

Qatar-Finland International School Policy Document



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General

Dear parents,

On behalf of the staff at Qatar-Finland International School, we are happy to welcome you to the academic year 2023-2024.

Now that you are a member of our family, we would like you to be aware of the school policies. We value a strong collaboration with parents to achieve the highest potential of sharing the same values. Following the policies will make all daily operations easier and smoother. Please ensure, that you read and understand our policies in this document and make your child aware of them.

We wish all our students and their families a successful academic year!

The school will update the policy document regularly in collaboration with the students, school staff, and parents. 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 the school, as well as keeping all relevant information updated.

Please note, that the school can share a student's 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's place at the school
- Repeating the grade level
- Signing pedagogical documents

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



Admissions Policy

Sibling Priority

The siblings of existing students are prioritised 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 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 5 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 report cards for the two previous 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 an official translation office. A copy of both the original and translation must be provided.

The 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 one to two days. Our admissions coordinator will contact you in order to arrange the assessment time. **The assessment fee is QAR500 (paid with a bank transfer)** 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 the 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, 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 e-mail whether we are able to admit their child to Q.F.I. School or not. 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 QAR2500 before the deadline stated in the e-mail
- Signing school policy documents

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

Contact Information

Head of Admissions: Ms. Marwa Mahmoud

E-mail: [admissions\(at\)qfischool.com](mailto:admissions(at)qfischool.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 that should be made on the day of returning and signing 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 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
KG	14,708	14,708	14,709	44,125
Grade 0	14,708	14,708	14,709	44,125
Grade 1-6	16,179	16,179	16,179	48,537
Grade 7-9	18,201	18,201	18,202	54,604
Grade 10-12	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 basic learning materials (i.e. books 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



- Afternoon club and Study club
- 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 on time, 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 following academic year.

Educational Vouchers (Qatari Students)

The school is listed in the Ministry of Education and Higher Education Vouchers Programme.

Application for educational vouchers for Qatari students should be submitted within a period given by the Admissions Office from the start of the academic year.

The families who do not provide the complete documents to the school within a given period will be subject to the full tuition fee.

Notice to Cancel School Place(s)

Written notice of parents' intention to cancel student place(s) must be given to the **Admissions Office** at least two 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 the completion of a Cancellation School Place Form, which can be obtained from the Admissions Office, e-mail address: admissions@qfischool.com



Payment Methods

Fees are payable by:

- Bank transfer to school bank accounts. Transfer charges, if any, must be paid by the parent.
- Direct bank deposit into school bank account
- Cheque payable to 'Educluster Finland' and deliver it to the Finance Office

For bank transfer and direct bank deposit to the school bank account, a copy of direct bank deposit or bank transfer detail, indicating parent name and student details, must be delivered to the Finance Office, or e-mailed to: finance@qfischool.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: CBQQAQQA



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 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 in 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 five 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. This assessment at the end of the school year is an overall assessment of the student's progress and performance 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 provide 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's 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.

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 is given to the student and the guardian and includes but is 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 as follows:

Not yet meeting the objectives

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

Approaching the objectives

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

Achieving the objectives

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

Exceeding the objectives

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

Assessment in Grades 3 to 9

In Grades 3 to 9, students are assessed with a numerical grade from 4 to 10. 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 a grade eight 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 a grade eight in certain objectives may compensate for performances that are below this level in others.

The student has achieved the objectives adequately (a grade five) 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 (a grade five or above) in some objectives may compensate for failed performances (a grade four) in others.



Assessment in 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 five 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 30-50% depending on the subject.

Description of the numeric grades in Qatar-Finland International School include but are not limited to the following examples. These areas are emphasised 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, that these descriptions give an overview and are not mutually exclusive.

10 - Outstanding

Student

- has achieved and exceeded the required objectives.
- has an outstanding 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 outstanding 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 outstanding ability to assess his/her own working and skills.

9 – Excellent

Student

- has achieved and exceeded the required objectives.
- has a positive and enthusiastic approach towards the subject and studying.
- works independently and according to the 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 the 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 the 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.
- is not always able to concentrate on 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.
- is not 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 the subject and studying.
- is not able to concentrate on his/her studies even with support.
- is often absent from the lessons without reason.
- does not take care of his/her homework and belongings.
- understands the content only incompletely and occasionally.
- is not able to internalise 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 the 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.

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 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 International 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 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.

1. Parents will be notified with a demerit of every case of tardiness.
2. If there is a frequent pattern of students being late (10 times), the parents will be asked to meet with the **counsellor** and **class/homeroom teacher**. The **Student Welfare Team** will be notified.
3. 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** and an **action plan** is made for further procedures.
4. If the student continues to violate this policy (10 additional times), the parents will be asked to meet with the **vice principal, counsellor, and class/homeroom teacher**. The student and the parents sign a **conditional agreement**, in which the school expectations are reinforced.
5. 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 emphasises the learning of skills, both social and academic. Social skills can best be learnt in a group of peers and therefore, it is important that students do not take extra leave outside school vacations.

However, if there is a need for extra leave, it must be applied for **at least two working days** in advance. **Student Leave Request Forms** can be found on the school website and at the front desk in the main lobby. The class teacher can approve leave up to three days, while longer leave must also be approved by the vice principal. First, the teacher writes his/her comments in the form to inform the vice principal and the parents of how learning arrangements have been organised, followed by the vice 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 every unauthorised absence day: **class/homeroom teacher** will inform the **family** by sending a demerit.
2. On the 2nd unauthorised absence day: **class/homeroom teacher** will contact the parents.
3. On the 5th unauthorised absence day: the parents will be asked to meet with the **counsellor** and **class/homeroom teacher**.
4. On the 10th unauthorised absence day: An **action plan** is made for further procedures.
5. When the student has 15 unauthorised absence days: the parents will be asked to meet with the **vice principal, counsellor, and class/homeroom teacher**. The student and the parents sign a **conditional agreement**, in which the school expectations are reinforced.
6. 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 student 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. There must be a valid reason for the early pick-up, for example a doctor's appointment.

Students are not allowed to leave the school premises without an authorised adult escort.

Please note, that early pick-up should be used only in special situations. Early pick-ups affect the students learning.

1. If there is a frequent pattern of early pick-ups (five 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 **vice 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 the 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 students after the end of the school day;** for these reasons, the students should be picked up promptly after their school day is over.

The school offers an **Afternoon Club and extra-curricular activities** from 1-2 pm for Grade 0-2 students and from 2-3 pm for Grade 3-9 students. The Afternoon Club has an additional fee (see Other Expenses).

1. If there is a frequent pattern of a 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 **vice 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.

Permission to Leave Independently and Permission to Pick-Up a Younger Sibling

Middle and high school students can leave the campus independently with a written permission from the guardian. They can also pick up a younger sibling with a written permission.

The permission forms can be found from the school reception or can be asked from the homeroom teacher.



Behaviour Policy

The aim of Q.F.I. School is to create an atmosphere where students can experience a 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 a group, class, module, and school level
- Group rewarding methods – recognition of good behaviour at a societal level promoting the sense of shared responsibility in the group. This is extremely important when guiding students 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.

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 and a demerit is given.
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 or homework to be done over the break).
3. If the 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. 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.

Disturbing Behaviour

The abovementioned behaviour includes, but is not limited to:

- Name-calling, pushing, arguing, obscene use of language, etc.
 - Moving around the classroom, running away 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/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**). Parents will be informed.
 4. If the 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 **vice principal**, counsellor, and class/homeroom teacher. The student and the parents sign a **conditional agreement**, in which the school expectations are reinforced. A follow-up meeting will be organised within one month to review the progress.
 8. In case of continuous disturbing behaviour, a meeting will be organised with the class teacher, counsellor, and vice principal for the **suspension** of one to five days (depending on age/grade/severity). Suspension may be in-house or the student may be sent home.

Dishonesty (Cheating, Stealing, Plagiarism etc.)

1. The abovementioned behaviour is noticed or reported. The **concerned staff member** will document the incident and inform the class/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 have a **meeting with the counsellor and class/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/homeroom teacher, counsellor, and **vice principal**. The student will be **suspended** for one to five 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 **principal** will meet the parents and inform them about the **expulsion**.

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, gaming or forums 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 messages sent through devices
- Instant Message (via devices, e-mail provider services, apps, and social media messaging features)
- E-mail

Actions



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@QFISchool



Qatar Finland International School Media



Qatar-Finland International School



1. We have a zero-tolerance policy on bullying. A student can be suspended depending on age/grade/severity of the incident for one to five days. Suspension may be in-house or the student may be sent home.
2. Bullying is noticed or reported. The **concerned staff member** will report the incident (**Incident Report**).
The **class teacher or the counsellor** 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.
3. If the behaviour occurs again, 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 **vice 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 organised within one month to review the progress.
6. If the behaviour continues, and the student has been suspended for the third time, the **principal** will convey the decision of expulsion to the family.

Breaking and/or Destroying School Property

1. The concerned staff member will document the incident (**Incident Report**) and then inform the class/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/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 **vice principal**. The student will be **suspended** for one to five days.
4. If this behaviour is repeated, the parents will be asked to meet with the vice principal, counsellor, and class/homeroom teacher. The student and the parents sign a **conditional agreement**, in which the school expectations are reinforced.
5. If it occurs again, the **vice 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.*

Banned Items:

- Cigarettes/E-cigarettes
- Vapes
- Smokeless tobacco of any kind
- Any paraphernalia related to the above (matches, lighters, etc.)
- Weapons of any kind (including toys that resemble weapons)

Lockers and Backpack Search:

Middle and high school students have the option to rent lockers for the school year. The student is responsible for taking care of the key to keep their possessions in the locker safe. It is recommended to keep valuables at home and not in lockers. The school administration reserves the right to investigate lockers at any time.

If school staff suspect that a student has a banned item or an item that has the potential to cause harm to oneself/another in their possession, staff will ask the student to empty the contents of their backpack in the presence of two staff members. The item will be confiscated, if found.

Vaping/Smoking/Tobacco Use/Any Illegal or Banned Substances:

It is strictly prohibited for any student to be under the influence of, have in their possession, buy, sell or give to other students any illegal or banned substances on school campus. There are serious health risks associated with vaping/use of illegal substances. Studies show, that vaping negatively impacts the physical and cognitive development of children/adolescents. In addition, the products contain nicotine which is highly addictive.

- 1) When this behaviour is noticed or reported to staff, the student will immediately be taken to administration. The banned item will be confiscated by staff and given to administration.
- 2) Staff will complete an **Incident Report** and notify the class/homeroom teacher/school counsellor.
- 3) The vice principal will notify the parents to immediately come to the school for a meeting.
- 4) The student is subject to in-house suspension, suspension from school, expulsion or any other consequence determined appropriate by school administration, depending on frequency and severity. As with any behaviour that is determined to be a breach of the behaviour policy, the privilege to participate in ECAs, events, field trips, Lynxes, Leagues and student clubs may be lost.



- 5) The student will meet with the counsellor post-consequence for individual/group sessions, as determined by the school counsellor.

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 **class/homeroom teacher, counsellor, and vice principal** on the same day. The student(s) will be **suspended** for one to five days (depending on age/grade/severity). The 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/homeroom teacher. The student and the parents sign a **conditional agreement**, in which the school expectations are reinforced.
 4. If it continues, the **principal** will meet the parents and inform them about the **expulsion**. The student will not be offered a student place for the next academic year.

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent students from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school.

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 include extensive kissing or hugging, lying or sitting together inappropriately, and placing hands on each other in inappropriate ways.
- 2) The school recognises 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 the facts and surrounding circumstances. False accusations of sexual harassment that can have a serious detrimental effect on innocent parties are prohibited by the school and can be a 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 vice principal** on the same day. The student(s) will be **suspended** for one to five 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 **principal** will meet the parents and inform them about the **expulsion**. The student will not be offered a 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 should not 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 7:30 am) and/or in the afternoon after their last lesson. Any use of devices must be age appropriate. Students are not allowed to use their own devices during the breaks. 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.

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

Consequences of Breaching Device Policy

1. If a student breaks the above-mentioned rules, the teacher will confiscate the phone and take it to **reception**. The student can collect their phone from reception at 2 pm.
2. On the **third strike**, the homeroom teacher will contact the student's parents, and only the parents can collect the phone from reception.
3. Each strike after the third strike, **ONLY** the student's parents can collect the phone from reception.
4. On the **sixth** strike, **an action plan** will be written.
5. On the **ninth** strike, **a conditional agreement** will be written.

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's 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.

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 the student's 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). 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 P.E. uniform only during the P.E. 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 except for P.E., 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 P.E. 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/homeroom/subject 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 has an incorrect uniform again, he/she will be **sent home** to get the missing/correct uniform.
4. If the student continues to wear an incorrect uniform and has been sent home three additional times, a **meeting with the student, parents, and class/homeroom teacher** will be arranged, where an **action plan** will be written and signed.
5. If the student continues to neglect the uniform policy five additional times, a meeting with the student, parents, class/homeroom teacher, and **vice principal** will be arranged, and 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.



Nutrition (Healthy Lifestyle) Policy

We are committed alongside MOPH to pay attention on improving school-aged students' eating habits and behaviours both at school and home.

To help students have the energy to meet their requirements in studies and extra-curricular activities, we should ensure that they have at least three (3) meals a day: breakfast, lunch, dinner, and healthy snacks according to the following guidelines:

- **Porridge**, glass of water/milk or cheese **or yogurt** in the morning
- **At least one portion of meat, seafood, or poultry**, or a plate of **lentil or beans** or any other type of legumes to **gain enough protein**
- **Minimising the quantities of fats** eaten; using small quantities of cooking oil, eating boiled or grilled food instead of fried food, and reducing quantities of fast-food intake
- Eating one source of starchy food, e.g., bread, macaroni, yam, rice, or corn to **gain enough carbohydrates**
- Eating a **plate of salad or vegetables** and at least **three portions of fresh fruit per day**
- **Eating large quantities of high-fibre foods**, which are found in the **grains** (for example quinoa, millet) as well as in fruit and vegetables
- **Eating fruits and vegetables** as a snack alongside three meals as they contain large quantities of water, vitamins, salts, minerals, and fibres, all of which greatly strengthen **a healthy body**
- **Reducing quantities of sweets, chocolate, and chips eaten**, as they contain large quantities of sugar, salts and fats which accumulate fats in the body. If there is no way to avoid eating them; they should be eaten in small portions after the main meal, not as an individual snack.

Sources: MOPH; Qatar Dietary Guidelines 2015, Hukoomi; Nutrition Tips and Guidelines



Language Policy

English language is the medium of instruction and communication at Qatar-Finland International School. We expect everyone to use English for all communication during lessons and breaks, excluding other language lessons. Using a language common to all helps us avoid any misunderstanding. We expect everyone to communicate respectfully. Inappropriate and insulting use of language is not accepted.

We teach the following languages at Qatar-Finland International School: Arabic as a mother tongue (AMT), Arabic in English, Spanish, French, and German for high school students. Arabic as a mother tongue and first foreign languages for non-native Arabic speakers are taught from 1st grade. The second foreign language starts in Grade 7. A third foreign language starts in Grade 10.

Home-School Collaboration

The school strongly believes that educating students 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 organise their daily lives and find common understanding with the school in educating their children.

In 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, talk to staff, and 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 the 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 about 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-student-teacher conferences (one per term in Terms 1 and 2) and a student-led conference (in Term 3)**.
- There is a **Principal's Coffee Morning** every first Thursday of the month at 7:30 am in the library.
- 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 the PA and the class/homeroom teacher.

The aims of the PA are:

- To enrich the students' 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 students
- 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, 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, our staff offer general support to all our students. The multi-professional **Student Welfare Team** is consulted when needed. This team consists of the academic vice principal, school counsellors, and special educational needs teachers.

School support structures include more challenging or individualised tasks, remedial teaching, part-time special needs education, and assistance services, as well as special aids. The support given to the student must be flexible, based on long-term planning, and adaptable as the student's needs for support changes. Support is provided for as long as necessary, according to the student's needs and the availability of the school's resources. The individual support methods are planned in collaboration with the student and the parents and they are described in the pedagogical documents of the student.

In our school, there are 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.

Policy for Distance Learning

In extreme circumstances, the school can be suspended for a shorter or longer period, 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 distance learning helps the students 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 the 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 its students. This licence allows every student to download and install the desktop version of O365 tools on five separate devices.

The eLearning platform used in the school is Microsoft Teams. In addition to Office 365 tools, the school provides students with several other online resources that can be used to support distance learning. Additional assignments, handouts, and other materials may also be shared with the students to use online or for parents to print out.

Distance Learning from a Family Perspective

It should be noted that although the school has the primary responsibility for organising 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 organised so that they do not unnecessarily increase the burden on the family.

It is easy for parents to realise that even if the 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 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 schedules. In case the situation becomes long-term, it is probably reasonable to consider intensive courses in the subjects and concentrate only on studying the subjects' core content. So, distance education must focus on study modules that form a complete entity, so that 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 online learning but will always have the support of the pedagogical staff from the school present during their studies.

In each model, teaching is organised 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 individual students. The age of the student must also be taken into account when planning distance or blended learning.

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 online sessions or turn in the required work:

1. After the first day of not attending, the **subject teacher or class teacher** will send the student a **private Teams message**. The 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 the second day of not attending, the **homeroom or class teacher** will send the student a **private Teams message**. The purpose is to further support the student.
3. After the third day of not attending, the **homeroom or class teacher** will send **an e-mail to the student and the parents** to see how the school can help the student.
4. After the fourth day of not attending, the **counsellor** will **call the parents** to find out what the problems are and how the school can help.
5. If the student still does not attend the teaching sessions or hands in the required work, it will **affect his/her assessment**.

As with 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 depend on the student's age.



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/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, 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, the measures taken will be communicated to the parent. Otherwise, a general notice may be included in the weekly class letter.

Official complaint

In response to a Ministry of Education and Higher Education directive, we have developed guidelines and procedures to address concerns and inquiries related to your child's education. Our commitment to providing high-quality education in a safe and satisfactory environment remains unwavering. These guidelines promote transparency, trust, and open communication between the school administration and parents. We encourage you to utilise this process to express concerns you may have. Your feedback is invaluable in our ongoing efforts to enhance your child's educational experience.

1. Complaint committee

The school has a complaint committee that investigates and handles complaints received by the school.

2. Complaint channel

The school has an official email address to receive complaints. Complaints must be sent to complaint@qfischool.com

3. Official Complaint Form

An official Ministry of Education and Higher Education complaint form must be used. The form can be found at the school reception or web page.

4. Steps after the complaint has been submitted



- An official email will be sent to the complainant, confirming that the complaint has been received.
- The complaint committee will carefully review the complaint. Any evidence and statements related to the issue will be gathered.
- If the need arises, there will be a meeting with the complainant.
- The complaint committee aims to resolve and close the complaint without delays.
- The complaint process will be documented using the Ministry of Education complaint form. The school principal or vice principal and the complainant will sign the form.

5. Resolving and closing the complaint

After verifying and studying the complaint, the school's management will take appropriate measures by either closing the complaint, issuing warnings, or applying penalties in line with the school's internal penalty guide.

Complaints that cannot be resolved will be reported to the Ministry of Education and Higher Education.



Signature page

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:

