



مدرسة السلام الأولى  
THE FIRST ASSALAM SCHOOL

## Rights and Responsibilities

The School has prepared this document to assist students and their parents and guardians to fully understand their rights and responsibilities, the behaviour and reward policies of the school. The school expects full cooperation from the parents and students so that the school is able to provide a healthy learning environment.

The First Assalam School takes responsibility to ensure all students are given fair treatment within school premises and are supported morally and emotionally to overcome any hurdle that may hinder the smooth learning process and healthy development of the students. The expectations from parents and guardians are made clear to assist the school in achieving this goal.

It is the responsibility of the parents and guardians that their children understand their rights and responsibilities and abide by school regulations to the best of their ability. Upon noncompliance from the guardians, the school retains full right to escalate the matter to the ministry for the student to be stopped from continuing at the school.

#### Rights of Students: -

- To be fully informed about all rules and regulations that they are expected to follow
- To be given a safe environment where they feel secure, appreciated, respected and welcomed.
- A holistic educational experience that is at par with international standards, and it is designed specifically to cater to the needs of the students.
- To be treated kindly with justice without any kind of physical or emotional coercion
- To be offered positive encouraging guidance to tackle with non ability to cope with class expectations
- To be guided in a positive manner to weed out any negative mindset and behaviour that may be disruptive towards school performance and their development as responsible adults
- To inform their parents about their school performance and any behavioural concerns
- To be provided immediate on campus medical support via certified nurses if needed and referred to hospital facilities for cases that are beyond the scope of the school.
- To be able to consult with a social worker provided by the school, assuring confidentiality regarding any matter that may distress the students whether in school or elsewhere.
- To be given emotional and psychological support needed by them to give their best performance at school

- To approach The Principal directly if the student feels the need

#### Responsibilities of Students: -

- To understand fully the aims and goals of the school
- To be on their best behaviour and fully cooperate with the teachers following all instructions given in class
- To respect and value school facilities and equipments
- To comply with school rules and regulations that are made clear to them
- To follow the behaviour policies of the school and understand that noncompliance will have necessary consequences
- To follow the uniform policies given to them
- To be respectful of all teaching and administration staff and all other fellow students

#### Rights of Parents: -

- To be provided all necessary guidelines to understand school vision, mission, services, policies and rules and regulations
- To be given full support needed with documentation work for enrolling their children to the school
- To be updated about changes in school policies and regulations before hand
- To be able to freely approach school authorities if they have any concern
- To be treated with utmost respect and fairness
- To be clearly informed about the curriculum being taught
- To be regularly updated about their children's educational performance in school
- To be informed about any matter of concern regarding child's behaviour, health or hygiene and be offered counselling and guidance to remedy the situation
- To be able to approach the ministry if they feel that their rights have been violated in any way or form by the school

#### Responsibilities of Parents: -

- To provide school with all necessary documentation needed to enrol their children
- To read and understand all documentations provided by the school to fully comprehend their rights and responsibilities and that of their children
- To abide by school policies and regulations
- To take full responsibility of their children complying by school rules and behaviour policies
- To assist the teachers and school staff in every way possible to ensure smooth educational experience of their children
- To provide with contact information in case of emergency
- To provide with all necessary information regarding any special need of their children, such as health or family issues or concerns. If needed, the school may request a medical report from Hamad Hospital.
- To communicate with teachers and school staff when needed
- To show due respect and appropriate language at all times to school staff and volunteers
- To visit the school when asked by school authorities
- To fully cooperate with the school regarding disciplinary concerns about their children
- To provide proper healthy snacks and food for their children as per the guidelines given by the school
- To ensure that students follow basic hygiene guidelines provided by the school
- To take advantage of various hygiene and health campaigns run at the school premises so their child can understand what is expected of them
- To ensure their children follow school uniform policies
- To keep themselves updated about children's performance at school
- To regularly communicate with teachers to ensure that their child follows up at home with instructions and work given by their respective teachers
- To volunteer and participate in school events and campaigns if requested by the school, if available and possible
- To fully support the social worker and school nurse in case it is requested of them to help with the behavioural, health or hygiene issues of their children

- To understand that all misconduct and behavioural issues will be documented by the school and kept in confidentiality to be used as reference to evaluate child improvement or given to The Ministry in case of complete noncompliance from parents and students alike.

# Reward and Behaviour Policy

## First Assalam School

### **1 Background and Purpose**

- 1.1 First Assalam School's Reward and Behaviour policy is currently being reviewed as a result of an evaluation of the current scheme and in order to enhance good practice and further develop the scope of the provision.

### **2 Organisational scope**

- 2.1 This Policy relates to all members of staff; parents and guardians; students at First Assalam School.

### **3 Our Aims**

- 3.1 First Assalam School seeks to be a well-ordered, safe and supportive community school in which the individual can achieve his/her best at all times. To enable this, a common code of conduct operates throughout the school which recognises and is tolerant of the rights of all to learn without being distracted by others. Anti-social or disruptive behaviour will be swiftly isolated and dealt with. At the same time, all positive means will be used to encourage and foster good behaviour throughout the school.

### **4 Our Objectives**

- 4.1 A common set of procedures and standards of behaviour will be adopted throughout the school by staff and students alike. These will be incorporated in such documents as the Staff Handbook, the School Rules and the Parent/ School Agreement.
- 4.2 The school policies will ensure that a healthy environment is established, where rights of students, parents, staff and school are well taken into consideration. And responsibilities of all concerned parties are made clear.

Guidelines will be given to students and their parents/ guardians whenever necessary, making them aware of the standards expected at First Assalam School and how best they can support the School. The School will inform parents immediately of all serious cases of unacceptable or poor behaviour and seek their support in addressing the problem.

- 4.3 Clear procedures will operate informing staff how anti-social or disruptive behaviour is to be dealt with. These will involve a series of staged measures from dealing with incidents at source through to referral to the Principal. Although good discipline competencies will be expected from all Staff, they can also expect support from senior colleagues in dealing with complicated behavioural problems.
- 4.4 A varied system of rewards will be used at First Assalam School to encourage and recognise good behaviour. However, it is essential that good behaviour must be seen as the norm and that nothing short of the code of conduct will be expected. Likewise, by encouraging the qualities of self-discipline and tolerance, students will be encouraged to develop a positive self image based on acceptable behaviour and good conduct.

- 4.5 Staff and students are encouraged to adopt a system of assertive discipline whereby behaviour is seen as a matter of concern to all and all will take joint responsibility for enforcing the code of conduct. Staff will monitor behaviour throughout the school and act on all infringements swiftly.
- 4.6 **Focus on positive behaviour** will be reinforced by the school ethos and underpinned by the *Consequences* structure. Behavioural expectations and sanctions for Consequences will be displayed throughout the school.

## 5 Policy Statement

- 5.2 First Assalam School recognises the value of good behaviour and discipline, to support staff; parents/ guardians and students. First Assalam School believes in promoting the wellbeing of students, thereby enhancing and impacting the quality of education they receive.
- 5.3 The school is dedicated to establishing an environment of transparency, equality, justice and respect for all, whereby students have a safe haven to flourish not only academically but also develop morally.
- 5.4 The recognition of a school-wide policy on behaviour will encourage consistency of practice and promote a culture where staff and students are well supported at key points in their time at First Assalam School.

## 6 Roles and Responsibilities

- 6.1 All staff are responsible for encouraging good behaviour among members of the school community. They are expected to carry out certain discipline competencies and in the case of teaching staff, maintain good classroom practices.

Most cases of student indiscipline can and will be dealt with at source by the member of staff concerned. However, in more serious cases, staff may need to report poor behaviour to the Social Worker. Staff have the responsibility to apply the school's system of sanctions and rewards as described in this behaviour policy. Staff are expected to contribute to detention rotas within directed time.

- 6.2 Teachers are responsible for monitoring the behaviour of their year groups. They are able to provide other staff with relevant background information on students and make suggestions for relevant strategies to deal with them. They will monitor their students on a daily basis with such procedures as work and conduct reports. Teachers are a pivotal point in any dealings with a particular student and should be kept informed at all times as to developments relating to poor behaviour. In the first instance it will be the individual subject teacher who will contact parents, although this might not be the case for the most serious matters.
- 6.3 The Social Worker working with Section Heads, are responsible for supporting matters of classroom discipline and student behaviour within their subject area. They will monitor this through a system of classroom observation and shared good practice within the department. The help they might provide could include: withdrawal of individuals from certain teaching groups; advice and support on teaching methods; interviewing individual or small groups of students with

behavioural problems within their subject area. The Social Worker will work with Section Heads to monitor sanctions issued by members of their department.

- 6.4 The Social Worker in conjunction with Section Heads are responsible for the welfare of students within each year group. They monitor students' behaviour where this is reaching serious proportions (i.e. across a number of subject areas) and offer advice and support in dealing with individual students. The Social Worker will support staff with behavioural incidents and may be called upon in serious cases needing immediate attention. Furthermore, they coordinate the school response once parents become involved.
- 6.5 The Social Worker has overall responsibility for standards of behaviour. This involves informing staff, students and parents of the school's behaviour policy and the code of conduct; enabling new staff to acquire and develop discipline competencies; enforcing the system of rewards and sanctions as described in the behaviour policy. Only the Principal can make the final decision to exclude a student.
- 6.6 The Principal has responsibility for ensuring that the school publishes and operates its behaviour policy. In cases of fixed term and permanent exclusion from school they act in accordance with internal procedures and MOE directives.
- 6.7 Parents/ guardians will be informed clearly about their rights and responsibilities expected by the school and they have to ensure that they and their children abide by the school's behaviour policy and support the school in its application.
- 6.8 Students are responsible for learning the code of conduct and applying it to their dealings with staff, fellow students and adults within the school context (including all school trips and visits).
- 6.9 Do's and Don'ts
  1. Do not ask students to stand up against the wall, door or windows.
  2. Do not use any type of physical force or restraining method to discipline students.
  3. Do not use demeaning or abusive language
  4. Do not use any type of psychological and emotional coercion to discipline
  5. Do not send students into isolation. Isolation has to be fully supervised.
  6. Do not shout at close quarters at a student or exhibit any other type of reprimand that may indicate aggression or the threat of aggression.
  7. Do try to calm situations down. Students should be allowed to 'climb off' and then asked to explain their behaviour.

## **7 The Consequence system**

- 7.1 First Assalam School implements a firmly grounded and proven method of behavioural discipline in the school. This system is known by the name of "Consequence".
- 7.2 The consequence system is a simple and effective control measure made up of four codes. These are namely C1, C2, C3 and C4 respectively. Each code denominates a countermeasure to the behaviour issue from a student.

The coding system works in escalation depending upon the severity of the students actions. The sequence and definitions to the coding method are as follows:-

- C1: Initial verbal warning/discussion by a member of staff or teacher to a student when a school rule is broken;
- C2: Second verbal warning/discussion by a member of staff or teacher to a student when a school rule is broken (this is effectively a second and final chance for the student to refrain from such prohibited actions before more serious action is taken). A note is made in all C2 cases;
- C3: Escalated action to include parental involvement, Social Worker involvement, counselling, detention etc. Must result in a written incident report (C3 Slip) and entered into the a Log.;
- C4: C4 slip issued and a letter to the parent or guardian and a phone call to parent/ guardian by the Social Worker. The Social Worker may decide the student will be isolated for the rest of the school day or if the incident has occurred near to the end of the school day, then the student will be isolated the following day. C4 may also result in a temporary exclusion or a permanent exclusion, depending on the gravity of the offence(s). Entry must be made into the Behaviour Log.

If a student undertakes a prohibited course of action that is categorised as extreme or severe, the Social Worker will call the student's parents/ guardians immediately and the student temporarily excluded pending a final outcome from investigations into the offence(s). If the student persists in an extreme series of actions and does not show any signs of improvement, the school may decide to permanently exclude the student from the school.

#### 7.3 Temporary reasons for exclusion are but not exhaustive:-

- Repeated refusal to obey school rules;
- Swearing/cursing;
- Serious disruption of other students' learning;
- Serious or repeated bullying;
- Repeated racial or sexual harassment;
- Attacks on other students which result in little or no injury;
- Possession of banned substances on school premises or trips;
- Vandalism of school property;
- Theft.

#### 7.4 Reasons for permanent exclusion are but not exhaustive: -

- Persistent behaviour of the type given under temporary exclusion;
- Attacks on students resulting in injury;
- Physical attacks, or threat of, on staff regardless of severity;
- Serious criminal damage to school property;
- Possession of and/or promoting or supply of banned substances on school premises or on a school trip.
- Refusal to accept staff authority or use of abusive language towards staff (including posting inappropriate or offensive materials in paper or electronic form);
- Spreading material in school amongst fellow students that is tantamount to the spread of corruption including materials of a sexual nature, material likely to cause harm or injury in some way, etc.

#### 7.5 The consequence system can be further broken down into the following criteria in order to ensure the smooth operation of the school: -

## CLASSROOM EXPECTATIONS

Code	Expectation 1: Punctuality, Equipment, Uniform	Consequence
1.1	Arrive at lessons promptly.	C1, C2
1.2	Bring relevant books to school every day.	C1, C2, C3
1.3	Line up quietly outside lessons.	C1, C2,
1.4	Students should remove all outside clothing before entering the room.	C1, C2,
1.5	Students follow the school uniform rules given to them.	C1, C2, C3
1.6	Required equipment is brought to the lesson.	C1, C2, C3
1.7	Mobile phones & electrical equipment aren't allowed in classes but if brought then they must be given into the school office at the start of school and collected upon leaving.	C1, C2, C3

Code	Expectation 2: Respond Appropriately	Consequence
2.1	Look at and listen to the teacher when they are talking.	C1, C2,
2.2	Follow all instructions the first time.	C1, C2, C3
2.3	Ask questions appropriately.	C1, C2, C3
2.4	Listen to the views of other students.	C1, C2,
2.5	Do not disrupt the learning of others.	C1, C2, C3, C4

Code	Expectation 3: Work To The Best Of Your Ability	Consequence
3.1	Arrive on time to lessons.	C1, C2, C3
3.2	Focus fully on tasks.	C1, C2,
3.3	Complete work set.	C1, C2, C3

Code	Expectation 4: Respect People, Belongings And Environment	Consequence
4.1	Speak using an appropriate volume.	C1, C2, C3
4.2	Listen when others are talking and speak at the appropriate time.	C1, C2, C3
4.3	Do not use offensive language.	C3, C4
4.4	Put all litter in bins provided.	C1, C2, C3
4.5	Do not wilfully damage school property.	C3, C4
4.6	Do not wilfully damage the personal property of others.	C3, C4
4.7	Move around the school with due care.	C1, C2, C3

## 8 Praising and rewards

- 8.1 All staff should use reward and encouragement with generosity where it is deserved. Good effort and good work should not go unnoticed and every effort should be made to reinforce good behaviour and good work with praise. The school actively encourages this positive outlook.
- 8.2 Types of and reasons for praising that the school offers its students but not exhaustive to, are:-
- Oral and written praise;
  - Recognition of good work and behaviour;
  - Merit stickers;
  - Prizes and gifts;
  - Letters to parents/ guardians;
  - Certificates;
  - Posts of responsibility;

## 9 Social Worker

The Social Worker will ensure that an escalating system of correcting and reprimanding students is always applied subject to sections 7.2 and 7.3.

Steps:

1. Complete an *incident or concern note* regarding the students behaviour. Try to resolve without further escalation.
2. Arrange a team meeting with the parent, member of staff concerned (and the social worker) to further discuss the issues and what further steps can be taken to ensure compliance to behavioural norms. At this stage, an update sheet is completed to the existing incident or concern note from step 1. The Social Worker will update any ILP (Individual Learning Plan) and the student file.

Any action, counselling, treatment etc that has been agreed upon is carried through and closely monitored by the Social Worker.

3. With continuing, escalating or more problematic issues, the social worker may decide to:
  - a. suspend a student for a fixed number of days but not exceeding three consecutive days
  - b. Refer a student to a medical professional for further assessment. In this case, a student may only be readmitted once the assessment is complete and the student deemed fit to attend school.
  - c. Undertake intensive counselling sessions over a number of days either whilst the student is in attendance at school or at fixed times when a student is suspended.

In all cases, the student file is updated.

4. When all methods have been exhausted, and the student does not show improvement, continues with behaviour issues, further escalates existing problems, refuses to comply with behavioural normals, then the Social Worker will refer the case to the Educational Psychologist.

After cases are referred by the social worker, the educational psychologist's primary responsibility is to assess and address the psychological factors contributing to a student's disruptive behaviour. This involves conducting evaluations and assessments to identify any learning, emotional, or developmental issues. Based on the findings, individualised intervention plans are created, in collaboration with teachers and parents, and severe cases may be referred to Sidra Medicine or Hamad for diagnosis to guide IEP development. If abuse is suspected, the psychologist will reach out to the Aman Center for appropriate intervention. The focus is on promoting positive behavioural changes, and the emphasis is on promoting positive behaviours to help students succeed.

In addition to direct intervention, educational psychologists support teachers through training sessions, equipping them to manage classroom behaviour and recognize signs of psychological, emotional, or behavioural issues. Strategies are regularly adapted to the needs of students, prioritising positive reinforcement over corrective measures, ensuring interventions are dynamic and student-focused.

Besides, educational psychologists collaborate with social workers to ensure that interventions are consistent and whole. When a student's behaviour escalates or persists despite initial strategies, the educational psychologist and social worker may work together to explore more intensive support options. This multidisciplinary approach ensures that students receive comprehensive care, addressing both their educational and psychological needs. Educational psychologists also play a main role in monitoring progress and adjusting intervention plans as necessary, ensuring that students have the best possible chance of improving both behaviour and academic performance.

If still there is no improvement in the behaviour, for the school and student's betterment, the school will convene a meeting with the parents to find alternative solutions as per the guidelines of MOEHE.

A *permanent exclusion (expulsion)* form will need to be completed with all the evidences and forms from steps 1 to 3 above included. The form is duly signed by the Social Worker, educational psychologist and forwarded to the Principal. A meeting will be held with at least 2 members of the SLT, the Social Worker, psychologist and the Principal. The parent or guardian is informed of the meeting and may submit a written note if they so wish.

The decision to permanently exclude (expel) a student will be forwarded, with all the relevant paperwork, to the MOEHE by the MOEHE coordinator for their approval and/or comments. The decision will be final.

## **10 Policy Review**

10.1 This policy will be reviewed on an annual basis or amended as and when deemed necessary.

## **11 Equal Opportunities**

11.1 The First Assalam School is committed to ensuring equality of opportunity for all and consequently will monitor the application of this policy and procedure to this effect.

Reviewed: September 2025  
Next review: September 2026