



Qatar-Finland International School Behavior Policy Handbook



Student Support

Our focus is on early intervention in a flexible manner with solid co-operation between the different stakeholders. In order to prevent the emergence and growth of problems we offer support in three categories: general, intensified and special support.

Everyone is entitled to general support. It is a natural part of everyday teaching and learning process. Intensified and special support categories are based on careful assessment and long- span planning. If general support is not enough, further care is planned by multi-professional Student Welfare Team. The team consists of Vice Principal, School Counselor, Special Needs Teachers and School Nurse.

School nurse is available in the school every school day for emergencies and other health matters. Please contact the nurse for appointment or enquiries (4012 7896).

Please, do not bring your child to school if he/she is ill.

Behavior Policy

The aim is to create an atmosphere where the student can experience continuous positive learning environment. However, the emphasis is put on creating the inner motivation mechanism contrary to outer reward mechanism. The positive reinforcement should come through a realistic picture of one's actions. This picture is build based on reflection coming from the child himself, the teachers and peer group. The ultimate responsibility of behavior is on the students themselves. Actions used for positive reinforcement might be:

- Student appraisal – noticing and appreciating good behavior continuously
- Student rewarding methods – individual recognition of good behavior at group, class, module and school level
- Group rewarding methods – recognition of good behavior at societal level promoting the sense of shared responsibility in the group. This is extremely important when guiding children towards effective group skills.
- Engaging students in collaborative programs (Peer Mediation, Student Council, Breakies etc.).



Based on these principles the school applies the following Behavior Policy in an age-appropriate manner:

Policy 1: Bullying (includes social media)

- Continuous behavior which targets a specific individual or group
 - Can be active or passive (isolating, spreading rumors, calling names)
1. Verbal or physical bullying is noticed or reported
 2. Documentation of the incidents and the decision would be prepared.
 3. The class teacher meets with the perpetrator, victim and observer/reporter (documenting the incident). Parents are informed about the incident and reminded about the school's behavior policy over the phone or by e-mail.
 4. If it occurs again, the counsellor meets with the perpetrator, victim and observer/reporter (documenting the incident). Parents are informed about the incident and again reminded about the school's behavior policy over the phone or by e-mail.
 5. In reoccurring cases, there will be a meeting with the parents of both sides, class teacher, school counselor for a review and sending a warning to the child and family for the same behavior.
 6. Action plan is created for further steps to prevent the bullying with positive reinforcement as the objective.
 7. If the student continues to violate this policy, the parents can be asked to meet with the Vice Principal, SEN teacher, Counselor and Class Teacher. The student and the parents sign a conditional agreement, in which the school expectations are reinforced.
 8. In case of continuous bullying, a follow up meeting will be organized with class teacher, counselor, Principal or vice principal for the suspension of 1-5 days (depending on age/grade/severity). Suspension may be in-house or the student may be sent home. If the behavior continues, and the student has been suspended for the 3rd time, the principal will convey the decision of expulsion to the family.

Policy 2: Disturbing Behavior – Minor

- Name-calling, pushing, hitting, etc.
 - Moving around the classroom, failing to follow classroom rules and procedures, etc.
1. Minor disturbing behavior is noticed or reported
 2. Verbal reminder immediately
 3. Teacher and/or learning assistant will have a pedagogical discussion with the student (documentation of the incident).
 4. Depending on the severity and frequency of the behavior, the teacher decides the action plan (i.e. break suspension, lesson suspension, break volunteer work, temporary class switch)
 5. If it continues, the counselor will have a discussion with the student and work on skills and strategies. All incidents will be documented and informed to the parents.
 6. At this point, the counselor and teacher will meet with the parents to review the whole disciplinary process.
 7. If the student continues to violate this policy, the parents can be asked to meet with the Vice Principal, SEN teacher, Counselor and Class Teacher. The student and the parents sign a conditional agreement, in which the school expectations are reinforced.
 8. Follow-up by the student welfare team. If the behavior continues – another meeting with parents (teacher, counselor, principal or vice principal). Student may be suspended for 1-5 days (depending on age/grade/severity). Suspension may be in-house or the student may be sent home.
 9. If it continues, the principal will meet the parents and inform them about the expulsion.

Policy 3: Undone Homework, Missing Books, Materials and Equipment

1. Above mentioned behavior is noticed or reported.
2. The teacher will have a pedagogical discussion with the student and decide on the action taken (e.g., homework to be re-assigned for the next day, homework to be done over the break).
3. If it is repeated, the teacher will communicate with the parents. The student will stay in the class during the break to complete missing work or volunteer activities.



4. If the student repeats the behavior, the SEN teacher and counselor are informed about the situation. They will in turn meet with the student and try to investigate the reason behind the behavior. The teacher will also communicate with the parents. A meeting with the parent will be scheduled at this point.
5. If the student continues to violate this policy, the parents can be asked to meet with the Vice Principal, SEN teacher, Counselor and Class Teacher. The student and the parents sign a conditional agreement, in which the school expectations are reinforced.
6. The constant violation of this policy will result in the student attaining a lower grade on the report card in that particular subject.
7. In the event of the student losing school materials and/or books, the teacher will have a pedagogical discussion with the student, inform home, and asks them to replace the materials at their own cost.

Policy 4: Dishonesty (Cheating, Stealing, Plagiarism etc.)

1. Above mentioned behavior is noticed or reported.
2. The concerned staff member will document the incident and then inform the class teacher. The staff member will have a pedagogical discussion with the student immediately and decide on the action taken (e.g., repeating/failing the exam, detention, replacing the stolen item). Parents are informed.
3. The counselor may work with the student on life skills and other coping strategies if needed.
4. If the student continues to violate this policy, the parents can be asked to meet with the Vice Principal, SEN teacher, Counselor and Class Teacher. The student and the parents sign a conditional agreement, in which the school expectations are reinforced.
5. If it occurs again, parents are called in for a meeting with the teacher, counselor and vice principal. The student will be suspended for 1-5 days (depending on age/grade/severity). Suspension may be in-house or the student may be sent home.
6. If it continues, the principal will meet the parents and inform them about the expulsion

Policy 5: Violent Aggressive Behavior

- Severe: Physical injuries, obscene use of language
1. Verbal or physical violent behavior is noticed or reported. The staff member will react immediately.
 2. The counselor will meet with the perpetrator, victim and observer/reporter (documenting the incident).
 3. Parents will meet with the teacher, counselor and vice principal on the same day. The student will be suspended for 1-5 days (depending on age/grade/severity). Suspension may be in-house or the student may be sent home.
 4. If the student continues to violate this policy, the parents can be asked to meet with the Vice Principal, SEN teacher, Counselor and Class Teacher. The student and the parents sign a conditional agreement, in which the school expectations are reinforced.
 5. If it continues, the principal will meet the parents and inform them about the expulsion

Policy 6: Breaking and/or Destroying School Property

1. The concerned staff member will document the incident and then inform the class teacher. The staff member will have a pedagogical discussion with the student immediately.
2. Depending on the severity of the case (if it has been continuous/value of the property/child's age), the teacher will communicate with the vice principal immediately to decide on the action taken.
3. Parents are informed and may be requested to pay the necessary amount to replace the destroyed property.
4. If the behavior is repeated, the student will be suspended for 1-5 days.
5. If it occurs again, the principal will meet the parents and inform them about the expulsion.

**Note: Suspension is an escalating process. The first suspension is shorter and the number of days increases in reoccurring cases.*

Pedagogical Touch

Touching is a necessary element in every child's development to become mentally and physically balanced member of the society. Qatar-Finland International School recognizes and implements pedagogical touch in following situations:

- Caring touch (especially in early education but also for older students)
- Calming touch (for any over active child)
- Communicative touch (getting child's attention for communication)
- Therapeutic touch (a lot of SEN students benefit from "massage" treatment)
- Guiding touch (for students who have oriented themselves to wrong direction)
- Assisting touch (helping a child to perform a motoric task)
- Play touch (students and staff playing something that involves touching - catch)
- Holding (an extreme touch where the staff protects a child from harming him/herself of others around)

Touching is always a very personal experience and is based on adequate knowledge of student's background and situation.

Student Attendance

Tardiness

It is very important that the students come to school on time. The day begins with a morning session during which the teacher goes through the daily structure and general instructions. If the child repeatedly misses these moments, it will affect his/her social and academic development in the class. Tardiness is marked in student files and report cards.

If there is a frequent pattern of student being late, the School Counselor will contact the family and the Student Welfare Team. A contingency plan is made for further actions. If the student continues to violate this policy, the parents can be asked to meet with the Vice Principal, SEN teacher, Counselor and Class Teacher. The student and the parents sign a conditional agreement, in which the school expectations are reinforced. For any further cases of tardiness, the student will not be offered a place at the school for the next academic year.

Absences

We apply the following policy in **student absences**:

- 8th *uninformed* absence days: teacher contacts the parents
- 16th *uninformed* absence days: counselor contacts the parents and informs the parents that the student is at risk of repeating the grade
- More than 25 *uninformed* absence days: parent conference with vice principal; written agreement with the parents
- For any further absences, the student will not be offered a place at the school for the next academic year.

Student Leave Request Forms must be asked from the school admin. The class teacher can approve a leave up to 3 days. Longer leaves must be approved by the Vice Principal. First, the teacher writes his/her comments in the form to inform the Vice Principal and the parents how learning arrangements have been organized.

In case the child is **picked up earlier** than usual, the person picking up must fill in a form (Student Early Pick up Form). This can be acquired from the school reception. It must be signed by the teacher. No student is allowed to leave without the signed form.

Home-School Cooperation

The school strongly believes that bringing up children is a collaborative task, which requires shared values and understanding between homes and the school. Q.F.I. School provides the parents with a handbook, which includes all school policies and procedures. This will help them organize their daily lives and find common understanding with the school in educating their children.

In the Q.F.I. School, we believe that the responsibility of learning is shared between students, teachers and homes. Whilst the parents are primarily responsible for the upbringing of their child, we support them by taking responsibility for the child's education at school. Parents are always welcome to our school to join classes, to talk to staff and to contribute to our community building after negotiating this with the school administration. We hope that parents will be active partners in supporting all aspects of their children's learning, in and outside of school.



All of our teachers are willing and happy to talk with the parents about their children's learning or any school matter that they might have in mind. However, this is not done during the lessons or other duties.

Home-school collaboration is enabled through following structures:

- Parents receive feedback about their child's behavior and academic performance in school on a daily basis through various means of communication (e.g., phone calls, e-mails, scheduled meetings, student management system, etc.).
- Parents receive a **weekly letter** from teachers with general information of the class (special events, tests, things to remember), topics that are being taught during the week and some pedagogical guidance on how to support the child at home.
- The school year is divided into three terms. Students receive a report card at the end of each term. Prior to this the parents have a possibility to meet teachers in a **Parent-Teacher Conference or a Student-Led Conference**.
**The first and second term report cards include the respective term evaluation. The last report card covers the student's progress over the whole academic year.*
- There is Principal's Morning coffee every first Thursday of the month at 7:30 am in the canteen.
- The school has a **Parent Association (PA)**. PA is a parent-led group that supports the school in its primary task according to the school values. PA meets on a monthly basis. Each class has a Class Representative who acts as a link between PA and Class/Homeroom Teacher. The school point of contact is the Vice Principal.

The aims of PA are:

- To enrich the children's education by promoting parental involvement in supporting school policies and programs in a constructive way
- To maintain and foster a constructive partnership between staff and parents in the interests of the school and children
- To act as a vehicle for discussion, learning and positive action
- To enhance programs offered by Q.F.I. School
- To work toward achieving these aims through fundraising and other activities



Parent Complaints and Feedback:

- When a parent places a complaint with the Class/Homeroom teacher, SEN teacher, Counselor, Vice Principal, or Principal – the complaint is communicated to all concerned team members as soon as possible.
- The concerned team then investigates the complaint and follows the necessary procedures as per school policy.
- If necessary, then the measures taken will be communicated to the parent. Otherwise, a general notice may be included in the Principal’s monthly letter to the parents or Class weekly letter.

I have read and understood the Qatar-Finland International School Behavior and agree to comply with it. As the parent/guardian of the student, I am responsible for the payment of the fees for the period that my child/children is/are enrolled at the school:

Name and class of student(s):

Student

Class

Teacher

Name of parent/guardian:

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Date:

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Signature:

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