

مدرسة اوريكس العالمية



# Oryx International School

## REWARDS & SANCTIONS (BEHAVIOUR) POLICY: SECONDARY

Policy Name	Rewards & Sanctions (Behaviour) Policy - <b>Secondary</b>
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## Overview

Oryx International School's Rewards and Sanction Policy exists in conjunction with the Behaviour Policy and in line with the school's Code of Conduct. The over-arching principle for the creation and application of this policy is the establishment and consistency for the school as a community of Students, staff and parents in regard to how rewards and sanctions can, and should, be used to positively reinforce desired behaviours and to negatively reinforce inappropriate behaviour. Establishing the right environment must be a whole-school priority at all times but especially in the first weeks of the new school year. We operate a positive discipline policy throughout the school to ensure that expectations are upheld in every classroom and that all student have a respectful, calm environment in which to learn.

Our Policy is underpinned by our school values (ERRIC):

EXCELLENCE   RESPECT   RESPONSIBILITY   INTEGRITY   COMPASSION

## Aims

- To recognise and celebrate student successes publicly
- To create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment that is conducive to learning.
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and promote the sense of community.
- To ensure all stakeholders are clear about their roles, responsibilities and sanctions that will be imposed for non-adherence to our school expectations.

## OIS Code of Conduct

### Student Responsibilities

At Oryx, students are expected to:

#### Be Respectful

- in speech and conduct
- by showing care and consideration for others
- by being attentive
- by speaking when it is your turn to do so
- by respecting school equipment and that of your classmates
- by speaking in the language of the class

#### Be Prepared

- by wearing the school uniform correctly
- by being on time
- by being organised
- by having all the correct equipment

- by being ready to learn

### **Be Hard-Working**

- by following instructions
- by starting work quickly
- by being focussed on the learning activity
- by completing home learning

### **Be Responsible**

- by taking pride in your work
- by caring for your surroundings
- by moving around the school calmly
- by observing all safety practices
- by using all equipment carefully

### **Staff Responsibilities**

The staff responsibilities are to:

- Teach and remind students about positive behaviours, expectations and sanctions at the start of each term, through PSHE, Qatari Values and as and when is deemed necessary.
- Act as a role model and model the behaviour in their practise that is expected of the student.
- Raise student's self-esteem
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each student is an individual and has individual needs.
- Create a safe, pleasant environment both physically and emotionally.
- Ensure rewards, including praise and positive reinforcement, and consequences are sustained, consistent and followed through.
- Form a good relationship with parents, keeping them regularly informed of their child's behaviour at school, identifying concerns at an early stage.
- Encourage students to be aware of the needs of others.
- Encourage students to take responsibility for their own actions and behaviour,
- Seek to understand potential triggers and minimise these through classroom /breaktime adjustments.
- Understand that behaviours are a form of communication
- During Registration check that students are in correct uniform. If the correct uniform is not being worn, a note is written in the student planner or uniform infringement letters are given out according to the uniform policy
- Students should be on time. Any lateness should be recorded on ISAMS and followed up in line with the Attendance Policy
- Students should record all homework in the student planner. If not, they should be given a day planner. Repeated problems with the above should be referred to the relevant key stage lead of Secondary

## Senior Leadership Responsibilities

- All behaviour expectations, both whole school and class, are reviewed with all stakeholders to maintain their relevance
- Ensure all staff are aware of this policy and their role in promoting a positive, supportive and nurturing environment.
- Facilitate support for staff through mentoring, CPD and safeguarding courses
- Ensure all forms of unacceptable behaviour are recorded on CPOMS
- Ensure positive praise and commendations are recorded on ISAMS
- Behaviour records on CPOMS are reviewed termly for patterns of regularity, location and types of incidents as well as consistency of practise by the Pastoral Lead (Secondary)
- Ensure any individual behaviour support plans in place for students have specific, achievable targets; are co constructed with teachers, students and their parents and are monitored regularly by the Pastoral Lead

## Pastoral Lead Responsibilities

- Respond to all Level 2 and 3 behaviours related incidents that take place at break time, before and after school.
- Respond to all escalated in class behaviours referred to by the Key Stage Leads (Level 2 stage 2)
- Support Heads of Year to follow up on Level 1 concerns
- Support teachers to manage in class behaviour
- Monitor and maintain Behaviour plans and records
- Monitor ISAMS and suggest certificates, awards and newsletter messages to share successes.
- Lead and promote secondary student voice.
- Liaise closely with all staff and especially the wellbeing team, Heads of Year, Head of Houses, SLT and parents.

## Parent/Guardian Responsibilities

As a school, we should build on the positive foundations that have already been established by parents.

The parent's responsibilities are to: -

- read and adhere to this policy
- support the school to promote an environment of respect for the whole school community
- act as role models for their child and be respectful to all staff
- inform the school if parents are experiencing any behavioural concerns/difficulties at home or if there have been changes in circumstances or upsetting events.
- approach teaching staff or a member of the SLT and **not to approach student/other parents** under any circumstances to deal with issues involving their child

## Rewards

Without exception, success is to be celebrated at all levels and all staff should use verbal praise as much as possible, wherever and whenever it is appropriate.

Rewards should be given to students for progress, attainment, positive behaviour and showcasing the school's values.

### House Points, Certificates & Prizes

At OIS, all students are placed into a House Team.

In Years 7-10 full use of the house point system should be made by teachers – completing the appropriate pages in the Student planners. Positive comments on the iSAMS system also contribute to a pupil's house point total. This is monitored by the House Lead and the House leaders board is updated on a termly basis with outstanding contributions by individual students recognised in the monthly newsletter.

The secondary House Lead, monitors house points and awards. Certificates for 25, 50, 100 and 250 House Points, are presented in end of term assemblies. The winning house is awarded with a 'treat' each term.

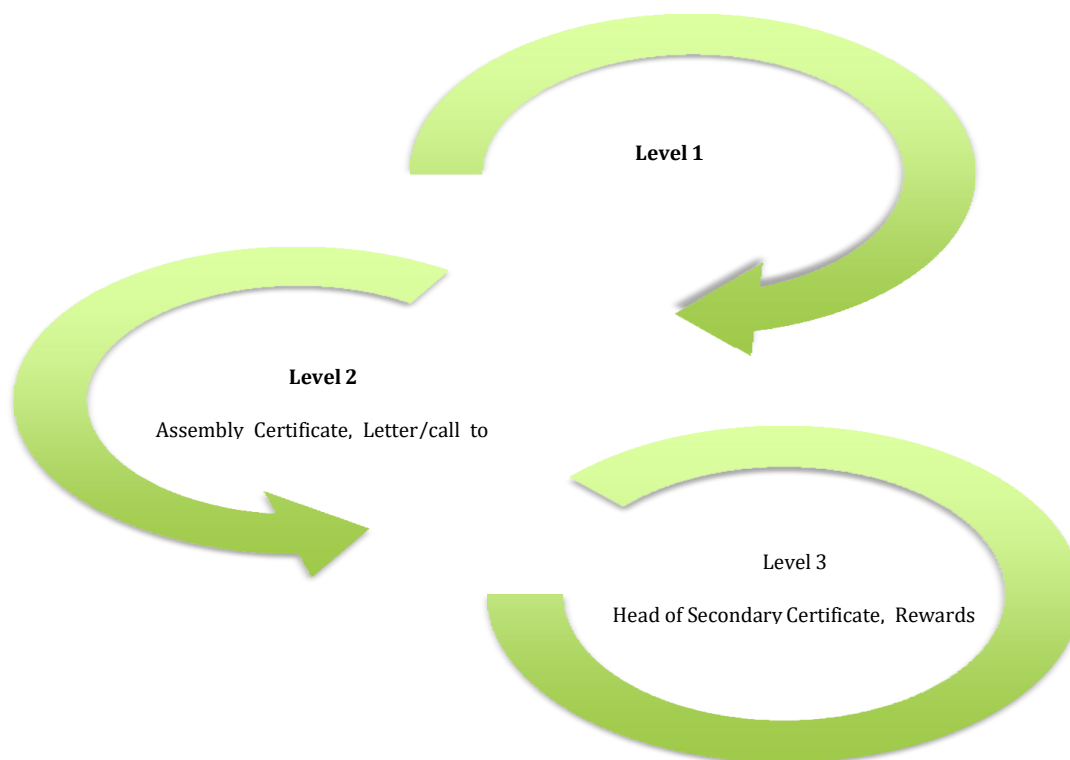
In Years 7-10, Head of Secondary Commendation Certificates will be awarded at the end of each year in Assembly to students who have demonstrated excellence in terms of effort, academic progress, citizenship, sports or school service.

### Annual Prize Giving

The Head of Secondary Award will be awarded annually during prize giving for each year group 7 - 13. to those students who have demonstrated excellence in terms of effort, academic progress, promotion of our school values, sports or school service.

Attainment and Progress awards are presented during the end of term assembly

The attainment award is given to a student who, over the course of the year, has consistently excelled academically. The progress award is given to a student who has made accelerated progress and achieved 2 levels from the end of the previous year's attainment data.



## Sanctions & Addressing Negative Behaviours

Our system is based on our school values, growth mindset and students and making respectful and responsible choices.

### During Class Time (See Behaviour Flow Chart)

It may be appropriate for certain incidents to be carried over from lesson to lesson. This may apply for missing homework (not handing in homework on 3 occasions may result in a teacher talk and/or catch up session) or lateness to class. This should be addressed initially by the class teacher and thereafter referred to the Head of Department. HOY's informed to be

Subject Teachers and form Tutors can use the Student planner to communicate concerns or praise via the Student planner. If a comment is written in the Student planner it must be recorded in the iSAMS (praise) /CPOMS (concerns) system where appropriate. These comments should be monitored by the year lead. Three concerned level 1 comments will require a follow-up action from the Pastoral lead who will apply appropriate sanctions. This should be communicated home as soon as possible. When a Student has received 2 restorative sessions, this will be raised to the pastoral lead (cc KS Lead) who will meet with parents and apply appropriate sanctions.

### Around the School (See Behaviour Flow Chart)

Staff are responsible for ensuring the safe and sensible movement of students around the school. (meet and greet)

Duty members of staff (as per the break time rotas) are responsible for the care of students during the breaktimes.

If the situation is Level 1, the duty staff member should deal with the incident. For incidents of level 2 and above the matter should be reported to the Pastoral Lead (cc KS Lead). The duty teacher should record the incident on CPOMS and if urgent email/call the pastoral lead.

### Use of CPOMS / iSAMS

All secondary staff will record all incidents and restorative sessions on CPOMS. This is because behaviour is a form of communication and concerning behaviours need to be monitored and possible wellbeing support initiated. All Praise commendations will be logged on ISAMS.

### Reasonable Force

Will only be used if the student or other student/adult's safety is at risk. All restraints are recorded on CPOMS and must outline the reasons for the restraint, witnesses and how long the child was restrained for. All restraints must be reported to the Head of Secondary and parents will be informed. Members of staff should give a verbal warning prior to using reasonable force to remove any risk to students. This warning should be witnessed by another member of staff.

### De-Escalation Approaches

May include, but are not limited to:

- Distraction & diversion
- Selective attention/deliberate non-response
- Change of adult
- Safe place withdrawal
- Calm tone and low voice
- Do not hold eye contact and do not stand square on to the student

### Students who require additional support

Some students display behaviours which present a challenge for school staff to manage. Where this is the case, advice from other colleagues and the Inclusion team should be sought. An individual behaviour plan may be created in consultation with the student, parent and staff members.



## Cyberbullying & Mobile Phones

Cyberbullying and any other form of misuse of social media, including during out of school hours, which is deemed to be harmful and/or detrimental to other students, staff or the good name of the school will be subject to the sanctions procedures as stated in this policy.

Similarly, any breach of school rules including the misuse of mobile phones in school or on a school trip will also be subject to these sanctions. Reference Social Media Policy, Mobile Phone Use Policy, Student Code of Ethics, MoEHE Code of ethics (students)

## Monitoring Behaviour

All members of staff are aware that the Rewards and Sanctions (Behaviour Policy) should be implemented. All staff are made aware that behaviour is a form of communication.

## Sanctions & Behaviour Levels

The intention of all sanctions is to correct unacceptable behaviour; they are not punitive measures: we do not 'punish' student in our care. Where students are honest and tell the truth from the outset, this is acknowledged and noted. If any incident is more serious it can be escalated through the process.

LEVELS 2 and 3 might also result in student loss of privileges (e.g. attending clubs, trips, bus use, playtimes etc) if there are Health and Safety concerns.

Whilst it is understandable that on occasion a student may 'lash out in anger' in reaction against another student, this must be treated with a LEVEL 3 sanction, no matter the provocation. A sustained and / or premeditated physical attack will be treated as 'more serious than LEVEL 3 and will be dealt with by the Executive Principal.

Any act of aggression against a member of staff will result in immediate period of suspension from school and a review meeting arranged to determine whether or not to re-admit the student in the future. In all cases of aggression involving a weapon of any sort, the police will be informed.

Any infringements more serious than Level 3, or a repeated level 3 infringement will result in a review meeting with the Executive Principal and parents. The School Board and/or the MoEHE will be informed and this may result in a student being externally suspended for a lengthier time or removed from the school.

During any period of external suspension, the school will provide online learning via the CANVAS platform. Students will be expected to attend to all work set during the normal school hours and meet deadlines from teachers. Any suspension lasting **more than 5 school days** will be supported by a named member of staff having regular contact via TEAMS / ZOOM with the student to assist with school work. Students will be granted access to the school for the purpose of sitting external or end of term MoEHE

Examinations during the time of the exam only and must not remain on school premises beyond that time.

As an addition to the student's reintegration meeting with a member of KS Lead/Pastoral Lead upon returning to school following a period of external suspension, either our Student Counsellor or Wellbeing Counsellor, will meet with the student to reassure and discuss any anxiety or other issues they may be feeling. A short report will be given to the Head of Primary or Secondary for information. If follow up sessions to further support the student are recommended by the counsellor, parents will be invited to discuss this beforehand.

NB These are examples and not an exhaustive list of misdemeanours.

<p><b>Level 1</b></p> <p>low level disruption, late to class more than once, homework not completed or handed in, uniform violation more than once, talking in class repeatedly, disrespectful towards another student, malicious teasing shouting out</p>	<p><b>Level 2</b></p> <p>persistently disrupting the class, repeatedly refusing to follow instructions, violating the ICT or Mobile phone policies, disrespectful to staff, swearing, *verbally abusing another, hiding or removing someone else's property, bullying including cyber-bullying, inappropriate contact misbehaving on the school bus</p>
<p><b>Level 3</b></p> <p>leaving the class/school without permission, not attending a lesson without due cause, damaging property, graffiti, inappropriate use of social media or mobile phone/other media, physical aggression, stealing, refusing to follow safety instructions, racist or religious slurring of another, repeated bullying, any sort of sexualized behaviour, bringing banned items into school, bringing the school into disrepute</p>	

**Behaviour Flowchart** - Staff will inevitably have their own systems for behaviour. These should be used to support the policy and procedures outlined below and not be used instead of our policy.

Level	In class behaviour ( impacting learning of self & others)	
1.1	Teacher Verbal warning/ reminder	Descriptive and directional cue is given
1.2	Teacher Verbal warning & choice	if the disruption/distraction continues ( <b>verbal warning &amp; choice to discuss class behaviour expectations at breaktime</b> )
1.3	Teacher Choice made – breaktime verbal restorative discussion recorded on CPOMS . <b>Head of Department</b> Contact home, restorative session, Check ins	Teacher articulates that a choice has been made and there is a consequence. Time to meet and location is arranged. Incident logged on CPOMS. At meeting, unwanted behaviour is named, expectations clarified, actions agreed. HOD to contact parents and conduct appropriate restorative session (use restorative session form). <b>Check in made by Head of Department within 24 hours.</b> Student maybe placed on a report card.

2.1	<b>Key Stage Lead</b> If the disruption continues following HOD interventions. KS Lead and Pastoral lead will be involved.	The student meets with the Key Stage Lead / Pastoral lead unpicking the events and the choices that were made that led to leadership involvement. Expectations are made clear, next steps are made and agreed by the student and shared with parent. Restorative document is completed. CPOMS record is made. Missed Learning is completed. Parents are informed by the Key Stage lead / pastoral lead by the end of the day. A discussion will take place between relevant staff (i.e. KS lead, HOD, SEN, CT) to ensure that the learning is matched to the student's needs, that warnings were given and the teacher is supported. <b>The situation is monitored by the Key Stage Lead / pastoral lead.</b> Follow up call after 2 weeks is made to parents to update them on changes in attitude. Student maybe placed on a report card.
2.2	<b>Assistant Principal</b> If the disruption continues	The student is sent to the AP for the rest of the day. Work is completed and the restorative paperwork is reflected on. Parents are informed at the earliest opportunity by the AP. Parents and student are called to a meeting with the AP and Pastoral lead. Log of incidents, restorative discussions and support in place for the student are shared. Expectations are made clear to the parents and what the next steps will be if changes are not evident ie Stage 3 internal /external suspension. Behavioural contract written up. Inform HOS.

Level	Out of class behaviour ( impacting wellbeing/conduct of self & others)	
1.1	<b>Teacher</b> Verbal warning/ reminder -	Descriptive and directional cue is given
1.2	<b>Teacher</b> Verbal warning & choice	if the unwanted behaviour continues ( <b>verbal warning &amp; choice to discuss behaviour expectations</b> )
1.3	<b>Teacher</b> Choice made – breaktime verbal restorative discussion recorded on CPOMS . <b>Head of Year</b> Contact home, restorative session, Check ins	Teacher articulates that a choice has been made and there is a consequence. Time to meet and location is arranged. Incident logged on CPOMS . At meeting, unwanted behaviour is named, expectations clarified, actions agreed. HOY to contact parents and conduct appropriate restorative session (use restorative session form) <b>Check in made by Head of Year within 24 hours.</b>
2	<b>Pastoral Lead / Key stage lead</b>	The student meets with the Pastoral Lead / Key stage lead unpicking the events and the choices that were made. Investigation recorded and signed by student. Expectations are made clear, support for student discussed, next steps are made and agreed by the student. Restorative document is completed. CPOMS record is made. either a) Student returns to class. Parents are informed of the events by the Pastoral Lead / KS Lead by the end of the day. <b>The situation is monitored by the Pastoral Lead / KS Lead.</b> Follow up call after 2 weeks is made to parents to update

		<p>them on changes in attitude.</p> <p><b>Or b)</b> Student remains out of class with AP/Pastoral lead for the rest of the day. Work is completed. Parents are informed at the earliest opportunity by the Pastoral Lead. Parents and student are called to a meeting with the Pastoral Lead and AP. Log of incidents, restorative discussions and support in place for the student are shared. Expectations are made clear to the parents and what the next steps will be if changes are not evident ie Stage 3 internal /external suspension. <b>The situation is monitored by the Pastoral Lead.</b> Follow up call after 2 weeks is made to parents to update them on changes in attitude. Behaviour contract written up. Student maybe placed on a report card. HOS informed.</p>
3.1	<b>Internal Suspension</b>	An internal suspension will be discussed between Assistant Principal and Pastoral Lead. The HOS must agree to the internal suspension. Parents are informed of the discussion and the school expectations. This is followed up with a formal letter to parents.
3.2	<b>External Suspension</b>	The Head of Secondary will discuss the incident with the Executive Principal. With Exec P agreement, a parent meeting will be called to discuss the incident and investigation findings. Parents will be informed to keep their child off school while they wait for information regarding the length of external suspension. Investigation reports with recommendations of sanction are sent to the RHOS. Following approval, a formal letter is sent to parents.
3.3	<b>Removal from school</b>	The Head of Secondary will discuss the incident with the Executive Principal. With Exec P agreement, a parent meeting will be called to discuss the incident and investigation findings. Parents will be informed to keep their child off school while they wait for further information. Investigation reports with recommendations of sanction are sent to the RHOS. Once approved, the Exec P will meet with the parents to discuss their child's removal from school.

## Our Restorative Approach

### Key Questions/Prompts

Talk to me about what has happened.

What did you want to achieve?

What were you thinking/feeling at the time?

How are you feeling now?

Who was affected? How?  
been made?

What different choices could have

What is needed to make things right?  
you feel you need?

How can I help? What support do

How can we ensure this doesn't happen again?

What have you taken away?

<b>What happened?</b>	<b>What was I thinking and feeling at the time?</b>
<b>Who has been affected?</b>	<b>How do I fix things?</b>
<b>Additional notes</b>	
<b>Adult's signature</b>	<b>Student's signature</b>