



SWISS INTERNATIONAL SCHOOL  
QATAR

# SECONDARY BEHAVIOUR POLICY

Staff Incharge	Heads of Division
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Approved by	Head of School
Next Revision	October 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 ومتساثلون 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.
- Émotionnellement 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.



### Behaviour Expectations

To ensure the safety of its students and create a respectful learning environment, SISQ uses the following Code of Conduct and its corresponding consequences.

#### Code of Conduct

- **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. Accept responsibility for actions and consequences.

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 task:** be focused on your own learning and not disrupt the learning of others.

Students who consistently meet or exceed school expectations will be rewarded. Students who fall short of these expectations will be issued with sanctions and consequences, as well as support in correcting their conduct to ensure they understand how to meet school expectations.

#### 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 of being:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Rewards may be issued in the following forms:

- Merits on Managebac
- Certificates of achievement
- Formal awards
- Assembly acknowledgement or presentations
- Contact with home
- Special mention on SISQ social media platforms





### *Sanctions*

People learn better in a safe supportive environment. It is our priority to provide a learning environment for students, teachers, staff, and the community, which fosters honesty, mutual respect, self-discipline, and responsibility. When behaviour harms this environment, school administration will determine consequences that we hope deter this behaviour. The school administration endeavours to make disciplinary decisions based on the best interest of individual students and all students.

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.

**These expectations apply both on campus and whilst students are representing the school, for instance on trips and visits.**

This will be tracked by the student's class teachers, homeroom teacher and Pastoral Lead- who will identify where additional support may be necessary. The aim of sanctions is to remind students of expected behaviours and conduct to help them progress in their learning and development.

When a verbal warning is given, the teacher may choose to use additional behaviour strategies in order to avoid having to take further action. This may involve moving the student to a different seat; writing their name on the board; taking the planner and putting it on the teacher desk; changing the student's partner; or asking the student to work alone. Teachers use their professional judgement about whether an incident is to be considered low level disruption or an incident of a more serious nature.

The consequences below represent standard response to some inappropriate behaviours. Each situation may require a different response depending on circumstances. The administration determines the degree to which sanctions are implemented and may need to implement appropriate consequences on behaviours not listed below.

Where appropriate, counselling may be recommended.

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



## Behaviours demonstrating a lack of integrity

BEHAVIOUR	1ST Occurance	2ND Occurance	3RD Occurance
Lying or misrepresenting the truth to a member of faculty or staff	Detention Possible suspension Parents notified	Suspension, Possible recommendation for expulsion	Recommendation for expulsion
Theft	Suspension, Possible recommendation for expulsion	Recommendation for expulsion	
Falsification of information or misrepresenting the truth on documents	Suspension	Suspension, Possible recommendation for expulsion	Recommendation for expulsion
Academic Integrity: Plagiarism, collusion, cheating, testing malpractice	Separate policy available		
Unapproved entry of school facilities and/ or searching through faculty desks, files, etc	Detention Possible suspension Parents notified	Suspension, Possible recommendation for expulsion	Recommendation for expulsion



## Behaviours demonstrating disrespect, apathy, or indifference

BEHAVIOUR	1ST Occurance	2ND Occurance	3RD Occurance
Disrespectful behaviour toward a staff member or failure to follow an instruction	Detention Parents notified	Detention Possible suspension	Suspension Possible recommendation for expulsion
Out of uniform or dress code violation	Warning Student mad to change Parents notified by Managebac	Detention (lunch) Student made to change Parents notified	Detention (1 hour) Student not allowed in lessons until in uniform Parents notified
Late to school (Consequences are for each month)	3-4 lates = warning in planner 5-7 lates = break and lunch detention 8-9 lates = break and lunch detention for two days, parents notified	10-12 lates = 2 hour detention on Thursday after school 13-14 lates = Week-long after school detention and 2 hours on a Thursday, Letter to parents and student file	15 lates = Suspension Behaviour report, removal from extracurricular activities
Absence from class without permission (i.e. skipping class)	Detention (1 hour per class missed) Student must make up work missed on the same day, if at school	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
Littering or leaving a mess for others to clean	Pick up all mess in the area	Detention: Clean up duty in cafeteria or other area Parents notified	
Inappropriate Public Displays of Affection	Warning Parents notified	Detention Letter to parents	Detention Behaviour Report



Disrespectful behaviour toward another student including racist or other discriminatory comments or actions.	Detention Parents notified	Suspension Social restrictions	Recommendation for expulsion
Vulgar language or use of obscenities	Warning	Detention Parents notified	Detention Behaviour report
Vandalism	Restitution Detention Letter to parent and on file	Suspension, Possible recommendation for expulsion	
Inappropriate use of technology	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

## Dangerous or socially irresponsible behaviour

BEHAVIOUR	1ST Occurance	2ND Occurance	3RD Occurance
Possession, consumption, or under the influence of controlled narcotic substances	Suspension	Recommendation for expulsion	
Possession or use of Tobacco, Vape or alcohol while on campus	Suspension	Recommendation for expulsion	



Fighting	Detention Possible suspension Parents notified	Suspension, Possible recommendation for expulsion	Recommendation for expulsion
Bullying, abuse, harassment or intimidation (physical, verbal, or electronic)	Detention Letter to parents (Suspension or expulsion could be recommended for serious 1st offence)	Suspension, Possible recommendation for expulsion	Recommendation for expulsion
Possession of dangerous articles (weapons, chemicals, etc)	Detention– possible recommendation for suspension / expulsion	Recommendation for expulsion	
Unlawful or misbehaviour that reflects negatively on SISQ	Detention Parents notified	Possible suspension	Possible recommendation for expulsion

Students who struggle to meet SISQ expectations will be placed on report and supported towards meeting them. The process of intervention is a gradual one and relies on cooperation between the student, parents and school. The table below outlines the interventions and supports available to students. This gradual system of intervention can be applied for both behavioural and academic concerns.

The placement of a student on report is in collaboration between the Homeroom teacher and Pastoral Lead in consultation with the student's subject teachers. At times, it may be necessary, for serious offences, to refer a student directly to the Head of Division 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 the school.





GREEN Homeroom Teacher	AMBER Pastoral Lead	RED Head of Secondary
<b>TRIGGER:</b> Six incidents logged in two or more subjects during a term, persistent lateness to school or class, persistent failure to meet academic and behavioural expectations.	<b>TRIGGER:</b> Green report was not successful, second time report has been triggered in an academic year.	<b>TRIGGER:</b> Amber report was not successful, third time report has been triggered in an academic year.
<b>TARGET:</b> No logged incidents while on report.	<b>TARGET:</b> No logged incidents while on report. Positive weekly report.	<b>TARGET:</b> No logged incidents while on report. Positive weekly report.
<b>TIME:</b> 2 weeks on report	<b>TIME:</b> 2 weeks on report	<b>TIME:</b> 2 weeks on report
<b>RESPONSIBLE:</b> Homeroom Tutor	<b>RESPONSIBLE:</b> Head of Pastoral Lead	<b>RESPONSIBLE:</b> Principal
<b>MONITORING:</b> Daily at break meeting with Form Homeroom Tutor, Weekly report.	<b>MONITORING:</b> End of each day online with Pastoral Lead	<b>MONITORING:</b> Daily at break meeting with Principal
<b>CONSEQUENCES:</b> Detentions for negative reports or logged incidents.	<b>CONSEQUENCES:</b> Agreed with student and parent at start of report depending on reason for report. Could result in detention or suspension.	<b>CONSEQUENCES:</b> Agreed with student and parent at start of report depending on reason for report. Could result in detention, suspension or expulsion if no improvement.
<b>COMMUNICATION:</b> Homeroom Tutor contacts home by phone or email to inform parents of the report and with a weekly update.	<b>COMMUNICATION:</b> Pastoral Lead telephones parents at start of report. Daily update emailed.	<b>COMMUNICATION:</b> School Principal meets with parents at start of report. Weekly update.

A student who is unsuccessful on a red report will be placed on 'probation' for a further period of two weeks. Clear targets and expectations will be set. If these are not met, the student will be asked to leave SISQ.



### *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 one long. Longer detentions may be held when approved by the Secondary Principal. 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 from 1 to 5 days. An internal suspension will be served in school. The student will be in isolation during the day and will 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 Pastoral Lead will telephone parents to inform them of the details, or a letter will be sent home to request a meeting to discuss the suspension.

### *Expulsion*

Expulsion from school is decided upon by the Head of School in consultation with the Secondary 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 will be recommended for expulsion if there is cause for a third suspension.

### *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. Parents will be contacted and in the first instance a student will be issued with a detention. Any further instances will result in suspension and may lead to eventual exclusion from the school.



### Use of Phones and Electronics

#### SECONDARY SCHOOL

The use and abuse of mobile phones in school 'environments' is a recognised safeguarding concern. We at SISQ aim to protect our students and staff at all times and as such have created this policy and associated procedures in an effort to balance security and the increasingly prevalent power and functionality of mobile media. We would ask parents to read the following carefully and to support the school's aims in developing this policy and associated procedures.

Students are permitted to bring mobile phones and other electronic devices to school although they must be **kept in the locker during the school day**. Students may only use their phones in class on the rare occasions that a teacher asks them to for the purpose of a learning activity in a lesson. In order to do this students will be issued a 'phone pass' for that lesson. All students have use of a laptop in class and these should be more than sufficient for most classes.

Students who wish to make a phone call during the school day may seek permission from reception before and after school or during break or lunch. Students should not leave lessons to make a phone call and teachers will refuse such requests. Usually, students will be permitted to use their own mobiles to make a call from the reception area. A parent who needs to get in touch with a student is asked to contact the school reception office, who will arrange for a message to be passed on to the student.

1ST Occurance	2ND Occurance	3RD Occurance
If a student is caught with their mobile phone during the school day, the phone will be confiscated for the remainder of the day. The student may collect the phone at the end of the day from the Pastoral Lead.	If a student is caught a second time, the parents will be asked to collect the phone and the student will need to attend a detention.	Subsequent violations of this rule will lead to the phone being handed to the Pastoral Lead and the beginning of each day. Repeated infringements will be treated as defiance and refusal to follow school expectations, and the above sanctions for this will apply.

**In order to safeguard all students, any use of a mobile device in bathrooms is strongly prohibited. Should a student be found to have a phone in the bathroom it will be an automatic suspension.**

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.



### Academic Honesty

- SISQ has a detailed Academic Integrity Policy, which can be found on the school website.

### Anti- Bullying

At SISQ, every student has the right to learn in a safe and comfortable environment. The school takes the wellbeing 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 characteristics as being key factors in any incident of bullying:

1. The behaviour of an individual or a group of individuals is intended to cause distress or harm.
2. The behaviour is repeated.
3. There is an imbalance of power between the individuals or groups involved
4. There is an element of intent.

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, such as a member of staff, as soon as possible. The member of staff will refer the incident to the Pastoral Lead who will speak to the student to get more details. The incident will be investigated and parents will be kept informed.

Any student who feels they have been bullied can raise this with a member of staff; they will be treated with sensitivity and discretion. 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 with discretion.

### **What happens to those who bully?**

A student who is found to be bullying others could face sanctions from the school that may lead to suspension and/or exclusion; mandatory counselling may be enforced. However, each case is unique and the school will endeavour to resolve all issues with the following goals in mind:

1. Students feel supported by the actions of the school and are ready to move forward positively.
2. Students found to be bullying understand the negative effects of their actions, can identify the root causes of the behaviour and are deemed unlikely to repeat this behaviour. Parents will be informed and support will be offered.

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.

We require the signed acknowledgment of our policies to be submitted within 48 hours. In the absence of a response, it will be assumed that you have read and agreed to all outlined policies.