falls below 95%  |
| Contact home by email or telephone to discuss                         |
| Monitor for a further four weeks                                      |
| ↓   |
| Attendance falls below 90%  |
| Parent meeting held with form tutor/homeroom teacher                  |
| Action Plan put in place  |
| Monitor for a further four weeks                                      |
| ↓   |
| Attendance falls below 85%  |
| Parent meeting held with Divisional Principal                         |
| Student placed on attendance report                                   |
| ↓   |
| Attendance falls below 80%  |
| Parent meeting with Head of School                                    |
| Normally a student is not permitted to progress to next academic year |

### *Absent to school procedure*

**If a student 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 (+974 4036 3131) or through the school emergency number (+974 5573 6985). You may also notify the school through Managebac or Toddle.**

An indication of the duration of the absence should be given. If the school receives no notification for a student's absence an Email/SMS will be sent informing parents that their child is not at school. For medical absences to be excused, a medical note must be provided upon the student's return to school. This must be handed in to the office. In Secondary, upon their return, a student must submit any work that was due before they were absent and must arrange to make up other work and assessments. They must see their teachers on the first day of their return to school.

In situations where parents know that a student will be absent from school, written notification should be provided. It will be at the discretion of the school whether the absence is excused or unexcused. While every effort will be made to provide a student with work to complete during their absence, this may not always be possible and it is up to the student





to ensure that they catch up on missed work and assessments upon their return. It should be noted that students are not permitted to take additional days of holiday during term time. Term dates are published on the school's website and should be adhered to. Excessive levels of absence may lead to students being placed on an attendance report or being asked to leave the school.

Due to new regulations from the Ministry of Education, the school is no longer able to provide online learning in cases of prolonged absence from school without applying for approval from the Ministry.

### ***Skippping 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. In Secondary, parents will be contacted and in the first instance a student will be issued with a Saturday detention. Any further instances will result in suspension and may lead to eventual expulsion from the school.

### ***End of the school day***

Students are expected to be collected promptly at the end of the day. Students who have ECAs must go directly to their activities.

Students must not remain in school unsupervised at the end of the school day. Students are not permitted to wait unsupervised for siblings who may be doing an after-school activity.

## **Punctuality policy**

**Children who arrive at school after 7:30 AM are asked to report to the school office and will be recorded as late on the school register.**

Being on time to school and class is an important aspect of being an effective learner. Lateness to school and class disrupts learning, both for the student who is late, as well as students who are already in class. Effective time management is an important approach to learning, as stipulated by the IB, and students' ability to manage their time will be monitored while at school. As with attendance, punctuality will be reviewed every four weeks and, if necessary, sanctions will be issued to students who are excessively late. Students who arrive late (7.30 AM) to school must sign in before proceeding to class. Any lateness to lessons during the school day will be recorded on iSams/ManageBac. Students who are late for a genuine reason, such as a medical appointment or a family emergency, must bring a written note with them when signing in. Wherever possible, this should be an official appointment card.



### ***Punctuality sanctions for PYP students***

In the PYP, most of the core subjects are studied first thing in the morning, so it is particularly important for students to be on time if they do not want to miss out on important learning. Families are responsible for getting their children to school on time. SISQ takes punctuality seriously, and a careful record will be kept for each child.

### ***Punctuality sanctions for Secondary students***

Students who arrive at class 15 or more minutes late will be counted as being absent for that class. The following sanctions will be issued to students who are excessively late:

|   |  |
|---|--|
| <b>Lates</b><br><i>(Consequences<br/>are for each<br/>4-week cycle)</i> | <ul style="list-style-type: none"><li>• 3-4 lates = Warning in Managebac</li><li>• 5-7 lates = Break and lunch detention</li><li>• 8-9 lates = Break and lunch detention for two days</li><li>• Parents notified</li></ul>               |
|   | <ul style="list-style-type: none"><li>• 10-12 lates = 1 hour detention on Thursday after school</li><li>• 13-14 lates = Week long after school detention and 1 hour on a Thursday</li><li>• Letter to parents and student file</li></ul> |
|   | <ul style="list-style-type: none"><li>• Behaviour probation</li><li>• Removal from extracurricular activities</li></ul>  |

At the end of the day, students will only be dismissed by their parents or a named, authorised adult. If there is a change to the routine for any reason, it is essential that you let the School Office know by email, so that staff who are dismissing can be advised of changes. If an adult not known to the school is to collect your child, details must also be given in writing to his or her class teacher and identification may be requested. Parental consent must be obtained in writing (there is a form available from reception) if a PYP student is picked up by a sibling who is a MYP or DP student. Otherwise, the PYP child will not be released into the care of their school-going sibling.

### **Before and after school care**

Parents should contact the school to ask about before school care if they are interested. After/Before-school care is offered for PK1 and PK2 from 6:30-7:15 AM and 12:45 to 2:00 PM.

- PK1 and PK2 from 6:30-7:15 AM and 12:45 to 2:00 PM.
- Children from Kindergarten to G5 need to be collected at the end of classes at 2:00 PM, unless they sign up for an Extracurricular activity, in which case they can be collected at 3:00 PM.
- PYP students must not be left in school outside of class hours unless they have an activity or care has been arranged with the school.



The ECA programme will provide our students with the opportunities and environments to develop the relevant skill sets, attitudes and competencies for the whole person in the 21st century. The ECAs at SISQ will be at the forefront of developing those qualities required to succeed in a rapidly changing world and as a result will have at their core the 4 C's of Critical Thinking, Creativity, Communication and Collaboration.

We will aim to provide holistic and active experiences with individual participation and healthy lifestyle choices at the heart of what we do. The design and delivery will be age appropriate and will encourage the application of knowledge through competency based evaluation. A wide breadth of choice will be available including Sport, Performing Arts, Music, Language Development and Art.

Our school will be involved in leagues, tournaments and festivals for both team and individual sports and will compete against the other schools in Qatar and beyond. A detailed description of what ECAs are on offer is available from our front office.

### **Educational trips and visits**

Each of the SISQ classes may go on day trips to gain an insight into aspects of local culture or to support topics which have been investigated in class.

Education trips play a crucial role in enhancing students' learning experiences and aligning with the International Baccalaureate (IB) curriculum framework. The IB emphasises a holistic approach to education, promoting inquiry-based learning and fostering the development of knowledge, skills, attitudes, and action. Education trips provide unique opportunities to support and enrich these aspects of the IB curriculum.

Parents will be asked to fill in an authorisation form before each field trip.