



Oryx International School

REWARDS AND SANCTIONS (BEHAVIOUR) POLICY - PRIMARY

Policy Name	Rewards and Sanctions (Behaviour) Policy - Primary
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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 child 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

Parents' 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

Senior Leader's 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 in secondary and all incidents at Level 2 and above in Primary
- Behaviour records on CPOMS are reviewed termly for patterns of regularity, location and types of incidents as well as consistency of practise by the Head of Primary
- 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 HOP

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 and Prizes

At OIS, all students are placed into a House Team. Rewards take the form of Class Dojo points which take the form of House Points (1 Dojo = 1 House Point)

Dojo points can be allocated to an individual or to groups of student for the reasons listed above.

Dojo points should be added by adults working in the class. Dojo points are never taken away.

At the end of each week, Dojo points are collated to ascertain the House team scores.

Dojo points are collected termly. Certificates for 25,50,75 points are awarded.

The winning House of the term receives a treat

1-3 Dojo point is awarded to an individual/group for:

- Following the Code of Conduct
- Demonstrating the attributes of a growth mindset
- An exemplary (WAGOLL) outcome
- Promoting the school learning values
- Promoting the class expectations

5 Dojo points are awarded for:

- Achieving a pen license
- Achieving Star of the Week/Day
- Achieving specialist awards
- Sticker/reward from Vice Principal, Head of Primary, Assistant Principal or Phase Leader

Sanctions and Addressing Negative Behaviours

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

It is recognised by all staff at Oryx International, that for students to learn, they need to make mistakes, within a safe environment. Student will make mistakes with their behaviour. However, these mistakes should be new mistakes. Through restorative discussions, students should be encouraged to articulate

the mistake that has been made and how they will address this next time. Students may need support from adults to empower and support them to do this.

Our expectation is that there is a calm, learning atmosphere in every classroom. The classroom expectations (charter not rules) are set in September between the student and the staff that support them. This class charter and the school learning values are displayed in the class and referred to regularly. The Behaviour flow chart is also displayed in the classroom.

To promote the sense of belonging, students should not be sent to another class; this also disrupts their learning and the learning of others.

Dojo points are not taken away from a child.

Names are not written on the board.

We do not use black clouds, sad faces or similar displays.

Demeaning, humiliating and sarcastic comments are not appropriate.

During Class Time (see Behaviour Flow chart)

*In FS2 to Y5 **green cards – Ready to Learn and pink cards - Think about your learning** -are displayed in the room. Each child has a named wooden peg. All students start the day on Ready to Learn as this is the expectation. Students are rewarded for extra effort with Dojo points. Students who are given a warning need to physically move their peg to think about it. Their reward for demonstrating the expected learning behaviours is the movement of the peg back to ready to learn. This must take place within the lesson, so teachers need to catch the child demonstrating positive behaviours.*

As part of Transition, Year 6 will refer to The Secondary Behaviour Policy in relation to the system of sanctions.

Individuals, as well as groups and the whole class, may require support to overcome some behaviours. This may be over a sustained period e.g. 6 weeks and may be on a theme such as taking responsibility, telling the truth etc... PSHE resources are used. Parents are informed about the type of learning that is taking place and the intended outcomes.

The expectation is that student are respectful to adults and their peers allowing the lesson to start promptly. In those classes where individuals are causing concern, we will give student clear descriptive and directional instructions "You are distracting other's learning. Look this way, Sue." We will say, "Thanks or thank you!" after they have fulfilled our expectations as this re-affirms the appropriate expectations in a positive manner.

Around the School

Staff are responsible for ensuring the safe and sensible movement of students around the school. *Care should be taken to ensure that 'play' is sensible and controlled.*

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

If a student is misbehaving outside class time, the duty member of staff should deal with the situation. If the situation is Level 2 or above , the duty staff member should record the incident on CPOMS and refer the student to a member of the Primary Leadership team .

Use of CPOMS

Teachers and SLT will record all incidents **Level 2 and above** on CPOMS. This is because behaviour is a form of communication and concerning behaviours need to be monitored and possible wellbeing support initiated.

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 parents.

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. A individual behaviour plan may be created in consultation with the student, parent and staff members.

Cyberbullying and 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.

Monitoring Behaviour

All members of staff are aware that the Rewards and Sanctions (Behaviour Policy) should be implemented. However, sometimes a professional judgement regarding a course of action must be made. This will be dependent on a child's particular age, needs and the situation.

Behaviour is monitored at Level 1 by the class teacher and Year Leader. At level 2 by the Phase Lead and Assistant Principals. All incidents at level 2 or above are recorded on CPOMS.

Behaviour Levels

Level	Stage	Who	Range of Sanctions Applicable	Recording & Communication
1	1,2,3	Class Teacher	Verbal warning. Green to pink to Green	
2	1,2	Phase Leader	removal to Phase Leader room for restorative discussion	Dojo message, email or call to parents CPOMS entry Phase Lead restorative discussion
3	1	Assistant Principal	Referral to Vice Principal for Internal suspension	Parents informed directly and/or meeting, CPOMS entry AP restorative discussion
3	2	HOP	Referral to EXecP for External Suspension	Parent meeting/Warning letter/ Final Warning

				CPOMS entry HOP restorative discussion
3	3	Exec P /	Referral to Director of Ed for Permanent Exclusion	Parent meeting/Director of Ed letter/ School record

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.

In all cases of aggression involving a weapon of any sort, the police will be informed.

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.

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 SLT 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.

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 1 :Stage 1 (look/ verbal warning)

We do not ask why student is not engaging. We give **descriptive cues** followed by a **directional cue**- eg **"Ben, you are talking, focus yourself this way."** And when Ben does as he is asked, teacher responds 'Thankyou'. **"Louise you are calling out. Put your hand up to answer a question"** and when Louise puts her hand up, teacher responds "Thank you". **" Liam you are distracting people around you. Focus this way and respect the learning of others"** etc....



Level 1:Stage 2 (verbal warning & choice) -if the disruption/distraction continues

The child is given a choice (using the descriptive and directional cue)- **"Peter, you are distracting others, focus on your learning or you will move your peg to pink "**

Reference is made to the Class charter and lack of respect for the learning of others.



Level 1: Stage 3 - **(choice made)** child continues. Teacher articulates that a choice has been made and there is a consequence. Directs the child to move the peg to pink.

At this point the teacher needs to try to catch them to reinforce positive behaviours and return to green. This should be within the lesson

Level 2:Stage 1 -If the disruption continues

Either a) The child spends time with the Phase Lead unpicking the events and the choices that were made that led to leadership involvement. Expectations are made clear, next steps are made to and agreed by child. Work is completed. Child is returned to the classroom and expectations shared with the teacher.

Parents are informed by the class teacher via Dojo at the earliest opportunity if not, at the end of the day. A discussion will take place between the Phase Lead and staff member to ensure that the learning is matched to the child's needs and that warnings were given.

Teacher script 1 or 2 dependent on the situation

- 1) Just to inform you that Jimmy had to spend a little time out of the classroom today to reflect on

his learning behaviour. He turned the situation around and worked hard for the rest of the day.
Or 2) I am writing to inform you that unfortunately Jimmy had to spend a considerable amount of time out of the classroom today. We have had a chat and I am sure that tomorrow will be a better day.

Situations with high levels of resistance and challenge are always followed up with a restorative approach with the YGL or Phase Lead- this ensures a supportive discussion and should only take place once the student is calm. (see restorative pro forma). The class teacher should record the incident on CPOMS and Phase Lead completes any further actions. After this approach, the child will spend time completing their learning with the Phase Lead or Assistant Principal and then return to the class. Parents are informed at the earliest opportunity (see script above), if not, by the end of the day.



Level 2: Stage 2 *If the disruption continues*

The child is sent to the AP and spends the rest of the day separated from the class. Work is completed and the restorative paperwork is reflected on. Parents are informed at the earliest opportunity by the AP. Expectations are made clear to the parents and what the next steps will be.



Level 3: Stage 1

An internal suspension will be discussed between Primary Leadership Team & Class teacher. The Vice Principal must agree the internal suspension. Parents are informed of the discussion and the school expectations. This is followed up with a formal letter to parents.



Level 3: Stage 2

The Primary Head 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.

Level 3 Stage 3

The Primary Head 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.

Sanctions

The intention of all sanctions is to correct unacceptable behaviour; they are not punitive measures: we do not 'punish' student in our care.

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.

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 Director of Education acting on behalf of the Operating Committee will be informed, and this may result in a student being removed from the school.

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

Level 1

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.

Level 2

disrupting the class, shouting out, 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

Level 3

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.

Our Restorative Approach

Key Questions/Prompts

Talk to me about what has happened.

What were you thinking/feeling at the time?

Who was affected? How?

What is needed to make things right?
need?

How can we ensure this doesn't happen again?

What did you want to achieve?

How are you feeling now?

What different choices could have been made?

How can I help? What support do you feel you

What have you taken away?

What happened?	What was I thinking and feeling at the time?
Who has been affected?	How do I fix things?

Additional notes	
Adult's signature	Student's signature

