

SECTION 8

PASTORAL CARE, STUDENT SUPPORT, REWARDS AND EXPECTATIONS

Section 8: Pastoral Care, Student Support, Rewards and Expectations

8.1 Student Well-Being Framework

The care and well-being, steps for student support and success procedures of the school are based on the philosophy that students who are happy in their environment, who are inspired by the process of learning and who feel secure with those who facilitate that learning, will be successful. Students are expected to demonstrate behaviour that reflects the school's philosophy and the ISL Qatar pillars of Diversity, Passion, Identity and Understanding. The framework on which our student support and success policies and procedures are developed can be found [here](#).

Our aims are for students to:

- show respect, understanding and sensitivity towards other cultures and the rights of others;
- grow in their capacity to exercise sound moral judgements and exhibit the ISL Qatar values of respect for self, others, learning and the environment.
- learn and demonstrate self-discipline through mutual respect and concern for the local and global community;
- accept personal responsibility for their actions and account to their teachers and parents/guardians for their conduct;
- be diligent in pursuing their studies and attend school regularly and punctually;
- comply with the school guidelines and expectations.

To achieve this, ISL Qatar:

- provides a support and learning support structure in which students feel secure and are able to progress and be successful;
- provides a clear rewards system to promote a positive learning environment and to reward students who demonstrate high achievement, exceptional effort, outstanding service, excellent behaviour and other significant contributions to the school;
- makes clear our expectations and deals with breaches of school guidelines in a fair, consistent and timely manner.

Our well-being and support structures are designed to ensure that we have a safe environment in which all students can thrive.

8.2 Respect

Our Respect Policy statement can be found [here](#).

At ISL Qatar we consider that inappropriate choices of behaviour need to be understood by the student and that there are clear steps for restitution; assisting this process and supporting change and improved choices, is paramount to bringing about effective long term change. This should include exploration of the incident so that the student fully understands their impact on other individuals and the community, and actions to be taken by the student to repair damage to the person/community. These two factors, understanding and consequence, are critical to the student being able to make a change in their thinking and ultimately modify their behaviour. Often students who make poor behaviour choices are also experiencing personally challenging situations. A change in thinking is consequently unlikely unless we provide additional support and help them to develop coping strategies.

Additionally, in cases where a student has repeated difficulty with making effective behavior choices, the above actions will be supported via a Behaviour Contract, a Success Plan and or therapeutically, by a school Social-Emotional Psychological wellbeing counsellor, all of which are designed to enable the student to reflect and address underlying issues, experience success and gain an appreciation of the benefits of positive behavior choices.

In line with this approach, students who disregard our Respect Policy can expect to receive consequences which may include the removal of privileges such as participating in school trips and in some instances either temporary suspension. In such cases, students will not be allowed to represent the school in events, trips, school teams etc. until they show behaviour consistently in line with our Respect Policy.

To support consistent implementation of steps to support students to develop effective learning behaviour we will follow the ISL Qatar Detailed Chart of Escalation Stages. All stages include the need to undertake restorative actions in order to allow students to overcome the incident of concern, and have the opportunity to repair relationships.

The escalation chart can be found [here](#)

8.2.1 Leader of Student Development (LoSD):

The school's team who promote well-being and development comprises of the following staff:

- LoSD for Grades EC1-4: **Members of Primary Leadership Team**
- LoSD IB Diploma: **Sarah Clarke** (sclarke@islqatar.org)
- LoSD for Grades 9 & 10: **Jenny Besford** (ibesford@islqatar.org)
- LoSD for Grades 7 & 8: **Sophia Kritsineli** (skritsineli@islqatar.org)
- LoSD for Grades 5 & 6: **Marieke Scholten** (mscholten@islqatar.org)
- LoSD for Arabic Cultural Support: **Ahmed El Hadidi** (aelhadidi@islqatar.org)
- College Counsellor: **Richard Thompson** (rthompson@islqatar.org)
- College Counsellor: **Annemiek Bailey** (abailey@islqatar.org)

The leaders of student development work with a team of homeroom teachers who are responsible for the well-being and development of a homeroom group of students. Homeroom teachers are the first point of contact for issues of concern that parents may have. In the secondary school, there is an Associate Homeroom Teacher who is connected to a specific Homeroom and acts as an additional support for the Homeroom Teacher in terms of providing mentoring experiences for students

8.3 Anti-Bullying Policy

Everyone at ISL Qatar has the right to feel welcome, secure and happy. If this is the case, all members of the school community will be able to achieve to their maximum potential. Bullying of any sort prevents this and prevents equality of opportunity. It is the responsibility of all members of our community to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the student affected should feel confident to activate the anti-bullying systems within the school to stop the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied students and help build an anti-bullying ethos in the school.

8.3.1 Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, electronic abuse through websites, text messages or e-mails, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. We ensure that all students know the difference between bullying and falling out or one-off incidents or disagreements.

8.3.2 Actions to Tackle Bullying

Prevention is better than cure. At ISL Qatar we are vigilant in looking for signs of bullying and always take reports of incidents seriously. We use the curriculum whenever possible to reinforce the ethos of the school and help students to develop strategies to combat bullying-type behaviour.

Students are told that they must report any incidence of bullying to an adult within school, and that when another student tells them that they are being bullied or if they see bullying taking place it is their responsibility to report this to a member of staff. There is a provision for students or parents to report incidents anonymously.

All reported incidents of bullying are taken seriously and investigated by staff members. A record is kept of reports and confirmed incidents. The class teacher or homeroom teacher of the affected student is responsible for this and is required to give a copy of any report and the action taken to the respective Pastoral Leader. Older students may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying are reported to the Head of Secondary or Head of Primary.

Upon discovery of an incident of bullying, we discuss, with the children, the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each student is given an opportunity to talk and the discussion is focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one student is involved in bullying another. Role-play and other drama techniques can be used. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used within the affected group to confront bullying that already exists.

Students who are worried about openly discussing an incident when the aggressors are present can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Students need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying.

We have a number of peer mentoring systems and a Student Leadership Team, which helps to promote active citizenship and effective role models amongst the student body. These are important vehicles for students to report incidents of bullying and as such, act as an important link between the student body and staff.

Parental Involvement

The parents of bullies and the affected students will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. Persistent bullies will be excluded from school.

Parents can support students by urging them to tell someone at school if they are being bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a student has to suffer. In cases of cyber bullying, students should be encouraged to keep text messages, social media feeds etc. as these are effective and helpful evidence which can be used to inform an investigation. Students are encouraged to seek support from their Homeroom Teacher, Pastoral Leader, Head of Student Support or any trusted adult member of the community.

Whilst there is little history of bullying at ISL Qatar, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

8.4 Learning Support

We recognise all children as individuals with a wide range of abilities and learning needs, but we also have a responsibility to address any concerns that may arise during a student's school career. The ISL Qatar code of practise for special needs and learning support is designed to ensure that appropriate provision is made for every student to realise his/her maximum potential in all areas of development. Our main aims are to work positively with students, parents and carers, to keep them informed and acknowledge any issues.

In certain circumstances we may not be able to provide the appropriate learning support for students with very specific learning needs. In this case, the school will work with parents to find alternative schooling.

The learning support team consists of the Learning Support Coordinator, two Learning Support teachers, three learning Support Assistants and one mathematics learning assistant (50%) who works with secondary students. Referrals are generally made by class teachers and support is provided on an individual or small group basis according to the Learning Support policy. The Learning Support Coordinator is available for consultations and advice.

8.5 Counselling

ISL Qatar has full time counsellors who work directly in supporting students and parents with social, emotional and academic issues on a confidential basis. For further information, please contact the Secondary School Counsellor, **Jennifer Osborne** (jheathcoteosborne@islqatar.org) or the Primary School Counsellor, **Reinette Evert** (revert@islqatar.org).

8.6 English Language Support

Language support is provided by a team of staff led by the English as an Additional Language (EAL) Coordinator. This support is provided in small groups both in and out of the classroom. For more information, please contact **Samir Valiyev** (svaliyev@islqatar.org)

8.7 Uniform and Dress Code

While ISL Qatar does not have a school uniform, it does have a clear dress code. Clothing needs to be simple, modest, neat and suitable for a range of school activities and appropriate to a working and learning environment.

All students will dress in a manner that is both respectful to the host country and inoffensive to any individual in the community. Clothing which could be perceived as culturally insensitive is not allowed. This includes items of clothing with references to alcohol or drugs. Students are expected to demonstrate pride in themselves and the school community by their manner of dress and appearance.

All students should wear trousers or long shorts, although girls can opt to wear below-the-knee length skirts. Clothing should be opaque and undergarments should not be visible. Trousers should be pulled up to the waist. Shirts and blouses should fully cover the midriff and cleavage. Singlet-type or strapless shirts and vests are not allowed. Ripped clothing of any description is not allowed.

Excessive use of jewellery and make-up is discouraged and, if worn, should be simple and discrete. Large earrings are not allowed on health and safety grounds. Ear studs may be worn as an alternative. Also unacceptable, are any of the following: artificial brightly coloured hair dyes and body piercings (other than studs).

Footwear must be safe for a school environment. There are special requirements in the science and technology rooms that must be observed. If there are violations of the dress code, then the student will be asked to change or be provided with temporary clothing. If the violation is repeated, the student may be required to return home and change their clothing or be excluded from class if returning home is not possible. Further violations will lead to further disciplinary action. The Head of School is the final arbiter on matters relating to the dress code.

8.8 Information and Digital Literacy

Access to Learning Technologies

ISL Qatar adopts a blended learning approach to education, combining face to face instruction with the integration of web or 'cloud-based' learning tools accessible through mobile devices.

In primary school, all classrooms are equipped with 5 iPads and many have interactive touchscreen cleverboards. Primary also have access to 3 iPad class carts containing 24 iPads each and 2 laptop trolleys.

In secondary, all classrooms are equipped with a projector and many have interactive Smart boards. ISL Qatar does not mandate the use of, nor provide, specific hardware or software for secondary students. Instead, we require students to bring a device of their choosing to school every day that meets the minimum required device specifications. The BYOD programme plays an important role in self-directed learning, giving students a greater degree of choice in how they address their own specific learning needs through immediate access to a wide range of web-based learning tools. Student work can be stored in the student's online drive provided by the school, which has unlimited storage space. Completed work can be submitted through the student's ManageBac account or as directed by the subject teacher. See the [ISL Qatar BYOD Guide](#) for more information.

Information & Digital Literacy - Support

In order to match electronic resources as closely as possible to the school curriculum, teachers review and evaluate resources to offer learning experiences that are appropriate to the age and ability of the group being taught. In collaboration with the Innovative Learning Team, teachers provide appropriate guidance to students to ensure adequate development of information and digital literacy skills.

The range of support available to students, both technical and from a learning perspective, is continually growing. The IT office on the ground floor has two dedicated technical support specialists

and the Innovative Learning Team based in the library (comprising a full time learning technologies integrator and two teacher-librarians) work across the school with both students and staff.

Virtual Learning Environments

Primary: In primary school, [Seesaw](#) serves as a platform for the development of student learning journals, the dynamic collection of evidence for learning and as a means of communication with parents. More detailed information on the use of Seesaw can be found in The [ISL Qatar Seesaw Guidelines for Teachers](#).

Secondary: ManageBac is the school's adopted platform for class attendance, unit planning, report writing and the posting of assignments for students. An integrated calendar of upcoming deadlines is visible by both students and parents.

ManageBac is also the main management and communication tool for the MYP Personal Project and Service as Action and in the DP, Creativity Activity and Service, the Extended Essay, Theory of Knowledge and Examination Registration.

Whilst assignments details must be shared with students via ManageBac as a minimum requirement, many teachers also take advantage of our access to [Google Classroom](#) and other online platforms which offer greater flexibility in terms of monitoring assignment progress, providing real-time feedback to students, facilitating remote communication and collaboration whilst also allowing for anytime, anywhere access to learning resources.

Responsible Use Agreements

We enforce explicit web filtering and block access to VPN and other filter bypass services. We also enforce SafeSearch on Bing, Yahoo and Google. That said, no web filter is 100% watertight and so staff are required to continually impress upon students the principles of digital citizenship and responsible use of technology as per the ISL Qatar Responsible Use Agreements.

Parents are advised to read through the [Primary Responsible Use Agreement](#) or [Secondary Responsible Use Agreement](#), as appropriate, along with the school's [Smartphone Policy](#).

Useful websites for safe use of the internet

<http://www.ictqatar.qa/ar/program/cyber-safety-awareness> (Arabic)

<http://www.ictqatar.qa/en/program/cyber-safety-awareness> (English)

<http://www.safekids.com/>

<http://www.cybersmart.gov.au/>

Primary

Primary students should not bring electronic devices to school. Should a student need a phone, this must remain in their bag for the full school day. In upper primary grades students may be allowed to bring an iPad or a laptop for a specific amount of time during the year when mostly needed. The device is stored in the classroom in a safe place and does not leave the classroom. Individual grades will contact parents regarding this option.

Secondary

As part of its Bring Your Own Device (BYOD) Policy the school recognises that internet-enabled electronic devices can play a crucial role in the learning process. In line with our RESPECT Policy, however, students are expected to demonstrate good judgement and courtesy when using their electronic devices. The use of any device for reasons other than those related to the learning activity is not permitted and students who persist in such behaviour will have the device confiscated and returned to the end at the end of the school day. Should this inappropriate use continue students will no longer be allowed to bring such items to school.

Students are responsible for their own devices at all times. The school is not responsible for any lost, stolen or damaged devices.

8.9 Public Displays of Affection

At ISL Qatar, we welcome students from all over the world and enjoy working with and learning from one another. However, public displays of affection and physical contact, that may be acceptable in other cultures, are not acceptable in Qatar and therefore not allowed in school.

8.10 Smoking

ISL Qatar is a non-smoking campus. Persons are required to observe the no-smoking rule at all times. Students are not permitted to smoke either on the school campus or while participating in any school-sponsored activity either on, or away from, the campus. Students found smoking, or in possession of any form of tobacco, while on the school campus or while participating in any school-sponsored activities either on, or away from the school campus, will be subject to disciplinary consequences, including suspension.

8.11 Chewing Gum

Chewing gum is not allowed on the premises and disposal should be in line with the value we place on sustaining a clean and healthy environment. There are bins provided for the disposal of all rubbish within the community.

8.12 Substance Abuse

The misuse of controlled substances is illegal in Qatar and students who are reasonably suspected to be in any way involved in behaviours related to illegal drugs will be subject to the strongest possible sanctions available to the school.

8.13 Aggressive and Anti-Social Behaviour

Every student and staff member who attends ISL Qatar has the right to a safe and secure environment free from any form of abuse from student, staff member or parent.

ISL Qatar will not tolerate any act whereby one or more students knowingly and deliberately engage in any form of physical, verbal or psychological activities towards another person with a view to causing them abuse or distress. We seek to provide a loving, warm, safe and secure environment which maximises student learning. Any student who acts against a fellow student undermines and destroys this assurance given by the school towards students and parents and is in violation of the trust placed in them by the school.

All incidents of such behaviour will be taken seriously by the school and all incidents investigated thoroughly. If it is established that such behaviour has taken place, action will be taken to eliminate

such behaviour and parents will be informed. This may involve the student being excluded from the school. When the school is satisfied that such behaviour will not be repeated, the student may be readmitted to the school, on the understanding that any further occurrence of the behaviour may result in suspension or expulsion.

8.14 Sanctions

We encourage students to develop self-control, but occasionally stronger disciplinary procedures are needed. When conduct is unacceptable, the student will be expected to engage in a dialogue about the incident and guided to understand the impact of their behaviour on others, and agree on relevant restorative actions which support the rebuilding of relationships. These members of staff take special responsibility for students in their class, coordinating information and addressing any initial problem. If the behaviour does not improve, or if the student commits a serious misdemeanour, further disciplinary measures are taken and parents are contacted. Measures taken may include the following: reprimand and verbal warning, confiscation of student property (e.g. mobile phones), written warnings, and allocation of community tasks (e.g. clean up duties), daily reports, temporary exclusion from school or ultimately permanent exclusion from school. In all but minor cases, a written account will be made (e.g., behaviour ticket). This is seen by the initiating teacher, the Class or Homeroom Teacher, the appropriate Head of Section and relevant Pastoral Leader.

8.15 Off-Campus Behaviour

During school trips, students are expected to behave well, be good ambassadors for the school and to allow others to enjoy themselves. Students who fail to do so, especially those who do not observe safety rules, will be disciplined and may be excluded from subsequent trips. Specifically, students should:

- be courteous and considerate to all
- behave appropriately on public transport
- stay with the group and not wander off alone
- follow the instructions given by the teacher in charge
- listen politely to presentations and ask questions sensibly
- return from free time (Secondary only) punctually and to the specified meeting place
- not bring food, drink, money or belongings except as allowed by the teacher in charge.

8.16 Student Councils/Leadership

One of the school's aims is to develop in all students a sense of responsibility, leadership, involvement and spirit of community service. We also acknowledge that students can make valuable contributions to assist the organisation and operation of the school. The secondary student council provides a forum for achieving these aims and give students the opportunity to express their views, which are listened to with respect and consideration and are valued greatly. In the primary school, students are invited to join committees which relate to different interest groups/issues and students are guided to explore options for raising awareness and taking action for change.

8.16.1 Student Council/Leadership goals

The goals of the student councils are to:

- promote school and community spirit;

- improve the school environment;
- develop a positive attitude towards responsibilities, rights and duties;
- develop a sense of community service and social compassion;
- contribute to essential agreements that will lead to improved relations around the school.

8.16.2 The benefits of the Student Council/Leadership Groups

Through membership of the student council/leadership groups, students:

- develop an understanding of roles and responsibilities;
- develop an understanding of representation and democratic principles;
- learn to solve problems equitably;
- develop confidence;
- learn to participate in discussions and debates;
- become active listeners.

Leadership opportunity operates throughout the school, with representatives elected from each year group from Grades 6-12. In primary, the committees are open to all who volunteer and are targeted to promote awareness and change in relation to specific issues. They meet regularly to discuss school issues and procedures and recommend changes and improvements. They are also proactive in arranging charity fundraising events and other initiatives which benefit individuals or organisations.