

# Qatar-Finland International School

## Policy Document

Last revised October 14, 2021



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I have read and understood the above-mentioned Qatar-Finland International School policies and agree to comply with them. As the parent/guardian of the student, I am aware that not following these policies may result to the student losing his/her seat at the school

Student(s)

.....

Name of parent/guardian:

.....

Date and Signature:

.....



## General

The school will update the policy document regularly in collaboration with the students, school staff and parents. The latest version of the document can be found on the school website. In case of policy updates during the year, the changes will be communicated to parents by the school.

Parents are responsible for providing accurate and reliable data to school, as well as keeping all relevant information updated.

Please note that the school can share student information with all people mentioned in the student information system (father, mother, guardian). Those people can independently make decisions regarding the child's education including but not limited to:

- Accepting and cancelling the student place
- Repeating the grade level
- Signing pedagogical documents

For limited access to student information and decision making, the school requires an official court order about the child's single custody.



## Admissions Policy

### Sibling priority

The siblings of existing students are prioritized in the admissions process. However, they still need to go through the normal assessment. Sibling priority in the admissions process does not guarantee a student a place in the school.

The parents of existing students are encouraged to be proactive in their sibling child's registration so that the reservations can be made early enough for the coming academic year.

### Applying

#### Step 1: Application

Please fill in the online application, which can be found on the school website under admissions.

#### Step 2: Attachments

- Upload the following attachments (maximum size 1 MB per attachment):
- Copy of the student's passport and RP (residence permit number)
- Copies of the parents'/guardian's passports and Qatar IDs
- Copies of school record cards for the previous 2 years, if available. (Please note that if the report card does not include assessment of the student's behaviour and study skills, a separate document including this information from the previous school needs to be provided.)
- Copy of the student's birth certificate
- Copy of the student's medical record/vaccination card issued by health centres
- Copies of any health and/or psychological assessments conducted with the student

Copies of school report cards and assessments must be in English. Documents in other languages must be



translated into English by a legal translation office. A copy of both the original and translation must be provided.

Application is made by filling in the application form and submitting all the documents on the checklist at which point the file will be officially considered for admission.

### Step 3: Review of the application

The school's admissions team reviews the child's application and documents after all have been submitted (see above). Based on the information provided, the team recommends assessment for the applied grade level or the grade level the team deems more appropriate for the child.

### Step 4: Assessment

Assessment takes place in small group format; occasionally, the Admissions Team might also ask the child to visit the classroom for 1-2 days. Our Admissions Coordinator will contact you in order to arrange the assessment time. **The assessment fee is QAR 500 (paid by cash only)** and it is non-refundable whether the child is accepted or not. Please **bring a recent passport size picture of your child** when you come for the assessment. Please arrive at school 15 minutes prior to the scheduled time to complete the required office protocol before commencement of the test. **Please note that late entry to the assessment test is not possible.**

The assessment includes a short questionnaire and/or interview with the guardians of the child.

**The assessment is based on a holistic evaluation of the child's learning** and his/her performance during the test. In the assessment process, the school values the academic, social and emotional, behaviour and motor skills equally. Concerns in any of these areas can be cause for a refusal of an applicant. We are following the Finnish curriculum standards when assessing the child and finding the right grade level. **Thus, despite the child's previous grade level, the school retains the right to decide the proper grade level in Q.F.I. School after the assessment.**

The family is not given access to the test results; however, we will give concise feedback of the child's performance during the test directly after the assessment (depending on whether the person facilitating the assessment is available). For more information concerning the assessment results, please contact the Head of Admissions at: +974 50322893, +974 40127888.



### Step 5: Acceptance

The school's admission board decides on the acceptance of each applicant, after which the guardians are informed by email whether we are able to admit their child to Q.F.I. School. If we are able to offer a place, acceptance of the offer needs to be confirmed by:

- Signing and returning the Acceptance Letter you receive
- Paying the initial Registration Fee of QAR 2500 and the Seat Reservation Fee of QAR 2500 before the deadline stated in the email (the seat reservation fee will be deducted from the first tuition fee)
- Signing school policy documents

**For any information regarding admissions, please contact the Head of Admissions.**

### **Contact information**

Head of Admissions:

E-mail: [admissions\(at\)qfiskool.com](mailto:admissions(at)qfiskool.com)

Phone: +974 50322893, +974 40127888



## Fee Policy

### **Assessment Fee (QAR500)**

This is a single, non-refundable payment to be made during the admission assessment when applying for a place at Q.F.I. School.

### **Registration Fee (QAR2500)**

Once application is successful, this is a single, non-refundable payment should be made on the day of returning and signing of the acceptance letter. Upon receipt of said payment, the guardians will be granted a student enrolment number, indicating that a place has been granted by Q.F.I. School.

### **Seat Reservation Fee (QAR2500)**

This is an annual and non-refundable payment to secure a place at Q.F.I. School. This fee will be deducted from the first term tuition fee.

For newly enrolled students, the payment will be made on the day of returning and signing of the acceptance letter, together with the payment of the Registration Fee.

For existing students, the payment will be made before the new academic year commences. Q.F.I. School will inform guardians of the due date of the payment according to the Ministry of Education and Higher Education (MOEHE)'s guidelines.



## Tuition Fee

The tuition fee is invoiced for a full academic year, which is divided into three terms as stated below.

Grade	First Term	Second Term	Third Term	Annual
	QAR	QAR	QAR	QAR
<b>Grade 0</b>	14,708	14,708	14,709	44,125
<b>Grade 1 - 6</b>	16,179	16,179	16,179	48,537
<b>Grade 7 - 9</b>	18,201	18,201	18,202	54,604
<b>Grade 10 - 12</b>	20,628	20,628	20,629	61,885

All fees and conditions are subject to change annually. The fee schedule is updated each year according to the MOEHE's guideline. Parents are informed in advance of any changes to fees or conditions for the following academic year, subject to approval by the MOEHE.

Tuition Fees include some of the learning materials (i.e. books, stationary, etc. are provided by the school)

## Other Expenses

(These charges are not included in the tuition fee)

- Uniforms
- Transport to and from school
- Canteen meals
- Special school trips (voluntary participation and payment) and all trips outside Qatar
- Extra-curricular activities including the afternoon club for the siblings and students in the school transportation
- Laptops for high school students (according to the school specifications)



## Other Possible Charges

### *Losses and Damage*

Charges will be collected on an individual basis for the loss and damage to school property, books, learning material, learning equipment, lost badges, etc. This list is not comprehensive. Additional charges will be discussed with parents in advance.

## Late Payment and Right to Refuse Admittance

To retain school places, guardians are responsible for ensuring that all fees due are paid, whether they pay personally or are supported by a voucher or employer allowance scheme. Unpaid fees or consistent negligence in payments may cause students to lose the right to attend lessons, receive report cards or have students' places renewed for the next academic year.

## Notice to Cancel School Place(s)

Written notice of parents' intention to cancel student place(s) must be given to the Admissions Office and student's teacher(s) at least 2 weeks before the end of the current term. If no written notice is given, it will be assumed that the school place is required and the fees for the following term will be due as normal. The school will require completion of a Cancellation School Place Form, which can be obtained from the Admission Office, email address: [admissions@qfiskool.com](mailto:admissions@qfiskool.com)

## Payment Methods

Fees are payable by:

- Online/Wire transfer to school bank accounts. Transfer charges, if any, must be paid by the parent.
- Cash/Cheque deposited directly into school bank account
- Cash/Cheque to the Finance Office

For online/wire transfer and direct deposit to the school bank account, a copy of direct cash deposit or online bank transfer detail, indicating parent name and student details, has to be delivered to the Finance Office or emailed to: [finance@qfiskool.com](mailto:finance@qfiskool.com)



### Bank Details

Beneficiary Name: EduCluster Finland  
IBAN: QA71 CBQA 0000 0000 4670 4163 6420 1  
Bank Name: The Commercial Bank  
Account Number: 4670-416364-201  
Swift Code: CBQAQQA



## Home-School Collaboration

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 practical information about school life. This will help the families to organize their daily lives and find common understanding with the school in bringing up their children.

In the Q.F.I. School, we believe that the responsibility for 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. However, the school strongly believes that the fundamental responsibility for learning must lie with the child.

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. The **first point of contact for the parents is always the Class/Homeroom teacher who will in turn contact other professionals when needed**. Possible further actions will be decided in collaboration with parents.

All 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. **Classroom visits need to be booked in advance with the teacher.**

Home-school collaboration is enabled through following structures:

- Parents receive **feedback** about their child's behaviour and academic performance in school **on a regular 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 in basic education. The high school academic year is divided into five periods. Students receive a report card at the end of each term/period. In basic education, 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. In high school, the report card shows all the module grades for each subject the student has been studying.
- The guardians also have the opportunity to meet teachers at the **Parent-Teacher Conferences**



**(one per term in Terms 1 and 2) and a Student-Led Conference (in Term 3).**

- There is **Principals' Morning Coffee** every first Thursday of the month at 7:30 am in the Canteen or online.
- The school has a **Parent Association (PA)** which is a parent-led group that supports the school in its primary task according to the school values. The PA meets on a monthly basis and each class has a guardian who acts as a Class Representative, providing a link between PA and Class/Homeroom Teacher.

The aims of the 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

The school expects parents to attend parent evenings and Parent-Teacher Conferences since they provide a valuable opportunity for effective home-school communication and usually provide valuable information as well as school procedures.

When requested from the school's side, the guardians are required to be active participants in and available for meetings if/when the school decides to arrange them. If reasonable activity from the guardian's side is not shown, the child's student place for the coming academic year might be reconsidered.



## Student Support

In the Finnish Education System, everyone is entitled to student support. Our focus is on early intervention in a flexible manner with solid co-operation between the different stakeholders. To prevent the emergence and growth of problems, we offer support in three categories: **general, intensified and special support**. The multi-professional **Student Welfare Team** can be consulted when needed. This team consists of Vice Principal, School Counsellor and Special Needs Teachers.

School support structures include more challenging or individualized tasks, remedial teaching, part-time special needs education, interpretation and assistance services, as well as special aids. These support forms may be used at all three levels of support, both separately and to complement each other. The support received by the student must be flexible, based on long-term planning, and adaptable as the student's needs for support change. Support is provided for as long as necessary, and at the level and in the form indicated by the student's needs. The individual support methods are planned in collaboration with the student and the parents, and they are described in the individualised pedagogical documents of the student.

Students who have been awarded a numerical grade indicating at least adequate knowledge and skills in the subjects contained in their syllabus for the school year, are promoted to the next grade. However, students **may be retained in a grade** if they have failed one or more subjects in the syllabus for that grade. Students may also be retained in a grade without having had failing performances if retention is considered to be appropriate from the perspective of the students' general skills and academic success. In this case, the students' guardian is allowed an opportunity to be heard before the decision is made. The performances of a student who is being retained for the grade in question are nullified. The student assessment is clarified in more detail in the assessment policy.

The school also has School Counsellors and a Guidance Counsellor who are able to support students in their growth and future plans, as well as a full-time nurse for emergencies and other health matters that occur during the school day. Please feel free to contact the nurse for an appointment or enquiries: +974 4012 7896.

**Note: please, do not bring your child to school if he/she is ill.**



## Pedagogical Touch

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

- Caring touch (especially in early education but also for older students)
- Calming touch (for any overactive students)
- Communicative touch (getting students' attention for communication)
- Therapeutic touch (e.g. a lot of SEN students benefit from "massage" treatment)
- Guiding touch (for students who have oriented themselves in the wrong direction or need to be stopped)
- Assisting touch (helping students to perform a motor skills-based task)
- Play touch (students and staff playing something that involves touching, e.g. catch)
- Holding (an extreme touch where the staff protects students from harming themselves or others around)

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



## Assessment Policy

Qatar-Finland International School follows the assessment as it is described in the Finnish National Core Curriculum. The Finnish assessment is based on a holistic overall assessment of the student performance, progress and learning.

On a general level, assessment is divided into two categories: *Assessment during studies* refers to assessment carried out and feedback provided before the *final assessment* at the end of the school year.

In the Qatar-Finland International School, academic achievement and behaviour are assessed separately. However, it is important to keep in mind that our assessment focuses on *overall* skills rather than simply academic content understanding.

### *Assessment during studies*

In all grades, assessment during studies mainly consists of guidance of learning through feedback. Assessment during studies is mainly formative in nature; this type of assessment is carried out during the school year as part of the daily instruction and schoolwork. Its key objective is to guide and encourage studies, support learning, and promote the skills of self-assessment and peer assessment. Describing the students' progress and achievement level in discussions, assessment notes and reports at certain points of time is also an element of assessment during studies.

Assessment during studies also contains a summative assessment of the students' achievements carried out at the end of the learning process, the results of which are communicated to the students in the report cards at the end of terms 1 and 2. High school students receive their report cards at the end of each of the 5 periods.

### *Final assessment*

At the end of the school year, students are given a report card which contains a written assessment and / or a numerical grade indicating how the student has achieved the objectives in the subjects or study units that are part of the curriculum during the school year in question. The school year report also provides an assessment of the student's behaviour and study skills. This assessment out at the end of the school year is an overall assessment of the student's progress and performances during the entire school year. The school year report also contains a decision on the student's promotion to the next grade or his or her retention.

The end-of-year report card for high school students will contain all the numerical grades for the different modules studied throughout. The report card will show all grades accumulated from grade 10, as well as providing the mathematical average of those grades.



## Report cards

In basic education (grades 0-9) students receive report cards three times during the academic year at the end of each term. The report cards for terms 1 and 2 are summative reports of the student progress during that specific term. The report card for term 3 is a **summative report for the entire academic year**.

In high school (grades 10-12), students get a report card after each period. The cumulative numeric grades for the different modules that the students have studied so far, will be shown in the report card. It also shows the mathematical average of the module grades on all the subjects.

## Pedagogical documentation

Each student in grades 0-9 has a personal learning plan (PLP). This document is an essential part of the assessment system as it explains both the strengths and development areas of the student. This pedagogical documentation is done in collaboration with the student and the parents.

Said pedagogical documentation follows the three-level support system of the school: students studying in intensified support have an extended personal learning plan (EPLP) while students in special support have an individual education plan (IEP). High achieving students may have an advanced learning plan (ALP).

## Assessment in early years (grades 0 to 2)

In the early years the emphasis is on assessing the student's progress in learning. In addition to the school year report, the students are also given other types of instructional feedback. The aim is to highlight the students' strengths as learners and to reinforce their self-esteem and learning motivation.

Assessment is based on transversal competence objectives that play a key role in the student's learning process. Feedback on these areas are given to the student and the guardian and include but are not limited to:

- progress in linguistic capabilities, more particularly skills in inquiry and listening, as well as interaction skills and skills in expressing oneself and ideas through different means
- progress in working skills, focusing on working independently and within a group / teamwork environment
- progress in the skills of managing one's own and jointly agreed tasks.
- progress in independent studying and planning skills

Feedback is also provided on the progress of the student's studies in various subjects. The school year report indicates whether or not the student has acceptably achieved the objectives set for each subject in the curriculum. Report cards for Terms 1 and 2 focus on assessment during the studies, while the report card for Term 3 serves as the final assessment for that grade level.



In the early years the assessment is done on a scale of 1 to 4 as follows:

### **1-Fair**

Student's skills are emerging. The student is not yet meeting the goals and objectives set for the term or academic year

### **2-Satisfactory**

Student's skills are developing. The student has partially achieved the required objectives set for the term or academic year

### **3-Good**

Student's skills and development are consistent. The student has achieved the required objectives for the term or academic year consistently

### **4-Excellent**

Student's skills and development are advanced. The student has achieved and / or exceeded the required objectives for the term of academic year

## **Assessment in grades 3 to 12**

### *General description*

In grades 3 to 9 students are assessed with a numerical grade from 4 to 10 and a description. In grades 10 to 12, only numerical grades are used. A numerical grade describes the student's achievement level as an average summative assessment based on the objectives of each subject or study unit.

The student is awarded the grade eight (8) if he or she *on average* demonstrates the knowledge and skills described by the various criteria for the subject in question as they are described in the curriculum. Exceeding the level required for the grade eight in certain objectives may compensate for performances that are below this level in others.

The student has achieved the objectives adequately (grade 5) if he or she to some extent demonstrates the knowledge and skills indicated by the objectives set for the subject in question. The student has consequently passed the general syllabus in the relevant subject. In this case, the formulation of the grade is also based on the average knowledge and skills demonstrated by the student; thus, exceeding the adequate level (grade 5 or above) in some objectives may compensate for failed performances (grade 4) in others.



*Description of the numeric grades in Qatar-Finland International School include but are not limited to the following examples. These areas are emphasized differently at different grade levels, with emphasis on knowledge and skills, problem solving, etc. increasing in importance through the grade levels as one moves towards the upper grades. Please note these descriptions give an overview and are not mutually exclusive.*

### **10 - Excellent**

Student

- has achieved and exceeded the required objectives
- has an excellent attitude and is very enthusiastic in his/her work
- works independently and sets goals for studying
- has very meticulous and neat notebook work
- demonstrates an excellent understanding and knowledge of the subject that exceeds expectations
- deepens his/her knowledge and skills
- solves problems creatively and applies learned skills with excellence
- has an excellent ability to assess his/her own working and skills

### **9 – Very good**

Student

- has achieved and exceeded the required objectives
- has a positive and enthusiastic approach towards subject and studying
- works independently and according to plan
- is diligent and neat when working
- demonstrates understanding of subject content that exceeds expectations
- actively participates during the lessons
- tries to find also unconventional solutions in his/her work
- has a very good ability to assess his/her own working and skills

### **8 - Good**

Student

- has achieved the required objectives
- participates in the lesson
- has a positive approach towards subject and studying
- works independently
- is responsible in his/her studies, skills and planning



- demonstrates a good understanding of the subject content
- is willing to learn more
- knows how to assess his/her knowledge and skills

## 7 - Satisfactory

### Student

- has achieved most of the required objectives
- is able to work independently on most tasks
- usually has a positive approach towards subject and studying
- shows some interest in the subject studied
- listens to instructions and tries to apply them but needs support occasionally
- usually tries to do his/her homework
- attends lessons regularly
- understands the subject content at a satisfactory level
- needs some support to assess his/her studying and skills

## 6 - Moderate

### Student

- has achieved some of the required objectives
- is able to work independently only on certain tasks
- shows some interest in the subject and studying
- isn't always able to concentrate in his/her studies
- takes care of his/her homework only partially
- is, at times, absent from the lessons without reason
- needs continuous support and guidance to follow instructions
- understands subject content only partially
- isn't interested in learning new things
- needs a lot of support to assess his/her studying and skills

## 5 – Adequate

### Student

- is unable to work independently
- shows often indifferent attitude towards subject and studying
- isn't able to concentrate in his/her studies even with support
- is often absent from the lessons without reason
- doesn't take care of his/her homework and belongings



- understands the content only incompletely and occasionally
- isn't able to internalize the meaning of self-assessment

#### 4 - Fail

##### Student

- has not achieved the required minimum level of the term or academic year
- shows completely indifferent attitude and interest towards subject and studying even when given support
- is completely apathetic towards given tasks
- does not participate during the lessons
- does not demonstrate understanding of the subject content at the required level
- is completely careless towards self-assessment

#### Assessment in the High School

Assessment in grades 10 to 12 follows the numerical grading system from 4 to 10. During grades 10-12, the school year is divided into 5 periods. After each period, students will receive a report that will record their assessments of the different modules they have finished as well as state the number of credits they have accumulated since the start of grade 10. For a passing grade, students must achieve a level between 40-50% depending on the subject.

#### Assessment according to Individualized learning goals

Students with an Individual Education Plan (IEP) may have individualized goals in their studies. These goals are explained in the IEP, which is written in collaboration with the student and the parents. Assessment according to Individual learning goals always means that the student has not reached the grade specific goals and is not able to follow the standard curriculum.

In individualized assessment, the student's achievement is compared against the specific individual goals, and the assessment is therefore not comparable with the general assessment.

In the report card, individualized assessment is always indicated with an asterisk (\*) after the numeric grade or written assessment. This information is also included in the written explanation of the report card.



### Repeating a grade level in Qatar-Finland International School

Students' progress to the next grade level based on a pedagogical decision made by the school. If retention of the grade level is needed, it is clearly stated in the report card. Please note that as the Finnish assessment is based on a holistic assessment, a student may also be retained in a grade even without having had any failing performances if retention is to be considered appropriate from the perspective of the student's general academic success. This decision is made by the school and is clearly communicated with the parent. In this case, the student's guardian is reserved an opportunity to be heard before the decision is made. The final decision remains with the school; the performances of a student who is being retained for the grade in question are nullified.

As described above, the assessment in Qatar-Finland International School differs slightly from the Qatar national assessment. Therefore, a student might be repeating a grade in Qatar-Finland School, but be able to continue to the next grade level in the Qatar national student information system. This will be clearly communicated to the parents in writing.

If there is a risk that the student's performance in a subject will be failed at the end of the school year, this is brought up in good time **before the end of February** with the guardian and the student when applicable. In this meeting, steps to be taken to support the student's learning are agreed upon.



## Student Attendance Policy

### Tardiness

It is very important that students come to **lessons on time**. Students coming late to lessons disrupts everyone's concentration, and students will miss important information and instructions when coming late. Tardiness is marked in student files and report cards.

1. If there is a frequent pattern of students being late (10 times), the **Class /Homeroom Teacher** will contact the **family and the Student Welfare Team**.
2. If the student continues to violate this policy (10 additional times), the parents will be asked to meet with the **Counsellor** and Class/Homeroom Teacher. An **Action Plan** is made for further procedures.
3. If the student continues to violate this policy (10 additional times), the parents will be asked to meet with the **Academic Principal**, Counsellor and Class/Homeroom Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced.
4. For further cases of tardiness (10 additional times), the student may **not be offered a place** at the school for the next academic year.

### Absences

The Finnish curriculum emphasizes the learning of skills, both social and academic. Social skills can best be learnt in a group of peers, and it is therefore, it is important that students not take extra leave outside school vacations.

However, if there is a need for extra leave, it must be applied for **at least 2 working days** in advance. **Student Leave Request Forms** can be found at the front desk in the Main Lobby. The Class Teacher can approve leave up to 3 days while longer leave must also be approved by the Academic Principal. First, the teacher writes his/her comments in the form to inform the Academic Principal and the parents how learning arrangements have been organized, followed by the Academic Principal's signature.

**Parents are responsible for ensuring student progress during absences. This will include but is not limited to making sure the students finish all assignments given to them.**

In the case of prolonged absences for medical reasons, the school requires a doctor's certificate.



We apply the following policy in cases of student absences:

1. On the 8<sup>th</sup> unauthorized absence day: **Class /Homeroom Teacher** will contact the **family and the Student Welfare Team**.
2. On the 16<sup>th</sup> unauthorized absence day: the parents will be asked to meet with the **Counsellor** and Class/Homeroom Teacher. An **Action Plan** is made for further procedures.
3. When the student has 25 unauthorized absence days: the parents will be asked to meet with the **Academic Principal**, Counsellor and Class/Homeroom Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced.
4. For any further absences, the student may **not be offered a place** at the school for the next academic year.

### Early pick-up

In case the child is picked up before the end of last lesson, the person picking the student up must fill in a **Student Early Pick up Form**. This can be acquired from the Front Desk in the Main Lobby. The form must be signed by the Class/Homeroom teacher. No student is allowed to leave without the signed form.

Students in grades 0-6 are not allowed to leave the school premises without an adult escort.

Please note, that early pick-up should be used very rarely and only in special situations. It should not be a consistent practice. Consistent early pick-ups affect the students learning.

1. If there is a frequent pattern of early pick-ups (10 times), the **Class /Homeroom Teacher** will contact the **family and the Student Welfare Team**.
2. If the student continues to violate this policy (10 additional times), the parents will be asked to meet with the **Counsellor** and Class/Homeroom Teacher. An **Action Plan** is made for further procedures.
3. If the student continues to violate this policy (10 additional times), the parents will be asked to meet with the **Academic Principal**, Counsellor and Class/Homeroom Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced.
4. For further cases of tardiness (10 additional times), the student may **not be offered a place** at the school for the next academic year.



### Late pick-up

Q.F.I. School takes their responsibility for students' health and safety very seriously. We think that it is important that the students get enough free time and rest. Also, according to our policies, the students need to be supervised at all times when at school to ensure their safety. Instead of monitoring the late pick-up, the school staff is occupied with numerous other duties after teaching hours. **The school cannot take the responsibility for the safety of the children after the end of the last lesson;** for these reasons, the students should be picked up promptly after their school day is over.

The school offers an **Afternoon Club** from 1-2pm for younger siblings in grade 0-2 who are waiting for their older siblings. This is also offered for students in grades 0-2 who are waiting for school transportation. Afternoon Club is a paid service (see Other Expenses).

1. If there is a frequent pattern of student being picked up late (10 times), the **Class /Homeroom Teacher** will contact the **family and the Student Welfare Team**.
2. If this policy is continuously violated (10 additional times), the parents will be asked to meet with the **Counsellor** and Class/Homeroom Teacher. An **Action Plan** is made for further procedures.
3. Further violations of this policy (10 additional times), the parents will be asked to meet with the **Academic Principal**, Counsellor and Class/Homeroom Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced.
4. For further cases of tardiness (10 additional times), the student may **not be offered a place** at the school for the next academic year

The late pick-up is monitored by the school security.



## Behaviour Policy

The aim of Q.F.I. School is to create an atmosphere where students can experience continuous positive learning environment. However, emphasis is placed on creating an inner motivation mechanism as opposed to an outer reward mechanism. Positive reinforcement should come through **a realistic picture of one's actions** which is based on reflection coming from the students themselves, their teachers and peers. **The ultimate responsibility of behaviour rests with the students themselves.** Actions used for positive reinforcement might be:

- Student appraisal – noticing and appreciating good behaviour continuously
- Student rewarding methods – individual recognition of good behaviour at group, class, module and school level
- Group rewarding methods – recognition of good behaviour 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 Behaviour Policy in an age-appropriate manner. The order, nature and level of consequences always depends on student age and severity or frequency of incidents.

### Bullying

Per definition, bullying:

- is unwanted, aggressive behaviour
- involves a real or perceived power imbalance.
- is repeated, or has the potential to be repeated, over time.
- involves both students who are bullied and who bully others, and may have serious and lasting problems.
- Can be active or passive (isolating, spreading rumours, calling names)

In order to be considered bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** students who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviour happens more than once, or has the potential to happen more



than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

### Types of Bullying

There are three types of bullying:

**1) Verbal bullying** is saying or writing mean things. Verbal bullying includes for example:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

**2) Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes for example:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public

**3) Physical bullying** involves hurting a person's body or possessions. Physical bullying includes for example:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

**4) Cyberbullying** is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content, and can cross the line into unlawful or criminal behaviour.

Cyberbullying includes, for example:

- sending, posting, or sharing negative, harmful, false, or mean content about someone else
- sharing personal or private information about someone else causing embarrassment or humiliation.



The most common places where cyberbullying occurs are, for example:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- E-mail

### Actions

1. Bullying is noticed or reported. The **concerned staff member** will report the incident (**Incident Report**).  
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 behaviour policy over the phone or by e-mail.
2. If behaviour 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 behaviour policy over the phone or by e-mail.
3. In reoccurring cases, there will be **meetings with the parents** of both sides, students, class teacher and school counsellor to review the cases. A verbal warning is given to the student and family for the reoccurring behaviour.
4. If the student's behaviour does not change, a written **Action Plan** is created for further steps to prevent the bullying. This Action Plan will be signed by the student, parent, class teacher and counsellor.
5. If the student continues to violate this policy, the parents will be asked to meet with the **Academic Principal**, Counsellor and Class Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced. A follow-up meeting will be organized within one month to review the progress.
6. If behaviour persists, a meeting will be organized with class teacher, Counsellor and Academic 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.
7. If the behaviour continues, and the student has been suspended for the 3rd time, the **Head of School** will convey the decision of expulsion to the family.



### Undone Homework, Missing Books, Materials and Equipment

1. When the abovementioned behaviour is first noticed, the teacher or learning assistant will immediately give a **verbal reminder** to the student.
2. The second time this happens, the **teacher** will have a **pedagogical discussion** with the student and **decides on the action** taken (e.g., homework to be re-assigned for the next day, homework to be done over the break).
3. If behaviour is repeated, the teacher will **communicate with the parents**. The student will stay in the class during the break to complete missing work.
4. If the student repeats the behaviour, the **SEN teacher and counsellor** are informed about the situation. They will in turn meet with the student and try to investigate the reason behind the behaviour. The teacher will also communicate with the parents. A **meeting with the parent** will be scheduled at this point. A written **Action Plan** is created for further steps to prevent the behaviour in question.
5. The regular violation of this policy will result in the student attaining a **lower grade on the report card** in that particular subject.
6. 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 ask them to **replace the materials** at their own cost.

### Breaking and/or Destroying School Property

1. The concerned staff member will document the incident (**Incident Report**) and then inform the Class Teacher/Homeroom teacher. The staff member will have a **pedagogical discussion** with the student immediately. 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 to decide on the action taken. **Parents are informed** and may be requested to pay the necessary amount to replace the destroyed property.
2. If this behaviour is repeated, the parents will be asked to a **meeting with the Counsellor and Class Teacher/Homeroom teacher**. A written **Action Plan** is created for further steps to prevent the behaviour in question.
3. If it occurs again, parents are called in for a meeting with the teacher, Counsellor and **Academic Principal**. The student will be **suspended** for 1-5 days.
4. If this behaviour is repeated, the parents will be asked to meet with the Academic Principal, Counsellor and Class Teacher/Homeroom Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced.
5. If it occurs again, the **Head of School** 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.*

### Dishonesty (Cheating, Stealing, Plagiarism etc.)

1. Abovementioned behaviour is noticed or reported. The **concerned staff member** will document the incident and inform the Class Teacher/Homeroom Teacher (**Incident Report**). The **teacher** 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**. The counsellor will work with the student on life skills and other coping strategies if needed.
2. If the student continues to violate this policy, the parents will be asked to a **meeting with the Counsellor and Class Teacher/Homeroom teacher**. A written **Action Plan** is created for further steps to prevent the behaviour in question.
3. If behaviour occurs again, parents are called in for a meeting with the Class Teacher/Homeroom Teacher, Counsellor and **Academic 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.
4. If this behaviour occurs again, the parents will be asked to meet with the Vice Principal, Counsellor and Class Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced.
5. If it continues, the **Head of School** will meet the parents and inform them about the **expulsion**.

### Disturbing Behaviour

Abovementioned behaviour includes, but is not limited to:

- Name-calling, pushing, arguing, obscene use of language, etc.
  - Moving around the classroom, running away from the teacher, etc.
  - Failing to follow staff instructions, classroom rules and procedures, etc.
1. Minor disturbing behaviour is noticed. The observer will immediately give a **verbal reminder** to the student.
  2. If the disturbing behaviour reoccurs, the **Class Teacher, Homeroom Teacher or Learning Assistant** will have a **pedagogical discussion** with the student.
  3. In case the behaviour continues, the **teacher** decides on further actions (i.e. break suspension, lesson suspension, break volunteer work, temporary class switch). Documentation of the incidents and the decision is prepared (**Incident Report**).
  4. If behaviour continues, the **counsellor** will have a discussion with the student and work on skills and strategies. All incidents will be documented (**Incident Report**) and the parents informed.



5. If the student continues to violate this policy, the counsellor and teacher will **meet with the parents** together with the student to review the whole disciplinary process. A **verbal warning** is given to the student and family for the reoccurring behaviour.
6. If the student's behaviour does not change, a written **Action Plan** is created for further steps to prevent the disturbing behaviour. This **Action Plan** will be signed by the student, parent, class teacher and counsellor.
7. If the student continues to violate this policy, the parents will be asked to meet with the **Academic Principal**, Counsellor and Class Teacher/Homeroom Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced. A follow-up meeting will be organized within one month to review the progress.
8. In case of continuous disturbing behaviour, a meeting will be organized with class teacher, Counsellor and Academic 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.

### Violent Aggressive Behaviour

Violent Aggressive Behaviour is considered to be severe, e.g.:

- Violent fights
  - Physical injuries
  - Psychological violence
1. Verbal or physical violent behaviour is noticed or reported. The **staff member** will react immediately. The **Counsellor** will meet with the perpetrator, victim and observer/reporter. The observer/reporter will document the incident (**Incident Report**).
  2. Parents will meet with the **teacher, Counsellor and Academic Principal** on the same day. The student(s) will be **suspended** for 1-5 days (depending on age/grade/severity). Suspension may be in-house, or the student may be sent home. A written **Action Plan** is created for further steps to prevent the behaviour in question.
  3. If the student continues to violate this policy, the parents will be asked to meet with the Academic Principal, Counsellor and Class Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced.
  4. If it continues, the **Head of School** will meet the parents and inform them about the **expulsion**. The student will not be offered a student place for the next academic year.



## Sexual Harassment

The school is committed to maintaining at all times, a learning and working environment free of sexual harassment and intimidation. Sexual harassment of or by any board member, parent, volunteer, administrator, faculty member, employee, student or guest is strictly prohibited.

Sexual harassment can include, but is not limited to, the following:

- an unwanted physical advance or verbal approach of a sexual nature
- subtle or overt pressure for sexual involvement
- unwanted reference to one's physical appearance, sexuality or to sexual activities;
- unwanted physical contact
- the demand for sexual favours accompanied by implicit or explicit threats against one's job security or success
- any comments or actions which denigrate a person based upon gender
- unsolicited sexual gestures or comments or the display of offensive, sexually graphic materials

Due to the nature of this type of transgression, the following points should be noted:

- 1) Public displays of affection are not considered appropriate between people of opposite gender, and students' behaviour should therefore reflect this. Examples of such behaviour includes extensive kissing or hugging, lying or sitting together inappropriately, and placing hands on each other in inappropriate ways
- 2) The school recognizes that not every advance or comment of a sexual nature constitutes harassment. Whether a particular action or incident constitutes sexual harassment or not requires an objective determination based upon all of the facts and surrounding circumstances. False accusations of sexual harassment can have a serious detrimental effect on innocent parties, are prohibited by the school, and can be cause for disciplinary action up to and including suspension or expulsion
- 3) Retaliation against any individual who complains of sexual harassment is strictly forbidden by the school, and anyone who practices such retaliation will be subject to immediate discipline, up to and including discharge or expulsion

Procedure in case of sexual harassment:

1. Sexual harassment is noticed or reported. The **staff member** will react immediately. The



**Counsellor** will meet with the perpetrator, victim and observer/reporter. The observer/reporter will document the incident (**Incident Report**).

2. Parents will meet with the **teacher, Counsellor and Academic Principal** on the same day. The student(s) will be **suspended** for 1-5 days (depending on age/grade/severity). Suspension may be in-house, or the student may be sent home. A written Action Plan is created for further steps to prevent the behaviour in question.
3. If the student continues to violate this policy, the parents will be asked to meet with the Vice Principal, Counsellor and Class Teacher. The student and the parents sign a **Conditional Agreement**, in which the school expectations are reinforced.
4. If it continues, the **Head of School** will meet the parents and inform them about the **expulsion**. The student will not be offered a student place for the next academic year.

## Device Policy

In general, the school encourages and supports the educational use of technology at school, however, the difference between educational and recreational use is often ambiguous. The educators in school decide the best possible use of technology at a given time, and all students are guided for correct, moral and ethical use of technology.

The school offers students devices to be used during the lessons (iPads and laptops), however, the students can also bring their own devices from home. The general policy regarding the possession and use of these devices (iPads, laptops, phones) is as follows:

Human interaction is more important than the use of technology. However, they shouldn't be seen as two competing sides but rather combining the best features of each approach. Technology is a natural part of life and students should learn to use it for their learning. An important part of this usage includes good etiquette and social rules, which should be adhered to within a technological context.

- 1) **The students are allowed to use their own devices in the morning before the beginning of school (before 07:30) and/or in the afternoon after school hours. Any use of devices must be age-appropriate.** Primary students are not allowed to use their own devices during the breaks. Secondary school students are allowed to use their devices during allocated breaks in dedicated areas. Students' own devices are stored in their school bags on silent mode when they are not in use. During school hours, permission to use technology always comes from the pedagogical staff – otherwise students do not touch devices (the school's or their own).
- 2) **Students are not allowed to take any pictures or make recordings** on school premises unless the pedagogical staff instruct them to do so for educational purposes.



The content of students' own devices must be according to the values of Q.F.I. School.

**In case students misuse their own devices, the school staff have a right to confiscate the device.** It will be given back only to students' guardian.

**The school cannot be held responsible and will not cover any loss or damage of devices brought from home.**

During school days and special events, the school personnel take pictures of the students and visitors. These pictures can be used for school purposes.

High school students should provide their own devices and can use these during the day in the places designated for them as long as it does not disturb the learning/teaching process. These designations are assigned by the school pedagogical staff. However, **students are not allowed to take any pictures or make recordings on school premises** unless the pedagogical staff instructs them to do so for educational purposes. During the lessons, devices may be used with specific permission from the pedagogical staff.

## Policy for distance learning

In extreme circumstances, the school can be suspended for a shorter or longer period of time or education can be arranged in the form of blended learning. In these situations, the life of the whole family changes. Students who have to be away from school for a long time feel lonely and isolated from their other social environment. Keeping the routine of going to school through distant learning helps the students to continue with their academic and social growth. Distance learning is a great tool for students to attend school and be social with their friends. It is important for students to receive instruction. Thus, it is important that parents make sure that students are able to manage the technical side of distance learning. For smaller students, an adult must be available in case of technical issues.

This policy explains the different types of distance learning used in Qatar-Finland International School: real-time, two-way video and audio instruction as well as one-way teaching and lesson recordings.

For distance learning, families need an Internet connection as well as a device for the student to send video and audio. The device must have a camera and a possibility to connect a headset with a microphone onto it. For students who study Arabic, an Arabic keyboard is essential.

Qatar-Finland International School offers an Office 365 licence to all of its students. This licence allows every student to download and install the desktop version of O365 tools on 5 separate devices. The eLearning platform used in the school is Microsoft Teams. In addition to Office 365 tools, the school provides the students with several other on-line resources that can be used to support distance learning. Additional assignments, handouts and other materials may also be shared to the homes for the students to use on-line or parents to print out.

### Distance learning from a family perspective

It should be noted that although the school has the primary responsibility for organizing schooling, the responsibility of the parents also increases during distance or blended learning. They need to help and support the child more than with normal in-classroom teaching. In some situations, parents may also need technical assistance. However, school arrangements are organized so that they do not unnecessarily increase the burden on the family.

It is easy for parents to realize that even if school was totally suspended, the child does not have to be completely isolated from their friends. It is important to maintain relationships with friends of your age. Distance learning makes home-school collaboration easy and seamless. Blended learning gives students opportunities to keep learning the important social and teamwork skills in a classroom environment.

### Distance learning from a school perspective

Arrangements for teaching during special circumstances are the responsibility of the school. Studying proceeds according to the school curriculum, which is supported by home education. Only sending worksheets home is not distance teaching. Distance learning:

- is a good addition to home-based education.
- enables social relationships to be maintained during school suspension.

During distance teaching and learning, students will need support in time management and maintaining their schedule. In the case the situation becomes long-term, it is probably reasonable to consider intensive courses in the subjects and concentrate only to study the subjects' core content. So, distant education has to focus on study modules that form a complete entity so that the distance learning does not become fragmented, without goals.

Blended learning is a system where students attend normal lessons according to a schedule provided by the school. During blended learning, the students will alternate between on-site and on-line learning but will always have the support of the pedagogical staff from school present during their studies.

In each model, teaching is organized in such a way that it follows the goals of the school curriculum as closely as possible. However, teaching must be flexible to best support the individual students. The age of the student must also be taken into account when planning distance or blended learning. Both parties involved in learning should also be prepared to ensure that not everything goes as planned.

When considering distance or blended learning, it is important to consider the resources of the school in terms of both equipment and teachers' know-how. The school must be in contact with the families of the students in the class and inform them about the distance learning arrangements.

If a student does not attend the on-line sessions or turn in required work:



1. After first time of not attending, the **subject teacher or class teacher** will send the student a **private Teams message**. Purpose is to ask how the student is doing and if there is anything the school can do to support the student to attend the meetings and turn in his/her work.
2. After second time of not attending, the **homeroom or class teacher** will send the student a **private Teams message**. Purpose is to further support the student.
3. After the third day of not attending, **homeroom or class teacher** will send **an email to the student and the parents** to see how the school can help the student.
4. After the fourth day of not attending, **counsellor** will **call the parents** to find out what the problems are and how the school can help.
5. If student still does not attend the teaching sessions or hands in the required work, it will **affect his/her assessment**.

As any other policy in Qatar-Finland International School, this policy is applied in an age-appropriate manner. The order, nature and level of consequences always depends on student's age.

## Uniform Policy

We like students to maintain a modest, neat and clean appearance at all times. The school expects every student to wear the right uniform every day at school and for parents to supervise and support it. Not following the policy gives the school the right to send the student back home to change clothes. Repeated breach of the policy endangers student's school place at Qatar-Finland International School.

The garments differ throughout the different grade levels, as shown in the pictures of the separate uniform catalogue. In addition, students are expected to wear closed black shoes (low heels) with black socks. The school recommends that the shoes support physical activity. If a head scarf is worn it must be navy blue or black.

For physical education all students are expected to wear good quality sports or running shoes which can be any colour. From grade 3 upwards, students are allowed to use the PE uniform only during the PE lessons.

If a hat/cap is worn, it must be the official one with the Q.F.I. School logo (as shown in the accessories). The school also offers other accessories such as the Lynxes jacket and Q.F.I. School Sports bag. No other clothing outside this Policy is allowed.



In addition to the abovementioned, long hair **must be tied for safety reasons** and hair accessories must be conservative. From grade 10 upwards students may have their hair untied with the exception of PE, Arts, Crafts and Science Lab lessons. Small stud earrings are allowed for girls and other jewellery must be simple and culturally sensitive. Jewellery must always be removed during PE lessons or when requested by a staff member. **The school cannot be held responsible and will not cover any loss or damage of jewellery brought from home.**

Hats and sunglasses may not be worn inside the classroom. Students who choose to wear make-up must do so unobtrusively.

#### Uniform policy procedure

1. Uniforms are checked every day by the Class and/or Homeroom Teacher.
2. If a student's uniform is incorrect, the **teacher** will have a **pedagogical discussion** with the student. **Parents are notified** about the issue.
3. If the student continues to have an incorrect uniform (10 times), the teacher will arrange another discussion with the student, where a **verbal warning** will be given: If students do not have the correct uniform the following day, they will either be **sent home** to get the missing/incorrect items, or **suspended in-house**. Parents are notified by e-mail (template below) and an **Incident Report** is written.
4. If the student continues to wear an incorrect uniform (10 additional times), a **meeting with the student, parents and Class Teacher/Homeroom Teacher** will be arranged, where an **Action Plan** will be written and signed.
5. If the student continues to wear an incorrect uniform (10 additional times), a meeting with the student, parents, Class Teacher/Homeroom Teacher and **Academic Principal** will be arranged, where a **Conditional Agreement** will be written and signed.
6. For further cases of uniform policy violations, the student may not be offered a place at the school for the next academic year.



## Parent Complaints and Feedback

We value all feedback and try to constantly improve our operations and communication. In all pedagogical matters the first point of contact is always the Class Teacher/Homeroom Teacher.

The school administration is also happy to answer any and all questions parents may have. If parents have any complaints or comments, they should always contact the school as soon as possible.

- When a parent places a complaint with the Class/Homeroom teacher, SEN teacher, Counsellor, Academic Principal, or General Manager/Head of School, 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, the measures taken will be communicated to the parent. Otherwise, a general notice may be included in the overall communication from school to parents (e.g. in grade level weekly letters, in emails, or in all parents meeting memos).
- The parents can also lodge a complaint with the Ministry of Education and Higher Education website <http://privateschools.edu.gov.qa>

