



مدرسة فينكس الخاصة

**The Phoenix**

PRIVATE SCHOOL

**School Handbook 2024-2025**

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# OUR SCHOOL

## Welcome from the Principal

Dear students, parents, stakeholders, and visitors to our school, I want to extend a warm welcome to you all. I'm excited to start the new academic year, and to welcome our students back to our school. We continue to push the school forward, through academic excellence, inclusiveness, and quality pastoral care.

This year, we invite QNSA in so that we can show our outstanding qualities, and the positive changes we have made over the last two years. We are also eager to showcase our continually improving school, with further emphasis on our Qatar National Identity, our improved sports hall flooring, the new and improved, providing opportunities outside of the standard curriculum.

Our aim continues to prepare a generation of **Successful Learners**, **Confident Individuals**, **Responsible Citizens**, and **Effective Contributors** through our schools Vision and Learning Results.

Mr. Greg Edwards  
Principal

## The Phoenix Private School Philosophy

Our philosophy is '**Achieving Together**', motivating our students to bring fulfil their maximum potential.

It is our belief that each student is a unique individual, that all students have potential and should be motivated by learning. We seek to create a challenging educational environment that encourages high expectations for success, whilst allowing for individual differences and learning styles. We aspire to be a visionary school in the State of Qatar that sets high standards for quality education and leads by example.

### Our Aim

At Phoenix Private School we encourage children to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

### Mission Statement

Our mission is to develop future leaders who are able to make positive changes throughout the world. We challenge today to create a better tomorrow.

### Values

- **P**erseverance
- **H**onesty
- **O**riginality
- **E**nrichment
- **N**urturing
- **I**nspiration
- **eX**cited to learn

### Student Contract

**In order to ensure that we all 'Achieve Together', it is *compulsory* that all students, parents and teachers sign the Student Contract and the Home-School Agreement.** These are found in the first pages of the Student Planner. The Student Contract is a solemn promise from every student to always work to the best of their abilities, follow the school rules, respect other people and their property and take an active part in the community of PPS & Qatar.

The Home-School Agreement states that parents and teachers will take an active, supporting, role in the students' education. Encouraging students to follow rules, complete homework, meet regularly, share information (absences/grades etc.). To generally work together to enable each student to reach their full potential.

## **School Leadership**

### **Administrative Leadership**

<b>Principal</b>	Mr. Greg Edwards
<b>Deputy Principal</b>	Ms. Mona
<b>Head of HR</b>	Ms. Rasha
<b>Head of Finance</b>	Mr. Ali

### **The Senior Leadership and Whole School Responsibilities**

<b>Head of Key Stage 3 &amp; Middle School Transition</b>	Mr. Frank
<b>Head of Key Stage 1 &amp; 2</b>	Ms. Asmaa
<b>Head of Foundation &amp; School Media</b>	Ms. Neha
<b>Head of Pastoral Care</b>	Mr. Daire
<b>Head of Arabic, Islamic and Qatar History</b>	Mr. Ahmed
<b>Head of Data, Assessment &amp; Tracking</b>	Mr. Sean
<b>Head of Operations</b>	Ms. Malou

### **The Middle Leadership Team**

<b>Deputy Head of Secondary</b>	Mr. Hamza
<b>Head of MOE Values and Events</b>	Ms. Danica
<b>Head of Qatar History (English)</b>	Ms. Kathryn
<b>Head of Primary Maths</b>	Mr. Patrick
<b>Head of Primary English</b>	Ms. Aisha
<b>Head of Primary Science</b>	Ms. Tasneem
<b>Head of SPL 1&amp;2 Support</b>	Ms. Danica
<b>Head of Qatar History (English)</b>	Ms. Kathryn
<b>Head of Secondary Maths</b>	Mr. Ozkan
<b>Head of Secondary English</b>	Ms. Fahima
<b>Head Secondary Science</b>	Ms. Sana
<b>Head of Read Write &amp; Oxford Buddy</b>	Ms. Muna

### **Advanced Leadership**

<b>Student wellbeing Managers</b>	Ms. Fiza & Mr. Daire
<b>Head of Admission</b>	Ms. Sally
<b>SENCO</b>	Ms. Karla

## Parent Communication Tree

At PPS we believe in clear communication, and addressing questions, concerns or providing information in a timely manner. Therefore, it is useful for your communication to be addressed to the appropriate person in the first instance.

Please note that:

- You will receive a reply to your query within 3 working days, unless it is urgent.
- Emails sent after school hours will be viewed the following working day.

Subject	Notes	Contact Person	Examples	
<b>Class-related concerns</b>	<b>Hierarchy in filing a concern:</b>			
	1. First line of contact is the teacher via email or MS Teams (or Classter)	<b>Class teacher</b> * via MS Teams * to get specific email addresses for teachers, please request from <a href="mailto:reception@pps.sch.qa">reception@pps.sch.qa</a>		
	2. Concern may be escalated to the Key Stage Leader (KSL) if it has not been resolved by the teacher.	<b>Key Stage Leaders:</b>		
		Foundation:	<a href="mailto:Neha.khalid@pps.sch.qa">Neha.khalid@pps.sch.qa</a>	Books
		KS1:	<a href="mailto:Asmaa.elnaggar@pps.sch.qa">Asmaa.elnaggar@pps.sch.qa</a>	Homework
		KS2:	<a href="mailto:Sean.mackin@pps.sch.qa">Sean.mackin@pps.sch.qa</a>	Tasks
		KS3:	<a href="mailto:Francis.daniel@pps.sch.qa">Francis.daniel@pps.sch.qa</a>	Marking
		Head of Arabic & Islamic:	<a href="mailto:Ahmed.mutawea@pps.sch.qa">Ahmed.mutawea@pps.sch.qa</a>	Support
		3. If you wish to escalate your concern after the Head of Key Stage or Department, you may send an email to the Complaints Committee or to the Deputy Principal or to the Principal	<b>Complaints Committee</b> <a href="mailto:complaints@pps.sch.qa">complaints@pps.sch.qa</a>	
	<b>Deputy Principal</b> Ms. Mona is female and speaks both Arabic & English <a href="mailto:Mona.aboushousha@pps.sch.qa">Mona.aboushousha@pps.sch.qa</a>			
<b>Principal</b> Mr. Greg is male and speaks English <a href="mailto:principal@pps.sch.qa">principal@pps.sch.qa</a>				
<b>General questions regarding:</b>  <b>Rewards Policy</b> <b>Sanctions Detentions</b> <b>Safeguarding concerns</b>		<a href="mailto:pastoral@pps.sch.qa">pastoral@pps.sch.qa</a>		

<p><b>General Enquiries</b></p> <p><b>General Information</b></p> <p><b>Emergency Contact</b></p>	<p>All <b>non-class related</b> Complaints.</p> <p>The emails will then be forwarded to the responsible staff member.</p> <p>* If you wish for your email to be forwarded to a specific member of staff, please send an email to the receptionist.</p>	<p><a href="mailto:reception@pps.sch.qa">reception@pps.sch.qa</a></p> <p>Contact Numbers: 6632 8091 4442 0844</p>	<p>School Systems</p>
<p><b>Attendance, term reports and medical certificates</b></p>	<p>All <b>non-class related</b> Queries.</p> <p>The emails will then be forwarded to the responsible staff member.</p>	<p><a href="mailto:admin2@pps.sch.qa">admin2@pps.sch.qa</a></p>	<p>Term Reports Student Attendance Calendar</p>
<p><b>Transfers and Admissions</b></p>	<p>All requests for student enrollment, updating of student information, attendance certificates, and transfer certificates (when leaving school).</p>	<p><a href="mailto:admissions@pps.sch.qa">admissions@pps.sch.qa</a></p> <p>Contact Number: 5040 8887</p>	<p>All transfer documents Attendance certificates Update on student data</p>
<p><b>Health and Medical-related concerns</b></p>	<p>All concerns about the health of a student.</p>	<p><a href="mailto:nurse@pps.sch.qa">nurse@pps.sch.qa</a></p> <p>Contact Number: 6646 9392</p>	<p>Medicine Administration  Allergy/ Medical condition</p>
<p><b>IT-related concerns</b></p>	<p>Any concerns regarding online classes, passwords or technology malfunction</p>	<p><a href="mailto:help@pps.sch.qa">help@pps.sch.qa</a></p>	<p>Password reset  Tutorial</p>
<p><b>Fees, receipts &amp; payments</b></p>		<p><a href="mailto:accounts@pps.sch.qa">accounts@pps.sch.qa</a> <a href="mailto:accounts1@pps.sch.qa">accounts1@pps.sch.qa</a></p>	<p>Invoices Confirmation of payment</p>
<p><b>Staff Hiring</b></p>	<p>For interest in joining our team as a member of staff</p>	<p><a href="mailto:hr@pps.sch.qa">hr@pps.sch.qa</a></p>	

**\*If your communication is better suited with another team member, please do not be offended if we pass your communication to the more relevant member of staff. This will be done to better serve you.**

## LEARNING RESULTS



مدرسة فينيكس الخاصة  
**The Phoenix**  
PRIVATE SCHOOL  
British National Curriculum

# PPS VISION AND LEARNING RESULT

## *I am a* **SUCCESSFUL LEARNER**

- I have a love for learning.
- I am capable of employing my skills and applying knowledge in real life situations.



## *I am a* **CONFIDENT IDIVIDUAL**

- I adhere to my values and principles.
- I am proud of my identity and culture.
- I am aware of the importance of my physical and mental health.

## *I am a* **RESPONSIBLE CITIZEN**

- I am respectful to all races, religions and all backgrounds.
- I am honest and just and understand my role in creating a better world.



## *I am an* **EFFECTIVE CONTRIBUTOR**

- I am capable of solving problems and thinking critically.
- I communicate effectively in multiple languages.
- I am committed to making positive changes.



# Student Induction

## Code of Conduct

A co-operative relationship between students and staff will provide a positive learning environment for all. To help achieve this each student should aim to fulfill certain responsibilities:

- Demonstrate courtesy and respect for others, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Be well groomed and dressed appropriately.
- Obey all school and classroom rules.
- Respect the rights and privileges of all students, teachers and support staff.
- Respect the property of others, including school property and facilities.
- Co-operate with or assist the school staff in maintaining safety, order and discipline in the building, on the playground, in eating areas, on buses, and at school- sponsored activities.
- Give parents a copy of all notices, including discipline notices, promptly.
- Return papers requiring a parent signature promptly.

## Bullying and Harassment

Bullying, hostile or abusive treatment, derogatory remarks, or acts of violence are met with an **absolute zero-tolerance** approach at the PPS.

Please refer to the *Anti-Bullying Policy* on our website.

## Uniform and Dress Code

We are delighted to announce a new uniform for The Phoenix Private School. Our aim is to modernise the uniform, and make it more appropriate for our school culture, as well as the climate here in Qatar. Our new supplier is Zaks, and they will provide parents the best service in Qatar for uniform supplies.

Please find below the new uniform policy, which is very similar to the current one, except for changes to the main items.

### **The main changes are as follows:**

#### **Day uniform**

- White polo shirt instead of button shirt
- No tie required
- Black or grey /skorts/shorts/trousers
- From Year 5, girls MUST wear trousers, and or skorts. This is to reflect the cultural values of Qatar
- Skirts are no longer acceptable as part of the uniform, unless they are ankle-length maxi-skirts.
- All black footwear remains the policy.

#### **PE uniform**

- Maroon sports t-shirt- WITH house emblem (see final policy below)
- Maroon or black shorts or sports trousers (girls Year 5 and above must wear trousers)
- All shorts must be at knee length. Alternatively, bike shorts can be worn underneath to provide cover.

### **What can you wear from the old uniform?**

PPS will continue to encourage students to wear PPS caps, use PPS water bottles, and wear PPS red jackets in cooler weather. Once the stock has run out, we will ask Zaks to continue these items.

### **Transition**

We want to allow families to transition into the uniform. To that end, we will transition during the next academic year.

### **For the Academic Year 2023-2024:**

**Key Stage 3** students (Years 7, 8 and 9) will NOT transition into the new uniform if they don't want to, and they can remain in the current uniform until their time at Phoenix ends. For these students, ties will no longer be required. All other items remain the same, including black footwear.

**For students in Foundation 2 to Year 6** will have one-year transition, in which they can wear the current OR new uniform. We would prefer students to be in the new uniform as quickly as possible, but we understand that financial obligations may require

parents to have time to prepare for the new uniform.

**ALL NEW students**, and all students joining in FS1 must be in the NEW uniform, as this is the first uniform you will be buying for our school.

**From the Academic year 2024-2025:**

ALL students, EXCEPT FOR Year 8 and 9 will be in the new uniform. Year 8 and 9 students can transition if they wish, or they can see out their time at PPS in the current uniform.

**When will the new uniforms be available from Zaks?**

We have been informed that the new uniform stock will be available from **16<sup>th</sup> August 2023**.

**New Uniform- Full Policy**

	<b>Day Uniform</b>	<b>PE Uniform</b>
<b>Upper</b>	<p>White polo t-shirt with collar and Phoenix logo. The preference is the official polo shirt design from Zaks. Long sleeve version is available. Student can wear the short sleeve version and cover their arms with a white long-sleeve top under their polo shirt.</p>	<p>Maroon T-shirt with Phoenix logo and one of the 4 house logos. The preference is the official polo shirt design from Zaks. Iron-on logos available from Zaks (who provide the logo as part of the shirt purchase), or from reception to attach yourself.</p> <p>Long sleeve version is available. Student can wear the short sleeve version and cover their arms with a white or black long-sleeve top under their polo shirt.</p>
<b>Lower</b>	<p>Grey trousers. Zaks supplied grey comfortable trousers are also allowed. No logos should be visible.</p> <p><b>For boys:</b> Grey shorts with the same requirements as the trousers.</p> <p><b>For girls:</b> Grey skorts or trousers. Skorts must be below the knee. Grey ankle-length maxi-skirts are also acceptable.</p> <p>All cases of shorts and skorts, the school reserves the right to deem these items as 'too short;' and request the immediate change of this item. This is in alignment of the</p>	<p>Black, maroon or grey shorts, or sports sweatpants. Those supplied by Zaks are recommended.</p> <p>No logos should be visible. However, with sports shorts/trousers, it can be expected to have a small logo for the make. This should be minimal.</p> <p>All shorts must be at knee length. Alternatively, bike shorts can be worn underneath to provide cover.</p>

	Cultural Values of Qatar.	
<b>Footwear</b>	All black sensible and comfortable shoes/pumps/casual trainers. No white or logos must be visible at all.	Sensible training shoes.
<b>Hijabs and Head-coverings</b>	Head-coverings should remain in keeping with the uniform and be neutral in tone. The school accepts head-covering that is plain white, black, grey or maroon. No large branding or writing should be visible.	
<b>Other items</b>	<p>Only Phoenix-coloured red fleeces are allowed as outdoor coats. Other coats, hoodies or tops are not allowed. These items will be available from The Phoenix Private School soon (we will keep you posted) until the stocks run out, after which they will be available from Zaks.</p> <p>All students are required to have a water bottle. Any water bottle is acceptable, but for exams, we require transparent ones; available from The Phoenix Private School soon (we will keep you posted) until the stocks run out, after which they will be available from Zaks.</p> <p>Phoenix-branded- sun hats and caps are also available from The Phoenix Private School soon (we will keep you posted). No hats with logos and symbols are allowed, only plain black, red or grey.</p>	
<b>Hair, nails and make-up and jewelry</b>	<p>Hair styles must be sensible and appropriate. Long hair that covers the eyes or falls below the shoulders must be tied up at all times during the school day. Artificially colored hair must be of a natural colour.</p> <p>Students are not allowed to wear makeup in school under any circumstance, if a student is seen to have makeup they will be asked to remove it. If the student repeatedly wears make-up, then they will be sent home and the parents will have to attend a meeting with the Leadership team to ensure this will not continue.</p> <p>Nail polishes/paints/gels are not allowed at all.</p> <p>Students are permitted to wear stud earrings and a wristwatch. Rings, bracelets and necklaces are not permitted. Parents must ensure that any wristwatches worn in school are not extremely valuable, as the school will not be responsible for damage or loss.</p> <p>All watches must be removed for P.E. and certain other activities as instructed by the teacher. Smart watches are not permitted in school.</p>	

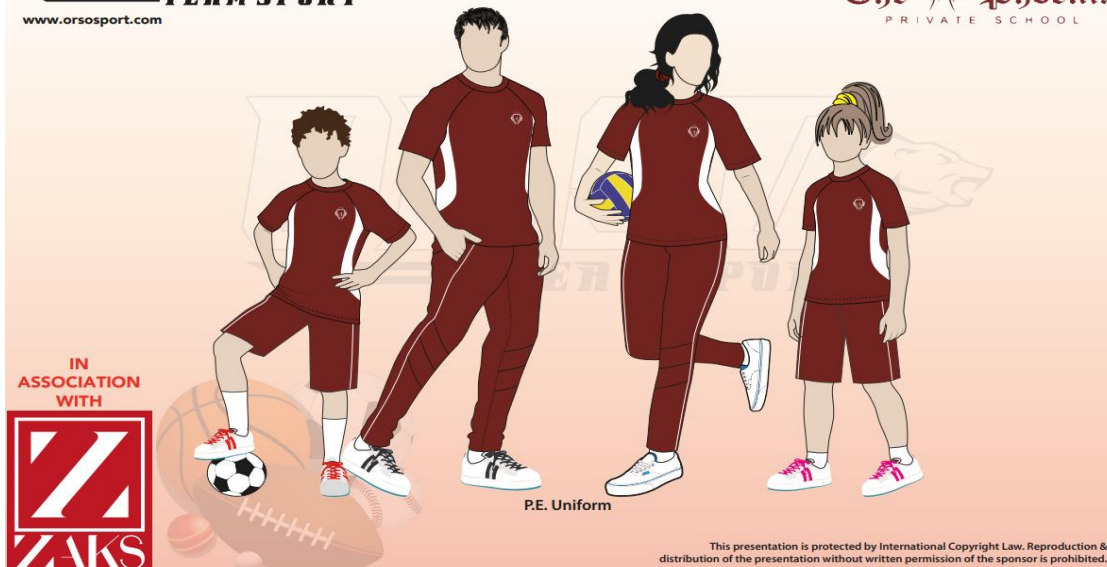
<p><b>National Day dress</b></p>	<p>We encourage each student to fully embrace the National Day and proudly wear garments reflecting their home country. The day is a normal school day in terms of lessons, and any clothing worn to school must always be suitable for the environment and must follow the idea of modesty and respect.</p> <p>The following guidance is for all members of the school community:</p> <ul style="list-style-type: none"> <li>• National costumes / National dress should be worn correctly</li> <li>• Students may choose to wear a sports team shirt from their home country – these must be NATIONAL team shirt and NOT from a club in that country</li> <li>• No tight or figure hugging clothing or short skirts or shorts to be worn</li> <li>• No weapons, including symbolic parts of a national costume, are allowed</li> <li>• Long, loose fitting sleeves or long head garments will need to be secured for activities such as DT, Art or Science practical. Please ensure you have suitable clothes to change in to for these lessons. Safety remains our paramount concern.</li> <li>• All students have the option of wearing traditional Arabic National Dress</li> <li>• The option to wear normal school uniform remains open to students who choose not to wear national costume – this applies to all events in school.</li> </ul>
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Consequences of violation of the uniform policy will follow the school behaviour policy (please see behavior policy).

**Zak’s image of new day uniform:**

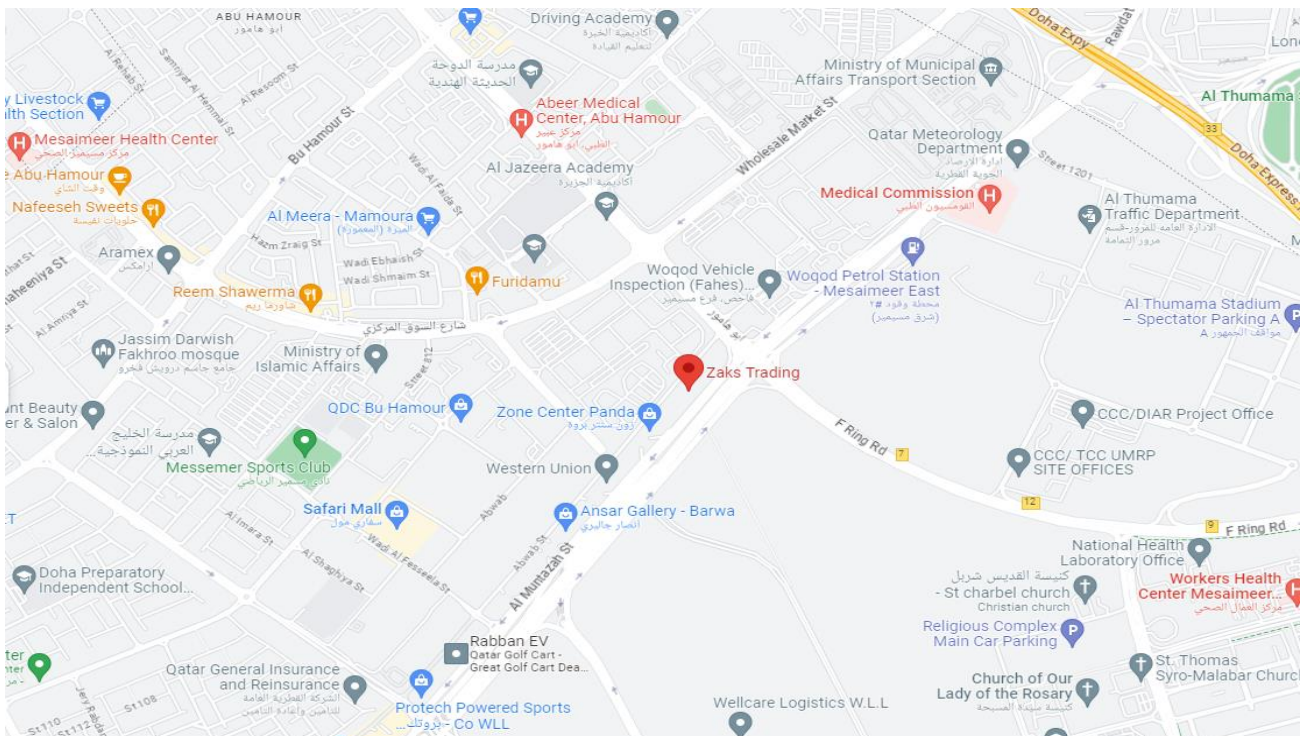


**Zak’s image of new sports uniform:**



**Zak's location:**

<https://www.google.com/maps/place/Zaks+Trading/@25.2247949,51.5017123,15z/data=!4m6!3m5!1s0x3e45d02f6f9a8d83:0x518aafedb00583b7!8m2!3d25.2248337!4d51.5072484!16s%2Fq%2F11bc739d7b?entry=tuu>



If you have any questions regarding the uniform, please email [reception@pps.sch.qa](mailto:reception@pps.sch.qa) and we will be glad to assist you.

## **Health and Safety at School**

The school has the authority to administer disciplinary measures whenever the interest of the safety of the individual student, other students and staff or school building or property is involved.

The following disciplinary measures apply:

- During the regular school day
- For certain offences committed within 200 meters of school property. i.e. smoking
- While the student is in attendance at any school-related activity, regardless of time or location
- During the break periods
- Once the student has been handed over to a parent/guardian or authorised adult then they assume full responsibility for the student and must ensure that the student is kept safe
- All students need to be collected, in person, from within the school by a responsible adult.

**The school has the right to search personal belongings whenever there is reasonable cause to believe there may be articles or materials prohibited by the school or the state of Qatar.**

## **NO NUTS!**

Phoenix employs a no nuts policy as some students are extremely allergic to nuts and products containing nuts.

## Equipment List

The following list is what we expect each pupil to have with them for EVERY lesson as well as a list of optional items. These items should be provided by the student.

### Compulsory Items

Primary	Prep
Blue, black and red ball point pens (Year 5-6)	Blue, black and red ball point pens
Pencils	USB flash drive (memory stick) clearly labelled with the student's name.
Eraser	Pencils
Pencil Sharpener	Eraser
Standard Calculator (Year 5-6)	Pencil Sharpener
Glue Stick	Scientific Calculator
30cm Ruler	Glue Stick
Colouring Pencils	30cm Ruler
Drinking Bottle	Colouring Pencils
Book Bag	1 large lever arch file with dividers for subjects.
Student Planner (will be purchased from school)	Geometry set including: Two compasses Protractor 15cm ruler 45° and 60°/30° set squares
	Drinking Bottle
	Book Bag



## Not Allowed in School

Mobile phones\*, mp3 players, iPods, any electronic recording watches (e.g. smart watches), any Wi-Fi equipment, correction fluid. **Any of these items found will be confiscated until a meeting with parents can be conducted.**

**\*Key Stage 3 have a separate policy regarding phones, whereby students MUST hand in their phone at the start of the day. Any student found with a phone during the school day will have it confiscated (see behaviour policy).**

## Banned Items

The items listed below are **not allowed** at school.

- Alcohol
- Cigarettes or any related tobacco items
- Lighters and matches
- Spray cans and aerosols
- Laser pointers
- Chewing gum
- Lollies
- Chemicals of any description
- Non-prescription drugs or medication
- Glue (other than glue sticks)
- Soda drinks and energy drinks (Coca Cola, Red Bull etc.)
- Glass bottles
- Weapons of any description, either real or imitation
- Multimedia equipment and materials unless prior consent is given
- Illicit or illegal material of any description in any format
- Excessively valuable items.
- Pyrotechnics (fireworks)

If a student is found possessing any of these items they will be confiscated and, in certain circumstances, the student may be suspended from school as the items could present a danger to the individual or others or cause damage to the environment.

**Any confiscated items will be returned to parents if legally permitted.**

Note that this is not an exhaustive list. Any item deemed to be a danger to the individual, or others or the environment will be confiscated. If it is legally deemed necessary, the school will contact the relevant authorities regarding illegal items; as a school we cannot deal with such matters discreetly.

## **Homework**

### **Homework Skills students will**

#### **explore:**

#### **Reading**

Children have a reading book that is changed every week. They will bring their reading books home every evening and the role of adults is to listen and support them. It is important to remind them to use different strategies to read new words. i.e, using their phonological knowledge to sound words out, blending, segmenting words, deciphering from the rest of the sentence and looking at the pictures, are ways in which the children can read an unknown word. It is also important that the parents discuss the book to check that the child has understood what they have read in order to develop the child's comprehension.

#### **Spelling and High Frequency Words**

Children are given spelling words to build up their recognition of similar spelling patterns eg. ou, th, igh. They are also given a few high frequency sight words where there may be no pattern, or the letters in the word do not easily blend together. It is vital that children review these words regularly in order to develop their reading and spelling automaticity, in order to become more fluent and confident in using them across their learning.

#### **Grammar**

An important aspect of consolidating grammar is to be able to explain it and therefore parents should ask questions to deepen their child's understanding.

#### **Maths**

Teachers will sometimes send home resources to help with these, however it is encouraged that parents help children by providing them with mathematical equipment or posters as visual representation.

Your child can bring their Maths textbook home with them and even if they have finished their homework, they can use their textbook to revise previously learned materials. The parent could set them the task of explaining or reviewing a page the child has previously completed. This continuous revision will support their long-term memory and help them build and continue foundations before bridging them to the next topic.

### **My child is in EYFS. How does their homework differ from Primary?**

Children in EYFS (Foundation 1 and 2) receive homework, however these are optional tasks and not enforced. For children of this age, it is important that they receive plenty of opportunities to play and socialise with others. Role play, small world play and socialisation with others is important in building their vocabulary, confidence, social skills and imagination and extension work and additional homework will therefore not be given.

Children in EYFS may receive phonics activities to use at home in order to practice basic, phonological skills. This may incorporate letter sounds and some key spelling words, which will not exceed more than 5 words per week. The children may also receive numeracy work to develop their understanding of early number skills.

### **My child is in KS3. How does their homework differ from Primary?**

Students in KS3 have more responsibility within their subjects. KS3 students are given homework by their subject teachers and the quantity and frequency will vary depending on the units they are learning. Should students struggle with their homework they should approach their subject teacher for extra support.

## **The Phoenix Private School Homework Policy**

### **The purpose of homework at PPS**

Increasing research is showing that homework has little benefit to students in the earlier stages of school, and actually has a negative impact on students' academic success, enthusiasm for study and overall positive wellbeing (see examples of references at the end of this policy).

Therefore, at The Phoenix Private School, we have developed a new homework policy that aims to serve our students in the best possible way.

The **principles of the homework policy** are as follows:

1. **Homework should not be set just because it is expected.** Homework should be meaningful and have a positive outcome for the students.
2. **Homework should not always follow traditional styles.** Homework can do me in many forms, including 'think about...', 'discuss this with your parents ...', 'find something else about this topic to share with the class...' etc.
3. **Homework should only be marked if it will have a positive outcome for the students.** There is no meaning behind giving students a grade or mark for 'reading for pleasure' or 'find something exciting to discuss on this topic for next week'. The action of the homework has fulfilled the meaning of the task. Therefore, only certain pieces of work will be marked or graded in the 'traditional way'.
4. **Homework strategies will change, depending on the student, the year, and the time within the academic calendar.** Sometimes, student will need to do more homework, if they need to finish a class task, or revision. Similarly, as students move up through the school, homework will become more important, in order to help students, develop strategies for homework and cover the necessary materials.
5. **Parents are the most valuable part of the homework process.** As teachers, staff at PPS work hard to support students through their learning process, but at home they have little control. We ask that parents complete these activities with their children, talk about their learning that day, read with them for fun, and support the PPS teachers from home.

6. **The best ways for children to spend their time at home.** Younger students should be encouraged to play, socialize, discuss, and be active and interested in different things. Older children should be encouraged to learn how to discuss, listen, find interests and pursue them, play sport and stay healthy. ALL students should be encouraged to find balance in their home life, not too much phone or T.V. time, to eat healthy, get enough sleep and to read, read, read!

**Categories of homework:**

Homework Type/Category
Skill & Knowledge Development
Creativity
Self-regulated

**Examples of homework assignments:**

What will be your homework today?	
Homework Category	Your homework today is...
<b><i>The Red Zone</i></b>  <b>Skill &amp; Knowledge Development</b>	<ol style="list-style-type: none"> <li>1. Complete the extension task...</li> <li>2. Revise for an assessment/test/quiz on...</li> <li>3. At dinner, talk to your mum or dad about the topic today</li> <li>4. Try and remember what we have learned about in today's lesson/write down three things you remember.</li> <li>5. Bring one extra fact about...to next lesson</li> </ol>
<b><i>The Blue Zone</i></b>  <b>Creativity</b>	<ol style="list-style-type: none"> <li>1. Try and create your own...</li> <li>2. Try to write your own version of...</li> <li>3. Try to create an alternative ending for...</li> <li>4. Create a presentation on today's topic</li> <li>5. Build a model of/Draw a diagram of...</li> <li>6. Create a poster for...</li> </ol>

**The Green Zone****Self-regulated**

1. Read a book for...minutes- and enjoy it!
2. Spend ... Minutes learning your spellings/correcting your work
3. Write down what was most interesting about your lesson today and why you liked it.
4. Write down a question you have about the topic today.
5. Find out more interesting information about today's topic.

**Homework Policy- Expectations**

<b>Key Stage</b>	<b>Policy</b>	<b>Expectation</b>
Foundation Stage	No formal homework. Teachers emphasize the impact parent interaction can have on their children at home. Focus on Literacy	Writing practice Math practice Pair reading Talking about the school day Opportunities for social interaction
Key Stage 1	No formal homework. Teachers emphasize the impact parent interaction can have on their children at home. Focus on Literacy	Writing practice Math practice Pair reading Talking about the school day Opportunities for social interaction
Lower Key Stage 2 (Years 3 & 4)	20 minutes of English, 20 minutes of Math per week.  Self-regulated reading expectations.	As well as set homework in English and Math, student should participate in: Self-regulated reading for pleasure Self-regulating optional extension tasks Revision leading up to assessments
Upper Key Stage 2 (Years 5 & 6)	20 minutes of English, 20 minutes of Math, 20 minutes Science, per week.  Self-regulated reading expectations.	As well as set homework in English, Math and Science, student should participate in: Self-regulated reading for pleasure Self-regulating optional extension tasks Revision leading up to assessments
Year 7	30 minutes of, English, Math & Science homework per week.  Some extended homework may be required for assessment or Science Fair preparation. Non-core project-based homework.	Self-regulated homework such as: Reading for pleasure  Reading around the topics being studied  Preparing Revision materials for examinations

	Encouragement of Self-regulated homework.	Reading over daily lessons to solidify understanding
Year 8	<p>One hour of English, 30 minutes of English, 30 minutes of Math, 30 minutes of History, 30 minutes of Geography, per week.</p> <p>Some extended homework may be required for assessment or Science Fair preparation.</p> <p>Teachers will provide opportunities for independent work, extension tasks and self-regulated homework.</p> <p>Non-core project-based homework.</p>	<p>Noting questions to ask the teacher for clarification</p> <p>Using online revision sites to support learning</p> <p>Developing skills with family and friends such as discussion, arguments, conclusions, using evidence to support an argument, presenting etc.</p>
Year 9	<p>One hour of English, one hour of Math, one hour of Science, one hour of History, one hour of Geography per week.</p> <p>Completing classwork and extension tasks will be a common request.</p> <p>Students are expected to self-regulate extended opportunities for working outside the classroom. Teachers will support students with this.</p>	

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## My child wants more homework! What do I do?

There are many websites that offer fun and exciting extension tasks for children to develop their knowledge further in a fun way. They may not see this as learning or homework tasks as they are game based. This is a fantastic way to continue your child's learning at home.

Maths	English	Science
<a href="http://www.sumdog.com">www.sumdog.com</a> <a href="http://www.mathplayground.com">www.mathplayground.com</a> <a href="http://www.primarygames.com/math.php">www.primarygames.com/math.php</a> <a href="http://www.pbskids.org/games/math/">www.pbskids.org/games/math/</a> <a href="http://www.softschools.com">www.softschools.com</a> <a href="http://www.educationcity.com">www.educationcity.com</a> <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> <a href="http://www.coolmath.com">www.coolmath.com</a> <a href="http://www.education.com/games/math">www.education.com/games/math</a> <a href="http://www.mathletics.com">www.mathletics.com</a> *	<a href="http://www.readtheory.org">www.readtheory.org</a> <a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> <a href="http://www.educationcity.com">www.educationcity.com</a> <a href="http://www.learnenglishkids.britishcouncil.org/en/fun-games">www.learnenglishkids.britishcouncil.org/en/fun-games</a> <a href="http://www.funenglishgames.com/games.html">www.funenglishgames.com/games.html</a> <a href="http://www.grammaropolis.com">www.grammaropolis.com</a> <a href="http://www.education.com/games/grammar">www.education.com/games/grammar</a>	<a href="http://www.discoverykids.com">www.discoverykids.com</a> <a href="http://www.sciencenewsforstudents.org">www.sciencenewsforstudents.org</a> <a href="http://www.planet-science.com">www.planet-science.com</a> <a href="http://www.sciencekids.co.nz">www.sciencekids.co.nz</a>

\*Requires a subscription.

## Will my child be given classwork to complete at home?

Children who persistently do not complete their work in class will be asked to complete it during their lunch break with the teacher. The parents will be alerted to this.

## Homework Tips for Parents

- **Show an interest in your child's homework assignments.** Ask about the subjects and the work to be done.
- **Be a role model** -- take the opportunity to read a book or newspaper while your child studies. Reading together helps create a learning atmosphere.
- **Teach your child how to be organised.** Be sure he or she keeps a homework assignment book.
- **Eliminate as many distractions as possible during study time.**
- **Develop a strategy for dealing with homework.** Find a plan that works for your family and stick with it.
- **Try to relate the homework to your child's everyday life.** For instance, fractions and measurements can be learned as the child prepares a favourite food.
- **Encourage your child to establish a regular time to do homework.**
- Developing a schedule might help avoid procrastination.
- **Meet with your child's teacher** to discuss the nature of the approach to reading, spelling and other topics that your child is being taught.
- **Make sure your child has a specific place to do homework** that offers ample lighting, minimal noise and plenty of work space.
- **Praise your child** for successfully completing homework. Nothing builds self-esteem like praise from parents.



# School Times and Expectations

## Timetable

All students will be provided with a copy of their timetable electronically. The school day starts at 7:10 and ends at 12:45 for Early Years students and 13.40 for Primary and Key Stage 3 students. After school clubs run for 50 minutes from the time the student finishes school.

### Times of the day 2023-2024

Student Arrival	06.45 - 07.10	
Registration	07.10 - 07.20	After 7.10 students are late
Period 1	07.20 - 08.15	
Period 2	08.15 - 09.10	
Break 1	09.10 - 09.30	
Period 3	09.30 - 10.25	
Period 4	10.25 - 11.20	11.30 Foundation 1 collection time
Break 2	11.20 - 11.50	
Period 5	11.50 - 12.45	
Period 6	12.45 - 1.40	
Collection time	1.40 - 1.50	Please collect on time so ECA's can begin
ECA's	1.40 - 2.30	

## Break times

During very hot weather students are allowed to stay indoors during break time. During the cooler months students will have opportunities to play and relax outside during breaks. We advise all students to bring a cap or hat to protect themselves from the sun. Students will be supervised at all times by staff on duty.

## Attendance

Students must **attend school regularly** to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. When a student is absent from class, a serious disruption of a student's learning and skills may result; therefore, students should make every effort to avoid unnecessary absences.

When a student is absent, a parent must call the school office on the morning of the absence. As time permits, the school will call parents of students reported absent to verify the authenticity of the absence and may ask for documentation to file for the absence.

Extensive absences (exceeding two consecutive days) require a note from a parent and a doctor if applicable. A note signed by the student, even with the parent's permission will not be accepted unless the student is 18 or older.

As a school it is expected that a student is present at a minimum of 95% of the time. If a student's attendance is below this amount a general enquiry will be made for the reason.

If a student's attendance drops below 90% a meeting between the Senior Leadership Team and the parents will be arranged to discuss this.

If a student is continually absent and this is proving detrimental to their education, the school reserves the right to withdraw that students' place. **Any student whose attendance is below 90% (as unauthorised absence) may be asked to repeat the year. Please visit the school website and download the attendance policy for detailed information.**

## **Arrival for Students**

At the beginning of the school day, pupils in Year 1 upwards should be dropped off in Reception to make their own way into the Hall. The school gates will open at 6.45am. Foundation students will need to be taken directly to the class and handed over to the school member of staff between 7.10am and 7.20am.

It is important to arrive to school on time and no later than the registration time. Please ensure you leave in time taking account of the Doha traffic as this will not mitigate arriving regularly late. Lateness will also be taking into account at the end of the academic year and must not be more than **10%**; if the lateness is more than 10% then a meeting will be called with the parent and school to discuss further. **Any student whose lateness is more than 10% at the end of the year may be asked to repeat the year.**

**Every three late marks in a term will equal to 1 day of absence, so it is vital to ensure children are in school on time.**

## **Absences - leaving school after arrival**

If a student is not able to attend school on a particular day, a parent must call the school to notify the administration team (66328091) as soon as possible or email [admin@pps.sch.qa](mailto:admin@pps.sch.qa). A note signed by the student, even with the parent's permission will not be accepted. This will then be updated on the register. The number of days absent, whether authorised or unauthorised, is collated in the final report of the year.

PPS is committed to the safety of its students. Therefore, students are not allowed to leave the premises during the school day. Students must be officially signed out by an authorised person if they need to leave the premises during the school day which can be done by Administration Office. **A parent must not collect their child directly from the class room but must visit Administration Office who will sign the student out and collect them from class. Parents must wait in the reception area for Health and Safety reasons.**

Students who become ill at school and wish to go home must go to the school nurse for examination. In the event that the nurse determines that a student is ill enough to go home, the nurse will contact the student's parent or guardian.

Students who leave school at any time without parental permission and/or administrative approval shall be considered truant and will be subject to disciplinary action.

## **Parent Teacher Association (PTA)**

### **What is the PTA?**

PTA stands for Parent-Teacher Association. The PTA exists to provide closer links between home and school and it is an excellent way to bring staff, parents and friends together socially in support of the school, working towards a common goal. All parents and members of the school community are encouraged to get involved, even if they only have a small amount of time available. The PPS PTA is extremely conscious of the ethos and diversity of our school, and we try very hard when organising and planning events to respect this.

### **The Purpose of the PTA**

The PTA is formed to have closer contact between parents and school. It is designed to allow the community to work together to achieve common goals for the students of our school. The PTA is an essential part of our school. All parents are members and everyone's contribution is highly valued. The work of the PTA underpins the whole school. Financial support from PTA events and initiatives enables us to create a richer learning environment for our students.

*Examples of what the PTA can do:*

- Provide ideas and incentives to stimulate the school and the students
- To support the school with their safeguarding, wellbeing and academic priorities
- To promote and encourage parents and students to achieve the Learning Results through community activities and gatherings beyond the school.
- To fundraise money to help fund specifically chosen events, courses or resources the benefit the students and that are in line with the school development plan
- To share expertise and allow parents to provide unique opportunities for students, and teachers to provide opportunities for the community
- To support the school in developing community links with local and international organisations as well as other schools in Doha for unique opportunities
- To volunteer to support with staffing during events, such as Sports Day

- To bring parent expertise into the school to allow students to learn about different aspects of life or career possibilities.

*Examples of what the PTA is not:*

- The PTA is not a sounding board for complaints. Complaints are made via the communication tree set out in the school handbook.
- The PTA is not just a way to make money
- The PTA should not be used by either teachers or parents to influence the other in order to achieve one’s personal goals or benefit their individual children or situation.
- The PTA should not be solely led by the parents or teachers, but all members should work with each other

### Structure of the PTA

<b>Title</b>	<b>Members</b>	<b>Role</b>
Head of PTA	Deputy Principal	To oversee the smooth functioning of the PTA, and to be responsible for ensuring regular and clear communication, transparency in finances, and to ensure the professional integrity of the members.
Co-Chairs	Member of Staff and a parent	To lead effective planning and leadership of members. To identify opportunities and support the organization and implementation of these opportunities.
Treasurer	Parent	To monitor the flow of money effectively, and to use the money in line with the direction of the Co-Chairs. To keep records and update the PTA spreadsheet with all expenses in collaboration with the School Finance Office
Members	Parents and staff	To participate in meetings, support during events, engage parents and students, etc. Members will be divided into sub-groups such as social media, publications, resources, etc.

### Head of PTA’s Authority:

- To stop, postpone or ban any event that is deemed to be a danger to the emotional or physical wellbeing of the students, or that is against the cultural values of Qatar.
- To freeze any assets if there is a concern in any way over how the funds/resources were gathered, or their uses.
- To withdraw the role of any other member of the PTA, both staff and parent, if the Deputy Principal deems it necessary to do so.
- To use any funds effectively for the wellbeing of students.

### Members’ Rights and Responsibilities

- Members have the right to be treated with compassion and respect. They have the responsibility to be respectful of and sensitive to the feelings of others.
- Members have the right to be themselves. They have the responsibility to treat each other with fairness, courtesy and respect, because each is different from the other and each is special.

- Members have the right to be safe both physically and emotionally. They have the responsibility to maintain the safety of others.
- Members have the right to be heard. They have the responsibility to listen to the ideas of others and to communicate calmly and clearly.
- Members have the right to communicate together. They have the responsibility to use technologies (including social networking sites) responsibly by not disrespecting any other member or the school.
- Members have the right to expect that their personal and communal property will be safe and secure. They have the responsibility to respect the school building, school equipment, other members' property and their own personal belongings.
- Members have the right to learn about themselves. They may express their feelings and opinions appropriately without being interrupted. They have the responsibility to respect the feelings and opinions of others.
- Active members involved in events are asked to ensure the safety of children as a priority and retain an appropriate level of confidentiality i.e. we don't talk about other people's children or their behaviour.

### **Establishing and recruiting for the PTA**

1. The Deputy Principal will send an email of interest to parents and staff.
2. Once the interest is established, the Deputy Principal will form a committee of both parties to interview for 'Co-Chairs'.
3. The Co-Chairs will be appointed by the Deputy Principal, based on factors including the committee feedback.
4. The Co-Chairs appoint the parent Treasurer.
5. The Co-Chairs arrange communication methods and arrange Term 1 meeting.

### **Meeting Schedule**

The PTA should aim to meet once per Term to discuss the vision and direction of the community. As well, individual smaller groups should meet to plan specific events or ideas. Not all members need to be present for these events, but clear communication with Co-Chairs is essential, and no final decisions can be made without both Chairs agreeing.

### **Communication**

Official communication should be done via email, with a group being formed and all key members being involved. The WhatsApp groups can be used for the Parent Chair to communicate with the larger groups of parents.

### **Safeguarding**

All members must adhere to safeguarding measures set out by the school. Any event that involves or includes students must follow safeguarding procedures.

All members must read the safeguarding policy before involving themselves in such events.

Specifically:

- No adult should be alone with a student if they are not a member of staff (or their own children).
- When with children, always stay in public and keep doors open.
- No adult should use student bathrooms under any circumstances.
- No adult should offer to take a child home (or anywhere) without specific permission from the child's parents

- If a member is concerned about a child, they must notify a member of staff who has safeguarding training.
- No adult should touch a child in any way, including hugs etc., if they are not their own children.

\*This is not an exhaustive list, and PTA members should refer to the safeguarding policies of the school.

### **Safeguarding and Social Media**

Members should not:

- Take a photograph of, or post on social media, any image of a child that is not their own
- **Talk about aspects of students, parents or the workings of the school**

### **Finances and Fundraising**

#### *Fundraising*

Due to Ministry rulings, all fundraising should be done by the parents and community of the PTA, and not the school, or any employed member of PPS.

Fundraising must follow these guidelines;

- Any money raised will be held by the Treasurer. This must be a parent and not an employee of the school.
- All money will be allocated by the PTA through meetings, and confirmed in minutes. Both the Deputy Principal and the co-chairs must agree how and when the money will be spent.
- Any funds spent on the students/school must adhere to the cultural values of Qatar and the MOE circular mandates.
- Any money spent on a Charity must be an officially registered charity in Qatar and should be declared by the Ministry Officer in school to the MOE.

#### *PTA Funds*

- PTA funds will be kept at school with the School Finance Officer
- The Treasurer will have QR 2000 petty cash at all times; to be topped-up when necessary
- Receipts for all expenses must be collected and recorded in the PTA Financial Records Folder.
- The Treasurer must create and regularly update an expenses spreadsheet that will be shared, for viewing only, with all PTA members and the School Finance office. Only the Treasurer will have editorial rights
- Both the Treasurer and the School Finance Office will hold identical copies of the PTS's Financial Records, for transparency and MOE purposes.

### **Making a complaint about the PTA**

The first contact should be the Co-Chairs of the PTA. However, if this is not appropriate, or this has been done without a satisfactory outcome, then complaints should be made to the Deputy Principal.

# Day to Day at School

## Packed Lunch

Students are expected to bring a packed lunch to school. The student's lunch should not be excessively large. A good benchmark is a quantity of food that the student could reasonably be expected to eat in ten minutes. The school operates a Healthy School policy and expects students to bring a healthy packed lunch.

Delivery of fast food is prohibited.

## Plastic water bottles

PPS is conscious of the number of disposable plastic drinking cups which students will use if they are made available. This is not only costly but damaging to the environment. Students therefore **MUST** supply their own **large** plastic drinking bottle which can be re-used. These bottles must be refilled during break time. Students will not be permitted to leave lessons to refill them.

## Public Displays of Affection

In all circumstances we must respect the culture of our host country. Older students must also remember that they are in the presence of some very young children at PPS.

It is not polite to give public displays of affection during school hours or anywhere publicly in Qatar. It is embarrassing for onlookers and disrespectful to the Islamic values.

In the event of this happening at school the students concerned will be spoken to and if it continues sanctions and disciplinary measure will apply.

## Personal Property

Valuable personal items should not be brought to school. PPS discourages students from bringing items of value to school regardless of whether they are prohibited or not (i.e. expensive clothing or jewelry and large amounts of money).

**Students who choose to bring valuable items or cash to school must understand that the school cannot be held accountable for any of these types of items if they are damaged, lost or stolen.**

## **After-school Activities**

We offer an extensive range of after-school clubs which students can join. Please be aware that pupils should only remain in school after 12:30pm (EYFS), 1:30pm (Primary and Prep) to participate in an activity supervised by a member of staff. Pupils must be picked up promptly at the end of the school day or their after school activity.

## **Visits by Ex-students**

Ex-students who are either in Qatar or visiting Qatar for a holiday may wish to visit the school to say hello to ex-classmates and former teachers. Should this be the case, a request should be made to the Key Stage leader, at least 24 hours before the proposed visit, so that the arrangements can be made. Visits will normally be limited to the duration of the first break.



# Behaviour Policy

## Aim of Policy

In order to achieve a positive learning environment we need to ensure our students and staff know what is expected of them. Our behaviour policy is based on this belief, and to do so all staff at PPS must be consistent in their behaviour and in their reaction to students' behaviour.

In short, our policy is based on praise and recognition of positive behaviour and the principle of responsibility. All positive behaviour must be recognised and rewarded, even if the reward is a simple acknowledgment. Furthermore, all students must learn that they are responsible for the choices they make and that those choices have positive and negative consequences.

At the PPS, all staff members must be positive role models for our students. We must practice what we preach.

## Positive Reinforcement

Our philosophy is based on Respect, Integrity, Commitment, Community and English. Students are expected to behave with respect towards each other and others, with integrity in their conduct, with commitment to their learning, with a sense of community and interact with each other through English. Expectations cannot simply be held without education; we must teach our students what these principles mean and what positive behaviour is.

At the PPS we believe in teaching, acknowledging and reinforcing positive behaviour. This means:

- Students must be taught how to act. We cannot expect the child to act a certain way in a situation without having taught them at least once.
- Expectations met must be rewarded. Obviously, we cannot constantly reward students who do not run in the corridors or who do not raise their voice. However, positive behaviour that we as staff members recognise must be rewarded to the best of our ability.
- Positive reinforcements and encouragements must outnumber negative comments and punishments in every classroom. A simple way to ensure this is to follow a negative comment to a student with two positive reinforcements or encouragements in the classroom.

## Behaviour Management in the Early Years

The implementation of behavior management in the Early Years at The PPS is based on positive reinforcement. Children are praised for good behaviour which in turn motivates them to make an effort to stay on this path.

Good behaviour is modeled by the staff at all times and visual aids related to it are displayed on a working wall. Good behaviour is explained to the children, usually in the morning during carpet/check-in time. The meaning and importance of good behaviour and following the rules is revisited during the day, to help children understand and develop good behaviour habits.

If a child makes a poor choice and shows unwanted behaviour, they may be asked to sit on the thinking chair for a few minutes to allow them time to calm down and reflect on the desired behaviour expected at PPS.

Rewarding good behaviour includes:

- colourful stickers
- star of the Week (handed over by the Principal during assemblies)
- class toy (released home with a child for a weekend)
- positive behavior charts (behavior charts where a child can constantly improve, but will not drop for poor conduct)
- teamwork activities where children collect happy faces for good practice while working in groups. The winners will be awarded with e.g. extra play time or priority of choice related to the tasks.

In case of persistent poor behaviour practice, class teacher will contact the parents in order to enable school-home cooperation, and notes regarding child's behavior will be made in their planner on a regular basis. We strongly believe that parent-teacher relationship is of paramount importance while educating your child, behavior management being part of our holistic approach to their development and progress.

# The Phoenix Private School Behaviour Policy 2023/2024

## Safeguarding

The safeguarding of children and young people underpins the school's work and must be adhered to as a prime responsibility. The Safeguarding policy should always be adhered to. Being a British international school, The Phoenix Private School will follow the Department for Education's (DfE) *Keeping Children Safe in Education 2022* (KCSiE) DfE KCSiE in line with the regulations of the Ministry of Education for Safeguarding. All safeguarding issues must be reported to the Designated Safeguarding Lead.

## Equality

The Phoenix Private School (PPS) is committed to providing all staff, students, parents, carers, visitors, and members of the wider community using the site with equality of opportunity regardless of their race, gender, disability, or religion. PPS will give special consideration on an individual basis should anyone be considered to have a specific special need. Any parent or carer who feels that their child has such a need should contact that child's Key Stage Leader.

## Introduction

This policy is based on the principle that all students should be enabled to take responsibility for their own behaviour and learning to prepare them for independent life, enabling a positive contribution to society and to the wellbeing of the whole school community. Our goals to support students in being well behaved, considerate of others and ready to learn are as follows:

- All staff members model good behaviour and are positive role models to our students.
- There is a partnership between parents/carers, staff, and students.
- Excellent behaviour for learning leads to excellent outcomes.
- The PPS Mission, Vision and Learning Results are adhered to which leads to excellent standards of behaviour both in and out of the classroom.
- Our motto and values run through the day-to-day life of the school.
- Students value themselves and others within the community and respect everyone's right to feel safe, enjoy and achieve.
- Staff and students treat each other with respect and dignity.
- All students should be able to learn without disruption from others.

- Students should take responsibility for their own actions and be able to reflect and make amends if necessary.

## **Guidance**

The key to achieving good and outstanding behaviour in the classroom is good management. A well- managed classroom has the following characteristics:

- Students are welcomed by their teacher at the start of each lesson. Lessons start promptly and follow an established routine.
- Uniform is excellent. Any uniform issues are addressed.
- Students are keen to learn, are engaged and on task.
- The pace of the lesson is good and activities are varied. Collaborative and Mastery learning techniques are used as appropriate.
- Workbooks are well presented and well-marked in line with the school marking policy.
- Students know what they need to do to achieve their potential.
- The classroom is tidy, graffiti free and welcoming.
- Differentiation is appropriate to the class and supports the learning and progress of all.
- Tasks are explained clearly and succinctly.
- Students are frequently praised. Star of the Lesson is used to promote learning.
- Praise is more frequent than criticism.
- The 3 strikes system is used to minimise any low-level disruption. The strikes are used fairly and consistently. All staff and students fully understand the system.
- The end of every lesson is orderly and well planned.

### **Staff who manage their classrooms well have the following characteristics:**

- They have built good relationship with their class and know the students by name.
- They are calm and speak with students respectfully.
- They listen.
- They rarely, if ever, raise their voice.
- They use the 3 strikes system fairly and consistently and explain the consequences of poor behavior.
- They follow up on poor behaviours on CLASSTER and inform parents/carers.
- They plan lessons well.

## **Intervention and recording**

There are several interventions available to our students as well as monitoring systems in place. These could take the form of:

- Form tutor report (Green)
- Key Stage Leader report (Yellow)
- Leadership report (Red)
- Meeting with the PPS Ministry of Education representative
- Staff mentors
- A time out card
- Early Help referrals
- Outside agency support
- Restorative Justice meetings
- SEND intervention

## **Expectations from Students and Parents**

### **Students**

Students are expected to abide by the PPS values (P.H.O.E.N.I.X), uniform policies, Mission, Vision and Learning results, which are:

**1. I am a successful learner**

- a. I have a love for learning
- b. I am of capable of employing my skills and applying knowledge in real-life situations

**2. I am a confident individual**

- a. I adhere to my values and principles
- b. I am proud of my identity and culture
- c. I am aware of the importance of my physical and mental health

**3. I am a responsible citizen**

- a. I am respectful to all races, religions, and all backgrounds
- b. I am honest and just and understand my role in creating a better world

**4. I am an effective contributor**

- a. I am capable of solving problems and thinking critically
- b. I communicate effectively in multiple languages
- c. I am committed to making positive changes

## **Parents**

Parents and carers have a crucial role to play in supporting the education of their children. All parents sign a home-school agreement on joining the school community and this is kept on the student's file. It is expected that parents will support the school. To support the school parents should:

- Make appointments with subject staff if there is a concern and attend parent interviews.
- Ensure contact details are always kept up to date (home address, telephone numbers and email address)
- Support the school sanctions should their child behave inappropriately
- Provide an appropriate space for their child to complete homework and study
- Ensure their child attends school regularly, on time, with the correct equipment and ready to learn.
- Monitor their child's Microsoft Teams account to ensure they are in line with the school's behaviour policy. Any students found to be misusing Microsoft Teams will have their account suspended.

## **Rewards and Sanctions**

Rewards and sanctions will be monitored by the Key Stage Leader to ensure fairness and consistency in the implementation of the Behaviour Policy by all staff members.

### **Rewards**

At PPS we believe in rewarding our students regularly. All staff members award a 'star of the lesson' every lesson and record this on CLASSTER. One student from each class is awarded 'Star of the Week' based on the PPS value of the week or within the classroom teacher's discretion. Ethos points can be awarded for going above and beyond by any staff member. At the end of every term, rewards are celebrated in the Whole School or Key Stage Leader-led assembly. At the end of each term in the year there is an exclusive rewards event for those students who have achieved excellent behaviour and attendance throughout. There is an of academic year celebration, to celebrate the success of our students and of our school community. Staff are encouraged to inform parents and carers when students have done something well. It is the duty of classroom teachers to keep a tally of awards using CLASSTER.

### **Points system**

#### **25 points – 'Diamond in the rough'**

Achievement postcard sent home

## **50 points - Bronze**

Students receive a bronze certificate from the principal and get to choose one reward from the list:

- Homework pass
- Dress down for the day
- Sit anywhere in the classroom for the week

## **75 points - Silver**

Students receive a silver certificate from the principal, get to choose one reward from the 50 points category, initiated on the PPS 'Wall of Fame', Silver pin and receive a silver prize.

## **100 points – Gold**

Students receive a gold certificate from the principal, get to choose two rewards from the 50 points category, are eligible to go on the 'Star Trip', gold pin, and receive a gold prize.

## **150 points – Diamond**

Students receive a Diamond certificate and trophy, get ALL the rewards from 50 points category, 'Diamond Star lunch' with the principal and receive the Diamond goody bag.

## **Sanctions**

### **Procedure**

If a student does not comply with PPS behaviour expectations, the following consequences may be used:

**Minor incidents** in class should result quiet warning and a reminder of the expected behaviour. If a student fails to respond the 3 strikes system, then comes into action:

**Strike 1** - The staff member informs the student their behaviour is unacceptable (they are not conforming to the PPS expectations) and how they wish them to behave. The student's name is written on the board.

**Strike 2** - The staff member informs the student that this is their penultimate chance and that they should now make the right choices. The student is informed that the next time the staff member has to redirect / address poor behaviour, they will be sanctioned. At this point, the student may be asked to move seat.

**Strike 3** – The class teacher records the incident on CLASSTER and informs the parents, Key Stage Leader, and Head of Pastoral via email the same day

### **Intermediate incidents in class**

Should a student present continual behaviour issues in class which is preventing the learning of others, several measures may be put in place which may include, but is not exhaustive of, the following:

- A subject exclusion
- A period spent in isolation with a member of Leadership completing appropriate work whilst supervised.
- Change of class sets
- Meeting with parents/carers
- Restorative justice meetings

### **Serious incidents in class**

- Staff members may call for a senior or middle leader to remove a student from class
- The same measures stated in 'intermediate incidents' may be considered
- Statements taken from staff members and students
- The Key Stage Leader or senior member of staff will decide the appropriate course of action

### **Incidents at break or lunch**

If an incident happens at break or lunch the following procedure should be followed:

#### **Minor Incidents**

1. Explain required behaviour to the student
2. Record the detail on CLASSTER if necessary

#### **Intermediate incidents**

1. Explain the required behaviour to the student
2. Report the incident to the form tutor and the Key Stage Leader
3. Record the detail on CLASSTER



## Major incidents

1. If it is considered that a student, member of staff or the school buildings are at risk the student is taken to an isolated area (classroom, admin office, Senior leadership room etc).
2. A senior member of staff or Key Stage Leader is contacted immediately for assistance. Duty staff should alert members of staff immediately to draw the attention of senior leaders
3. Submit a written report to the Key Stage Leader and/or Pastoral Leader and record the incident on CLASSTER if required to do so.

The following lists are examples and not intended to be exhaustive.

- 24-hour notice school detentions
- Departmental or Key Stage break and lunch detentions
- Subject exclusion
- Internal Isolation
- Fixed Term Exclusion
- Permanent exclusion

It should be noted that the exclusions guidance states that a student can be excluded for behaviour which took place outside of school if there is a clear link to that behaviour bringing the school into disrepute. Any behaviour which undermines the authority of a staff member or places another student at risk could therefore result in exclusion even if it took place outside of school and/or on a non-school day.

## Sanction ladder

Sanction stage	Action if student chooses to.....	Consequences
Three strikes in class = 1 Sanction	<p>Three strikes in class for consistently: Being off task</p> <p>Rudeness</p> <p>Answering back</p> <p>Disrupting others</p> <p>Chewing gum ( Automatic Sanction)</p> <p>Late to class</p> <p>No equipment or homework</p> <p>Violation of dress code (Including nail polish &amp; make up, hair not tied back) 1st warning</p> <p>Speaking Arabic in non-Arabic lessons(1<sup>st</sup> Warning) Sanction after every time used.</p> <p>Defiance</p> <p>Low level disruption</p>	<p>Sanction recorded via Classter (Parents informed of sanction)</p> <p>Violation of dress code (Including nail polish &amp; make up, hair not tied back) 1st warning (email to parents) then automatic sanction if note or email from parent isn't given</p> <p>Chewing gum is an automatic sanction</p>
1	<p>3x sanctions in a term:</p> <p>Missed detention with no communication from home</p> <p>Leaving class without permission</p> <p>Use of mobile device during school hours</p> <p>Going to another form class without permission</p> <p>Selling of ANY food items on school premises (1<sup>st</sup> offence)</p> <p>Low level physical behaviour (Leading to minor injury of another student)</p>	30mins after school detention on Thursday 1:45 to 2:15

2	<p>6x sanctions in a term</p> <p>Inappropriate physical action</p> <p>Intimidating behaviour/bullying</p> <p>Causing injury to a person/property</p> <p>2 missed detentions</p> <p>Continuing to sell food items on school premises (2<sup>nd</sup> offence)</p>	<p>1 Week tutor report (green)</p> <p>Tutor to contact home</p> <p>30mins after school detention on Thursday 1:45pm to 2:15pm</p> <p>Parents/Carers meeting with form tutor for a restorative justice meeting.</p>
3	<p>9x sanctions in a term</p> <p>Inappropriate Physical Action (3<sup>rd</sup> offence)</p> <p>Repeated intimidating/bullying</p> <p>Taking inappropriate pictures or pictures of other students</p> <p>Smoking, in possession of and/or distributing tobacco in all its forms</p> <p>Use Inappropriate language (Using curse words in school) towards another student/teacher/member of staff</p>	<p>1 week on Key Stage Leader report (amber)</p> <p>One hour after school detention on Thursday 1:45pm to 2:45pm</p> <p>Parents/Carers meeting with Key Stage Leader for restorative justice meeting.</p>
4	<p>12x sanctions in a term</p> <p>Vandalism</p> <p>Truancing</p> <p>Possessing weapons/distributing weapons</p> <p>Using racist language in school/towards another student/teacher/member of staff.</p> <p>Cheating in a school exam</p> <p>Making false accusations against another student/teacher.</p> <p>Blackmailing other students.</p> <p>Leaving the school premises without permission</p>	<p>1 week on Head of Pastoral Leader report (red)</p> <p>One hour after school detention on Thursday 1:45pm to 2:45pm</p> <p>Parents/Carers meeting with Key Stage Leader and Head of Pastoral restorative justice meeting.</p>

5	15x sanctions in a term  Drinking, in possession of and/or distributing alcohol or other illicit drugs  Smoking on school premises	2 Weeks on final Principal Report  Parents/Carers meeting with Principal and Head of Pastoral for restorative justice meeting.  Ministry of Education informed  Suspension/Permanent exclusion from school
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Any behaviours not aforementioned in the above categories, PPS have the right to impose the necessary sanction level needed.

**Students on or below -6 sanctions and/or on green, yellow or red report will not be allowed to go on school educational or reward trips**

### **Stages of sanction**

Students will only be on each colour report once during a term, so if continued poor choices are made the student will move onto the next level of report.

#### **Stage 1**

3 sanctions in a term= 30mins detention after school on a Thursday (at least 24 hours' notice must be given to parents/carers)

#### **Stage 2**

6 sanctions = 1-week green report (form tutor) and 30mins detentions after school on a Thursday (at least 24 hours' notice must be given to parents/carers)

Students who accumulate 6 sanctions in one term will be placed on green report for 1 week, reporting to their Form Tutor. Students who display more serious negative behaviour (as outlined in the behaviour policy may be placed on green report by their Form Tutor, even if they have not received 5 sanctions in a term). Parents/Carers meeting with form tutor for a restorative justice meeting.

#### **Stage 3**

9 sanctions = 1-week amber report (Key stage leader) and 1-hour detention after school on a Thursday (at least 24 hours' notice must be given to parents/carers)

9 sanctions in one term or further serious negative behaviour will result in a student being placed on Amber report for 1 week, reporting to their Key Stage Leader. Parents/Carers meeting with Key Stage Leader for restorative justice meeting.

## **Stage 4**

12 sanctions = 1-week red report (Head of Pastoral) and 1-hour detentions after school on a Thursday (at least 24 hours' notice must be given to parents/carers)

For 12 sanctions in a term or extremely serious negative behaviour, students will be placed on red report for 1 week reporting to the Head of Pastoral. Parents/Carers meeting with Key Stage Leader and Head of Pastoral restorative justice meeting.

## **Stage 5**

15 sanctions = 2-week's final report (Principal) (One-week Internal with Principal)

Should the student not improve after Stage 5, he/she will be placed on a final report and the case forwarded to the Ministry of Education for permanent exclusion. Parents/Carers meeting with Principal and Head of Pastoral for restorative justice meeting.

## **Detention:**

Detentions will be issued by the Head of Pastoral and will take place after normal school hours on Thursday of every week. Parents will be notified 24 hours in advance. Transportation will not be provided and parents are requested to make the appropriate arrangements for their child at the end of the detention.

During the months of Ramadan, detentions will continue but times/days might change due to official Ramadan working hours.

Students who miss an after-school detention will be set another detention to complete the following week. Two missed detentions in a row will result in the student being placed on the next stage of sanction, regardless of communication from parents and parents will be asked to attend a meeting before the pupil re-attends school as this will be seen as a total disregard for breaking school rules on more than one occasion.

## **Detention in KS1**

Students in KS1 will not get after-school detentions. If a student does not follow the PPS behaviour policy, it is to the teacher's discretion to issue break/lunchtime detentions. Parents will be informed should this happen.

## **Exclusions and inclusion**

On occasion, where it is unavoidable, the principal may deem it necessary to issue a fixed term exclusion where a child's behaviour has been contradictory to school expectations. At PPS we follow Ministry of Education guidance for exclusions. The parent or carer will be informed of the principal's decision with a notice issued to the Ministry of Education outlining the action. We work collectively as a school to try and avoid a child being excluded from school either permanently or continuously for repeated offences. By Ministry of Education guidelines, only the principal may exclude a student. At PPS, the Principal takes advice from colleagues within the Leadership Group including the Head of Pastoral and SENCO. The term Principal includes someone acting in this capacity.

## **Permanent exclusion**

PPS aims not to permanently exclude any child. However, in some instances a permanent exclusion is unavoidable if a student; is involved in a serious one-off incident, remaining on site puts others at risk, if remaining on site is detrimental to the health, safety, welfare, and education of others within the school or if a student persistently fails to meet the school's expectations.

Some examples of where a student may be permanently excluded are:

- Bringing items considered as offensive weapon onto school site
- In possession of and or dealing alcohol, tobacco and or drugs (illegal and legal) on school site
- Serious threatened or actual violence towards a member of school staff or another student
- Persistent and consistent failure to meet the school's expectations which could affect the behaviour and well-being of the school community
- Persistent bullying, in all its forms, against staff or students
- Being a health and safety risk
- Serious damage to school property and/or equipment
- Sexual harassment

## **Incident Report Sheet (IRS):**

Any issues arising at The Phoenix Private School will be recorded by teachers on an Incident Report Sheet and handed to the Head of Pastoral. This will have the details of the misdemeanour and any action taken. Sanctions will be issued for inappropriate or undesirable behaviour and actions.

The Incident Report Sheet will be held on the student's file for the duration of their time at The Phoenix Private School.

## **Searching of students**

The principal or delegated authorised colleagues can conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco in all its forms
- Fireworks
- Images of a sexual nature
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

## **Confiscation of items**

### **Mobile phones**

Mobile phones are only allowed by KS3 students in school. This must be handed in at the beginning of the day and given back at the end of the school day. Staff will confiscate phones that are out or being used during school hours. If a student is caught using a mobile phone during school hours, he/she may have a phone ban be put in place. Under no circumstances should a student voice or video record another student or member of staff. PPS are not responsible for the loss or damage of mobile phones.

Some items may be confiscated and returned at the discretion of the teacher such as:

- Inappropriate jewellery
- Hoodies
- Earphones

Some items will be confiscated and disposed of such as:

- Tobacco (in all its forms)
- Alcohol
- Lighters
- Smoking paraphernalia

Some items will be confiscated and handed over to the police such as:

- Any dangerous items
- Any drugs (legal or illegal)
- Any illegal items
- Mobile phones or electronic equipment containing illegal content
- Laser pens

## **Use of reasonable force and handling**

### **The use or threat of corporal punishment is not permitted anywhere in The Phoenix Private School.**

1. The term 'reasonable force and handling' covers the broad range of actions used by teachers at PPS at some point that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to students or members of staff.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Members of staff can use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. PPS staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.



## **Who can use reasonable force?**

- All members of PPS staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised visit.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and be used.

PPS can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Where resistance is expected or begins a school member of staff may make a judgement that it might be more appropriate to seek assistance from the Police. Authorised members of trained staff will follow basic positive handling approaches to reduce risk and manage a situation. This will include non-verbal, verbal and where reasonable and absolutely necessary physical intervention.

For further clarifications, contact the Whole School Pastoral and Designated Safeguard Lead.

Mr. McComiskey  
pastoral@pps.sch.qa

## 8 steps to stop and prevent bullying

1. Pay attention. There are many warning signs that may point to a bullying problem, such as unexplained injuries, lost or destroyed personal items, changes in eating habits, and avoidance of school or other social situations. However, every student may not exhibit warning signs, or may go to great lengths to hide it. Engage students on a daily basis and ask open-ended questions that encourage conversation.
2. Don't ignore it. Different students have different levels of coping; what may be considered teasing to one may be humiliating and devastating to another. Whenever a student feels threatened in any way, take it seriously, and assure the student that you are there for them and will help.
3. When you see something — do something. Intervene as soon as you even think there may be a problem between students. Don't brush it off as "kids are just being kids. They'll get over it." Some never do, and it affects them for a lifetime. All questionable behaviour should be addressed immediately to keep a situation from escalating.
4. Remain calm. When you intervene, refuse to argue with either student. Model the respectful behaviour you expect from the students. First make sure everyone is safe and that no one needs immediate medical attention. Reassure the students involved, as well as the bystanders. Explain to them what needs to happen next  
— bystanders go on to their expected destination while the students involved should be taken separately to a safe place.
5. Deal with students individually. Don't attempt to sort out the facts while everyone is present, don't allow the students involved to talk with one another, and don't ask bystanders to tell what they saw in front of others. Instead, talk with the individuals involved — including bystanders — on a one-on-one basis. This way, everyone will be able to tell their side of the story without worrying about what others may think or say.
6. Don't make the students involved apologise and/or shake hands on the spot. Label the behaviour as bullying. Explain that you take this type of behaviour very seriously and that you plan to get to the bottom of it before you determine what should be done next and any resulting consequences based on your school's anti-bullying policy.
7. Hold bystanders accountable. Bystanders provide bullies an audience, and often actually encourage bullying. Explain that this type of behaviour is wrong, will not be tolerated. Identify yourself as a caring adult that they can always approach if they are being bullied and/or see or suspect bullying.
8. Listen and don't pre-judge. It is very possible that the person you suspect to be the bully may actually be a bullied student retaliating or a "bully's" cry for help. It may also be the result of an undiagnosed medical, emotional or psychological issue. Listen to each child with an open mind.

## Fighting

Violence and inappropriate physical contact will not be tolerated under any circumstances on school property or while attending a school-sponsored or school-related event either on or off school property.

If an individual is physically confronted by another student, they should avoid striking back and find an adult that can handle the situation. Regardless of who starts a fight, if both students participate, both students will be disciplined accordingly. A claim of self-defence is not a justification on its own to avoid disciplinary action, although all circumstances will be taken into consideration when deciding disciplinary action.

# ICT & School Property

## Damage to School Property

School facilities and resources represent a substantial financial commitment. To ensure that school facilities are available for students, both this year and in the coming years, littering, graffiti, defacing, or damaging school property, including textbooks and library books, will **not be tolerated**.

Students will be required to **pay for damages** they cause and will be subject to disciplinary consequences.

## I.C.T. Acceptable Use Policy

Use of technology resources at Phoenix Private School is a privilege, not a right and each student is responsible for her/his use of technology, whether personal or owned by the school.

Students are responsible for using technology resources in a manner that supports the educational mission of the school. Regardless of the system used, there are expectations that must be followed by those who utilise these resources.

The following guidelines will apply to all users of the school's electronic information and communications systems. All system activities, including, but not limited to password-protected systems may be monitored as deemed appropriate to ensure proper use of the system.

**Disciplinary action may be taken for unacceptable use of technology resources including but not limited to the network or the Internet. The final decision regarding whether any given use of the network or the Internet is acceptable or unacceptable lies with the Principal or designee in consultation with the I.T. Officer or another entity or party designated by the Principal.**

## Acceptable Use

All school technology resources, including but not limited to school computers and laptops, communications systems and the Internet, must be used in support of education and academic research and must be used in a manner consistent with the educational mission and objectives of PPS.

Electronic communications between employees and students, both inside and outside the school's network, will be limited to school-related business or matters that fall within the scope of the employee's professional responsibilities.

Abuse of the ICT system will result in immediate withdrawal of technology resources and other disciplinary procedures.

**Activities that are permitted and encouraged include:**

- School work.
- Original creation and presentation of academic work.
- Research on topics being studied in school.
- Dictionary/ definition work
- Translation activities

### Unacceptable Use

Students will not distribute personal information, pictures or videos of themselves or others by means of the electronic communications system other than as needed to conduct school operations. The use of another person's user I.D and/or password is strictly prohibited.

- The individual in whose name a system account is issued will be responsible at all times for its proper use.
- All users of Phoenix Private School are expected to abide by the generally accepted rules of network and Internet etiquette.

**DO NOT:**

- Access social networking or chat room sites such as Facebook.
- Connect any electronic device to a computer without the approval and authorisation of a teacher or the I.T. Officer.
- Open any file or attachment from an unknown source which is suspicious, unexpected or of an unknown nature.
- Change settings including backgrounds and screen savers.
- Save work directly onto the school's computer. All work must be saved to the students own USB stick or School Cloud or equivalent.
- Download or play interactive web games or access streaming media not directly related to an approved PPS curriculum
- Participate in real-time discussions on the Internet (e.g. Messenger)
- Browse the Internet without a curriculum objective.
- Print anything unless given prior permission by a teacher.
- Attempt to disable or bypass the school's Internet filtering system or other security systems.
- Use an electronic device or computer to access, store, send, receive, or post on the Internet anything that is inappropriate or is harmful to an individual or groups or in violation of school regulations or the laws of the State of Qatar.

This includes, but is not limited to:

- Copyrighted material
- Threatening, harassing, bullying or racist material
- Any material that is likely to disrupt the learning environment
- Material that is lewd, vulgar, sexually suggestive, obscene or pornographic

- Material that contains profanity
- Material that violates or promotes the violation of school rules
- Material that violates school policies prohibiting harassment and bullying.

**Remember:** Report to a member of staff if you are sent items which fall into these categories or which worry you. **DO NOT** delete these files because they can be used to trace where they came from.

### Dealing with breaches of the ICT use policy

Misuse of the device will be dealt with using the principles set out in the School Behaviour Policy, with the response being proportionate to the severity of the misuse.

If a teacher suspects that a device has been misused in any way, they have the right to confiscate the device and hand it to a senior member of staff. If staff do so, content on the device (e.g. messages, emails, pictures, videos, sound files) will be shown to a senior teacher. The Principal, or a designated staff member, have the right to view files stored in a device.

A record will include the time of check, who was present and what was found.

## ICT Sanctions

The range of sanctions can be applied for unacceptable use is as follows:

Level	Transgression	Sanction Available
1	<ul style="list-style-type: none"> <li>• Device visible or audible to staff (rings / beeps) during the school day except when in acceptable use.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confiscation of device. It will be handed to a Senior Leader to place in a secure store. The parents of student can collect this from the Principal or Key Stage Leader.</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Using a device in lesson when not authorised by the teacher. Unacceptable use in lessons.</li> <li>• Using a device to ask parents / drivers to pick up during the school day without the permission of a member of staff.</li> <li>• Using a device in school outside of designated areas and / or designated times.</li> <li>• Repeated level 1 misdemeanours</li> </ul>	<ul style="list-style-type: none"> <li>• As level 1 plus an after school detention</li> <li>• Withdrawal of the privilege of using the device in school</li> <li>• Could be level 3 depending on the seriousness</li> </ul>
3	<ul style="list-style-type: none"> <li>• Refusal to hand a device to a member of staff when requested. Refusal to turn off a device at the request of a member of staff.</li> <li>• Photographing / filming staff and / or students without their permission.</li> <li>• Taking inappropriate images of staff and / or students.</li> <li>• Repeated level 2 misdemeanours.</li> </ul>	<ul style="list-style-type: none"> <li>• As level 1 plus a sanction ranging from an after school detention to an internal suspension depending upon the nature of the incident.</li> <li>• Could be level 4 depending on the seriousness.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Uploading / circulating of images taken in school of student and / or staff without their permission and / or which would bring the school in disrepute.</li> </ul>	<ul style="list-style-type: none"> <li>• As level 3 but external suspension is available</li> <li>• Could be level 5 depending on the seriousness.</li> </ul>

	<ul style="list-style-type: none"> <li>• Photographing / filming in bathrooms, swimming pools, changing rooms and similar areas.</li> <li>• Refusal to show the content on a device to a senior member of staff when requested if the member of staff feels it is a Health &amp; Safety or Safeguarding concern.</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Bullying, harassing or intimidating by the use of text, email or multimedia messaging.</li> <li>• Sending inappropriate messages or posts to social networking or blogging sites.</li> <li>• Posting video / images of staff taken in school on social media which bring the school in to disrepute. Extension of level 4.</li> <li>• Repeated level 4 misdemeanours.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external suspension.</li> <li>• (Expulsion would be considered in extreme cases or withdrawal for the next academic year).</li> </ul>



# Curriculum

The PPS follows the UK New National Curriculum. This was developed by The Department for Education in the UK. Their vision is for a highly educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances. The New National Curriculum promotes depth of knowledge and mastery.

## **Principle aims and purposes of the New National Curriculum.**

There are two principle aims set out in the National Curriculum documentation:

***Aim 1:*** *The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.*

- The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils.
- It should build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively.
- It should equip them with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally.
- The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.
- It should encourage pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas.
- By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better.
- It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.
- It should also develop their physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

***Aim 2:*** *The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life (In compliance with Ministry for Education policy).*

- The school curriculum should promote pupils' spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong (see ***additional school curriculum*** details below)
- It should develop a deep understanding in their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- The school curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.
- It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping.
- It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.
- It should also equip pupils as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.
- The school curriculum should promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- It should develop their ability to relate to others and work for the common good.
- It should enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
- It should prepare pupils for the next steps in their education, training and employment and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

## Additional School curriculum

In accordance with Ministry of Education policy PPS will actively promote the Islamic Faith and Qatari cultural identity and values.

This will be achieved by providing:

- Qatar History:  
The School provides sessions in Arabic for Arabic Students and in English for all other nationalities
- Arabic language:  
The school follows the Ministry of Education's provided curriculum in mainstream Arabic sessions. Easy Arabic sessions are available for non-Arab students from year 1 to year 9.
- Islamic Studies:  
All Muslim students attend Islamic sessions at PPS. Islamic sessions are provided in both Arabic and English, for Native and Non-native Arabic speakers respectively.

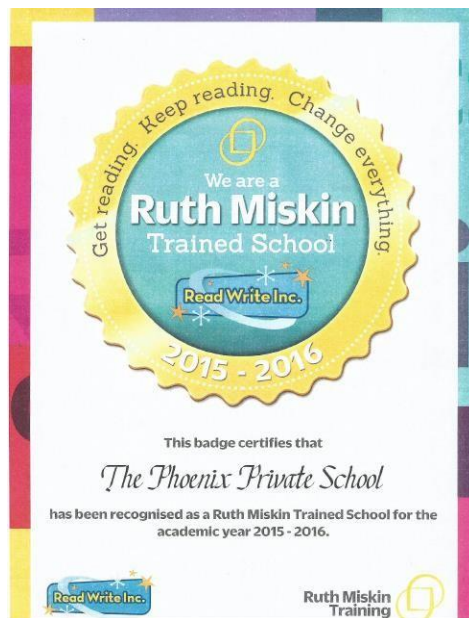


**Read & Write Inc.**



PPS is the one of the first schools in Doha to adopt the Read Write Inc. programme. The students learn to read and write using their phonetic knowledge of sounds. The core purpose is to teach every child to read and to keep them reading. Readers have access to new words, new worlds and new ideas. They build an extensive vocabulary and gain new knowledge every day for themselves. Children who read a lot do well at school whatever their background. The Read Write Inc. Phonics, is now the market leader in teaching children to read and is used by over a quarter of UK primary schools. It grew out of Ruth Miskin's work and provides a consistent whole-school approach to teaching reading, writing and spelling. Continuous progress through the teaching programme, rigorous assessment, tracking and monitoring ensures that our school can support the progress for every child.

*The Phoenix Private School is the **first** international school to receive the Ruth Miskin Training Badge for teaching Read Write. It is currently a case study used by the Ruth Miskin team for international schools.*



Ruth Miskin Badge

Case Study Ruth Miskin Training

### Leading the way in Qatar - our first international Badge School

**The Phoenix Private School**  
Doha, Qatar

How has the role of the reading leader had an impact on teaching and pupil progress?

"The Reading Leader uses the easy-to-follow teaching steps to ensure that the programme is taught with fidelity. Teachers have become confident teaching literacy and use Read Write Inc. behaviour steps in all lessons. The latest assessment has shown remarkable improvement in reading!"

Have you had positive reactions from parents and pupils?

"Parental support has grown since the introduction of Read Write Inc. Phonics. Students are always engaged and behaviour during lessons is excellent."

What would you say to other schools in Qatar considering adopting Read Write Inc. Phonics?

"Read Write Inc. truly works when delivered correctly and with fidelity. It has helped our school to improve in reading, writing and literacy. 80% of our students are DAL and have differing levels in reading, writing and comprehension. Read Write Inc. has helped to improve all student's progress and attainment in a very short space of time."

**Naveed Iqbal, Principal**

Age Group: 4 - 10  
Pupils on the programme: 175

**Quotes from teachers**

"I have never seen the children so happy and excited as when they are getting ready for Read Write Inc. lessons. They come in to my class smiling and ready to learn new sounds. They get involved all the time and really improve in such a lovely atmosphere."  
**Hayam**

"I love that children are so involved in every second of Read Write Inc. classes. It makes such a difference because they are enjoying their time whilst learning, which is our goal as teachers."  
**Mona**

"I love that no child is left behind. They are constantly moving forward."  
**Abby**

"Following Read Write Inc. steps when reading stories really helps them to lift and non-native speakers understand the stories better, encouraging them to become more creative when writing."  
**Asma**

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Read Write

Newsletter

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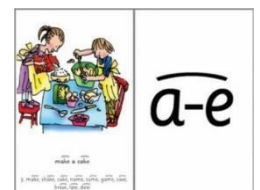
The Read Write Inc programme starts in EYFS. Students are introduced to Set 1 sounds. Each sound is linked to a visual image that aids students in recognising the sound. Once the student has learned the first 5 sounds, the student is then taught how to blend those sounds to make simple CVC words and spell them using engaging, fun activities and techniques. Fred the frog is a character used by this programme to aid



students.



Once the student is capable of blending Set 1 sounds, they then move onto story books. Story books provide a complete literacy substitute for students at this age as well as skill appropriate reading material. Story books come with a workbook, together they are used to develop student's vocabulary, teach them how to construct proper sentences, use appropriate punctuation and compose short pieces of writing. Students are regularly assessed and regrouped as they learn more sounds (Set 2 and Set 3 sounds such as ay, ou, tion, igh, etc.) and become capable of reading more complex words based on a word, feeling or thought.



Things you need to know:

Sounds should be pronounced properly (visit the parent portal at [ruthmiskin.com](http://ruthmiskin.com))

Green words are words that can be read and written using phonetic knowledge and are phonetically correct e.g. cat, dog, blanket, basket, etc.

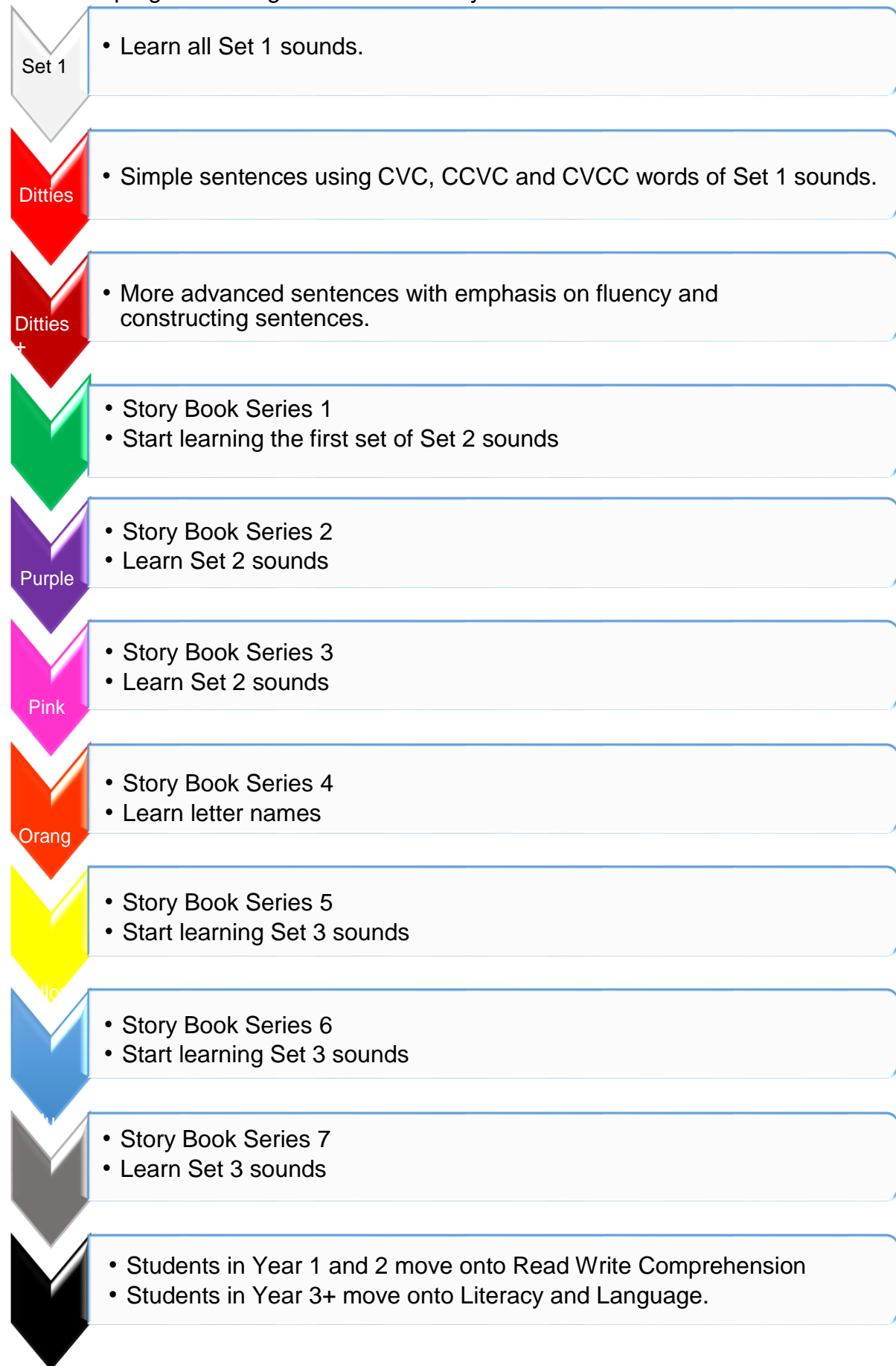
Red words are common words that are phonetically incorrect e.g. said. The 'ai' sound in said is pronounced like 'e' from elephant although it should sound like 'ai' from rain. Practicing reading and spelling those words with your child will improve both their reading and writing skills.

After your child has learned and explored the story and vocabulary and learned to read the story with fluency and intonation, your child will get a copy of the book to read to you at home. Please follow the instructions on how to support your child and make this a great experience for both children and parents.

One-to-one tutoring is provided to support students and help them to keep up with their age group.



Students' progress through Read Write Story Books as follows:



1. Students in Year 1 and 2 move onto Read Write Comprehension
2. Students in Year 3+ move onto Literacy and Language.
3. Year 5 and 6 students follow more age appropriate Fresh Start programme modules (also part of the Read and Write Inc. programme).
4. Students that graduate from Read Write Inc are then moved onto the Literacy and Language programme also offered by Ruth Miskin.

PPS is keen to develop and improve the students' skills and has therefore provided all staff members with regular training.

We have received enquiries and were visited by other schools in Qatar and the Middle-East that are interested in adopting the programme and would like to know more about how it runs.

We are very proud to be pioneers in the international world and will always thrive to provide the best education for our students.

Please visit the parent portal at [www.ruthmiskin.com](http://www.ruthmiskin.com) for more information and guidance videos on how to support your child at home.





# Academic Support Programme

## Support Programme

### Level 1 and 2

#### What is the ASP programme?

The Support Programme (SP) is an intervention programme which is designed for students who are:

- Working below the National Curriculum average and require academic support in and out of the classroom.
- Gifted in one or more academic subjects and need to be challenged to excel to new heights.

The programme mainly concentrates on raising attainment in the core subjects of English and Maths. At PPS we have found that some of our EAL (English as an Additional Language) students have a language barrier that affects their learning across different curriculum areas. The SP will help improve the language skills necessary to enable students to access the full curriculum.

#### What the SP programme offers:

##### In Classroom

The SP guarantees support in the classroom for:

- One Maths **or** two English lessons (SPL1),
- One Maths **and** two English lessons (SPL2),

Through dedicated and highly motivated Learning Support teachers (LSTs).

These teachers provide the students with targeted lesson objectives, narrowing down the main lesson objectives to manageable aims within the lesson. They also provide greater challenges and offer further opportunities to the gifted students to develop these gifts.

This will allow the students to have continuous assistance during their lessons, helping them not only with the lesson objectives in question but also general study skills and techniques, for example note-taking and visualization, as the ultimate goal is to create independent learners.

##### Outside classroom

The Support Programme also includes EAL sessions, which involves targeted learning outside of the classroom. These sessions will focus on the students' individual needs, for example in spelling, comprehension or grammar and they can take place during non-core sessions, such as Topic, Modern Foreign languages, Music or Art for Extra targeted English lessons.



## **After school hours**

Additionally, all SP students will be offered after school-hours support with homework, in the SP After-School Club.

## **Individual Learning Plan (ILP)**

Students on the SP are given an Individual Learning Plan (ILPs) with achievable short term targets and a clear step by step guide for the student and teacher to follow. The ILPs will be revised termly, which will allow the Classroom Teacher, SP coordinator and the Learning Support Teacher (LST) to work together with the student and the parents in following up the student's learning with a continuous review of their progress.

## **External Assessment**

If a student requires an additional form of support for a specific learning need, an external assessment (GL assessment) will be offered to identify gaps in learning, learning difficulties or advanced skills. The analysis reports provide detailed feedback on different areas of learning and suggested strategies to be followed, identify the gaps in learning and highlight any learning difficulties or advanced skills.

To learn more about GL assessment, you can click on this link

<https://www.gl-assessment.co.uk/>

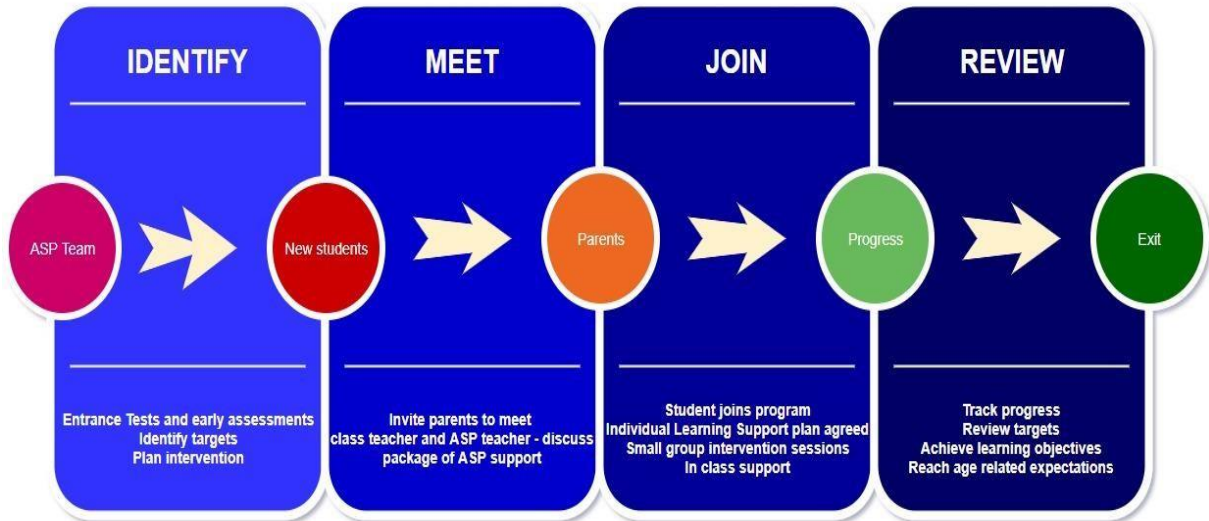
## **Gifted students**

Students who excel or have the potential to excel, beyond their age and grade level peers, are considered gifted. These students can benefit from joining the Support Programme as they will be given targeted tasks that goes beyond what is already offered in the classroom.

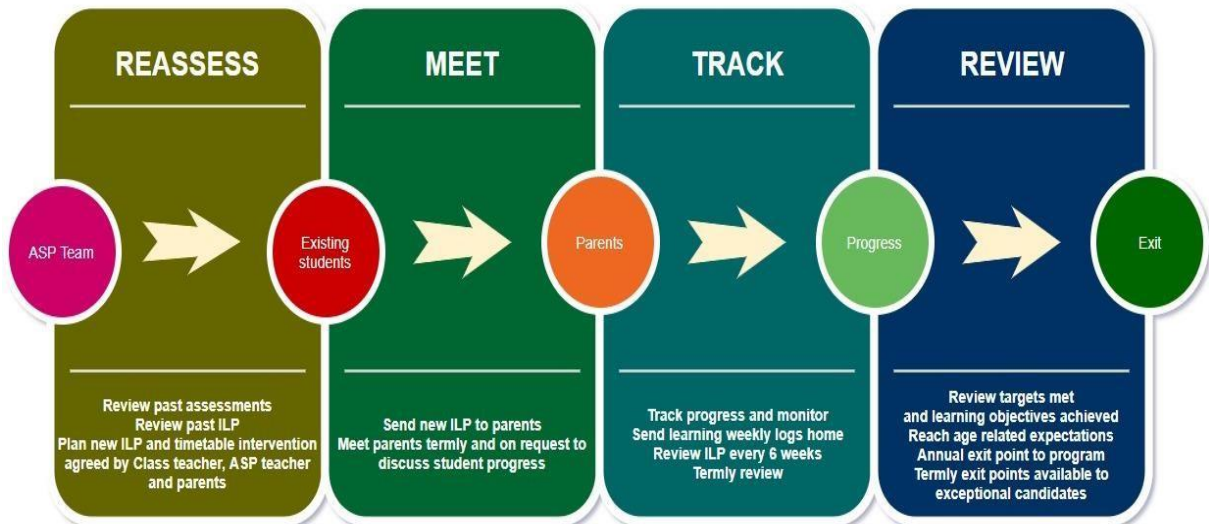
## **Exiting the support programme**

A student's file is reviewed for progress and achievement of goals to exit the support programme. If it is determined by the support teacher that the student has met the goals and objectives in his/ her ILP, a meeting will be held to review the student's present levels of performance. Input from all parties (classroom/ subject teachers, support teacher and SP coordinator) in the decision- making process for exiting the student.

## How the ASP programme works for new students



## How the ASP programme works for existing students



# Special Education Needs



The aims for students with Special Educational Needs and/or Disabilities at the Phoenix Private School are the same as those for all children. Thus, the culture, practice, management and deployment of resources are designed to ensure that the needs of all children are fulfilled. The school strives to empower students to achieve their full potential.

## Definition of Special Educational Needs (SEN)

A child is identified as having a Special Educational Needs and/or Disabilities (SEND) if there is a 'restriction' in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition".

(National Council for Special Education, 2014)

There are four main areas to SEND that encompass the needs of a SEN child:

- Cognition and Learning- These are classified by general learning difficulties, of how a child acquires the basic skills of reading, writing, imitating, processing and retaining information in a school setting.
- Communication and Interaction- These are denoted by a child's ability of how they talk to, listen, respond, play and learn with other children and adults.
- Social, emotional and mental health difficulties –These are demonstrated by how a child shows their feelings, negotiates and solves problems in different situations and handles changes of routine
- Sensory and or Physical needs- These identify how a child responds to their environment and learning using their senses and any diagnosed medical issues.

SEN education is about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives.

## Strategies of the SEN Programme

### Golden Curriculum

The Golden Curriculum is an enriched programme that the Phoenix Private School has devised which supports children within the framework of SEN. It covers the basic fundamentals and concepts that support the mainstream academics as well as developing the student's social, emotional and behavioural skills. Our main aim is to prepare the child to be independent in areas of academics, play and social skills. We tailor the curriculum to encompass the needs of each individual child and incorporate their strengths into this framework. Each child with SEN will have a shadow Teacher allocated to them as part of a small group. The shadow teachers provide support to the child to

achieve their maximum level of independence, within or outside of the classroom, in the school setting.

## **Differentiation and Inclusion**

The SEN programme focuses on reinforcing the principles of:

- **DIFFERENTIATION**- Altering the curriculum, exams and support provided, to suit the student's need.
- **INCLUSION**- Provide opportunities for the SEN student to have inclusion across all aspects of school life, including art, music and extra-curricular activities, depending on the student's abilities to cope.

This may also mean that to enable the student to cope with mainstream school environment, the SEN department may suggest reduced schooling hours until it is deemed that the student can cope with a full school day.

## **Individual Education Plan (IEP)**

The IEP help to identify precise and specific targets to suit the needs of the SEN child. The IEP preparation process will include SEN and teaching staff as well as the child and parents. This is used in lessons to differentiate learning for SEN pupils by tailoring the curriculum to suit their individual needs.

## **Role of a SEN Co-coordinator (SENCO)**

The SENCO takes day-to-day responsibility for the provisions made for individual children with SEN, working closely with staff, parents/carers and other agencies.

In mainstream education settings the key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the SEN policy.
- Liaising with and advising fellow teachers, shadow teachers, parents, and external agencies.
- Managing the SEN team of Shadow Teachers.
- Co-coordinating provisions for student with SEN.
- Overseeing the records on all student with SEN.
- Preparing IEP for each student, in collaboration with the parents, teacher, shadow teachers and the SEN themselves. Tailoring it to each student's particular needs and then determining the targets.
- Reviewing the IEP's every term with the parents, teacher, shadow worker and the SEN student to evaluate any changes in the targets and highlight any achievements.

- Determining use of any alternative therapies such as use of specialised equipment or referral to external support.
- Conducts assessments of new and existing student for the SEN programme.
- Contributes to the in-service training of staff.

### Role of a Shadow Teacher

- Works with the teacher and SENCO to decide which type of support is generally needed (in class/outside of classroom) for the SEN student.
- Liaises with the teacher and the SENCO to support the student with the curriculum.
- Provides support individually or within a group format to each student .
- Works with two student at the same time.
- Maintains records of the student's work.
- Communicates to the parents, the student's day to day tasks and activities.
- Collaborates with the teacher, SENCO, parents and the student themselves to devise an IEP for the student.
- Works with the teacher and student to meet the targets of the IEP.
- Reviews the IEP each term with the student, teacher, parents and SENCO.
- Attends parental meetings and provides evidence of concerns and/or progress made by the student's under their care.
- Helps the student to be independent at school with academics, emotional and behavioural aspects.

**Exams/ Assessments** - will be discussed on a case to case basis with parents and will be based on the individual needs of the student.

**Life skills** - We work as a team to reinforce positive learning. We promote teaching the children skills that will benefit their social development within the community and within their daily lives. External trips are a part of life skills learning as well. The students learn to socialise with their peers and teachers via fun tasks and activities. In addition, these help the children develop the behaviour norms of the community and within school by taking part in group tasks and school trips.

# Assessments

## The importance of assessment

At PPS, we aim to provide a curriculum that is inclusive of a variety of needs and therefore assessment is an integral part of this. Assessment is an ongoing process that allows us to identify whether learning has been successful and to help push students to progress further. It is through recording and reporting, students are constantly aware of how well they are performing and more importantly, what they need to do in order to improve.

## Aims of assessment

- To ensure students are aware of their learning goals.
- To support learning and progression through continuous tracking and analysis of assessment to improve student performance.
- To identify students for intervention.
- To ensure students, teachers and parents are involved effectively in academic achievement.
- To raise standards of learning and teaching.

## How will we achieve the aims of assessment?

- Ensure planning of the curriculum is differentiated where possible.
- Ensure students are aware of learning objectives and success criteria so they are able to evaluate progress and understand what their next steps are.
- Incorporate both formative and summative assessments throughout lessons and use this to shape planning.
- Encourage students to maintain in class subject folders, filing assessments and student review sheets, to allow them to reflect on their learning journey across the academic year and then use these folders as revision for end of year exams.
- Ensure all teachers mark work regularly and provide constructive feedback.

## Types of assessment

Baseline assessments - This provides information about students' performance on entry.

Formative - This is ongoing in which students are able to identify what they are doing well and what they need to do move forward. The focus is on empowering students to take ownership of their learning and progression.

Summative - This provides an overview of the overall achievement of a student at the end of a particular stage of learning. 68

## What do we assess in Early Years?

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. Assessment covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

Prime areas:	
1. Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• Making relationships</li><li>• Managing feelings and behaviour</li><li>• Self-confidence and self-awareness</li></ul>
2. Communication and Language	<ul style="list-style-type: none"><li>• Listening and attention</li><li>• Understanding</li><li>• Speaking</li></ul>
3. Physical Development	<ul style="list-style-type: none"><li>• Moving and handling</li><li>• Self-care</li></ul>
Specific areas:	
4. Literacy	<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>
5. Mathematics	<ul style="list-style-type: none"><li>• Numbers</li><li>• Space, shape and measures</li></ul>
6. Understanding the World	<ul style="list-style-type: none"><li>• People and communities</li><li>• The world</li><li>• Technology</li></ul>
7. Expressive Arts and Design	<ul style="list-style-type: none"><li>• Exploring and using media and materials</li><li>• Being imaginative</li></ul>

## How we assess in Early Years

During the first term both Foundation 1 and Foundation 2 teachers assess the ability of each child using a baseline/entry observations. These assessments allow us to identify patterns of attainment within the teaching programme for individuals and groups of children.

To ensure we have evidence of a child's progress in the EYFS, we use a range of strategies all of which come together in their individual learning journeys - these are collections of children's work, photos and observations which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning. The learning journey is handed in to parents at the end of Foundation 1 and Foundation 2 school year.

At the end of Foundation 1 the class teacher assesses children against the Development Matters statements, appropriate for their age. At the end of Foundation 2 the class teacher assesses each child against the 17 Early Learning Goals (ELG). Assessments are done according to ongoing

observations. This information is also communicated to parents and carers in the form of end of year report. Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents at the end of each school year if there are no outstanding debts held with Accounts.

### Subjects we assess in Primary

The new National Curriculum requires each child to be assessed in the core subjects; English, Maths and Science. At PPS we use standardised tests and follow the statutory requirements of the UK National Curriculum.

### Subjects we assess in Secondary

To prepare KS3 students for their GCSEs in KS4, the subjects assessed in KS3 include the three core subjects as well as History, Geography, ICT, P.E, Music and Art.

All students at PPS study either Arabic or French as a Modern Foreign Language (MFL) and will be assessed accordingly. Qatar History is a statutory requirement of the Ministry of Education in Qatar as well as Islamic studies for Muslim students.

### The leveling system and reports for core subjects

KS1 and KS2 Students will be graded using the following leveling system:

Standard	Emergent			Secure			Advanced		
Achieved	E-	E	E+	S-	S	S+	A-	A	A+
%	0 - 10	11- 29	30 - 49	50 – 59	60 - 74	75 - 84	85 - 89	90 - 94	95 - 100

KS3 Students will be graded using the following leveling system:

Standard	Emergent			Secure			Advanced		
Achieved	E-	E	E+	S-	S	S+	A-	A	A+
%	0 - 10	11- 29	30 - 59	60 – 64	65 - 79	80 - 84	85 - 89	90 - 94	95 - 100

### Expectations and success criteria

Students are expected to develop their skills over the year according to their abilities. The success criteria of different subjects are calculated depending on the skills that are assessed and the period over which they are assessed.

The final assessment for Reading and Writing shows the progress of students throughout the year. Students should be able to achieve a *minimum* level of S- by the end of the year to progress to the next year group.

For all other subject, the scores from the <sup>70</sup>unit assessments, projects and



assignments will all contribute to the end of term and end of year scores. Students are expected to achieve a *minimum* of S- to be able to progress to the next year group. However, the expected level for each year group is S provided that the basic set of skills for the year group are fully secured. S- is the acceptable bench mark for suitable achievement.

### What about Qatar History and Arabic?

All students must attain 50%-100% in their end of year result for Qatar History. All students who study Arabic must also attain 50%-100% to pass the year. Failure to attain 50% in any of these two subjects will result in a re-sit. **If at the end of the re-sit the student is still below 50% in either exam, the student will fail the year.**

### How we track assessments

Teachers will provide students with detailed constructive feedback about what they are doing well and what they need to do to improve. This is formative assessment that is continuous throughout the year.

End of unit tests, homework and projects will be recorded in a data spreadsheet/teacher mark book which allow teachers to see overtime how a student is performing in relation to end of year expectations.

Students who underperform in end of unit tests:

- May be provided with support work that they will be expected to complete at home.
- Will be given opportunities to discuss any questions about concepts they did not understand after school during times agreed with the classroom teacher concerned.
- Will be required to re-sit the test to demonstrate they have grasped the concepts.

Parents will be part of this process because:

- Completed end of unit tests will require a signature from a parent. This will allow parents to see first-hand how their child is doing in particular tests.
- Parents will be notified if students have underperformed via telephone/email/text message and that their child will be doing a re-sit.
- Parents will be required to meet with the subject teacher and the Key Stage Leader if a student fails a re-sit of an end of unit test.
- Parents will be required to meet with the subject teacher and the Key Stage Leader if students underperform in a range of subject end of unit tests.
- Parents will be required to meet with subject teachers and the Key Stage Leader if students underperform in end of term examinations after report cards are issued.
- Parents will be required to meet with subject teachers during the scheduled parent

-teacher meeting as per school calendar.

- Parents will be welcomed to discuss academic progress at any point of the year by the Key Stage Leader or class teacher by making an appointment via the school office.

## **Supporting students**

Parents of students, identified as lacking in progress based on end of unit tests, will be informed as soon as possible. These students will be supported by the class teacher through extra practice and tuition, additional worksheets and homework. These students will also be referred to the Support Programme and offered further help. Please refer to the SP section of the handbook for more information about the programme. Depending on the student, teachers may be required to edit the assessment format as instructed by the Support Team.

## **Notice to Improve Letters**

Students who attain below S- at any time will receive a Notice to Improve Letter at the end of the term. The purpose of this letter is to advise parents and students that they are below target that if they continue at the same level there is a serious risk of failing the academic year.

## **Failing and Repeating the Year**

If the student scores are below the assigned target grade, the student will fail the year and will not be able to proceed to the next academic year, since they did not grasp the skills needed to progress, and are a high risk of failing the next academic year.

## **Dishonesty and Cheating on Assessments**

PPS is committed to maintaining the highest standards and expectations for academic integrity among all students. We believe in establishing a school climate that promotes ethical and responsible student conduct and therefore there is no justification for academic dishonesty.

Definition of academic dishonesty;

- Academic dishonesty is using another person's work, concepts, designs, data, ideas, research, without giving proper credit to the source (plagiarism.)
- Lying, cheating, using or providing unauthorised materials in preparation/during an exam/test/ piece of homework.

Consequences for academic dishonesty;

- Academic dishonesty in homework: students will be given a warning of deduction of marks from end of unit test and will be given another opportunity to submit homework.

- Academic dishonesty in end of unit tests/end of term examination:
  - The invigilator will take the assessment paper and the student will not be allowed to complete the test.
  - The student will receive a score of 0% on that assessment.
  - The student will be subject to S3 consequences as per the

Behaviour Policy.

Parents will be notified and depending on the nature of academic dishonesty a student could be subject to a consequence as per behaviour policy. This includes, but is not limited to, inclusion, exclusion or a fail on the relevant subject exam.

## SEN provision

In cases of children with special educational needs, we focus primarily on removing barriers and facilitating learning process. Children's learning difficulties will be identified at an early stage and teaching will respond promptly to areas of difficulty. Children will be referred to SEN department in order to ensure professional observations and analysis. The whole process involves working closely with parents and developing an effective strategy to meet their child's needs, in a competent and effective way. In some cases it will be advised strongly that your child will not participate in the exams. This is in the interest of the child in question based on their stress levels, tolerance and ability to fully participate. Some children may be allowed to participate, but if they are supported by a Shadow their exam score may be reduced by 50% depending on the level of support given.

# **SAFETY INFORMATION**

## **Emergencies**

- Students will be alerted of a fire or other emergency by a fire alarm system.
- Doors and hallways must remain clear at all times.
- On discovering a fire everyone must evacuate the building immediately.
- Do not attempt to extinguish a fire.
- Do not stop to collect personal possessions.
- Follow your teacher to the assembly point in a calm and orderly manner.
- Close doors behind you as you leave the building.
- Staff will take registers to the muster points.
- Students should stand in line to be registered.
- Say “Here” in a loud clear voice when your name is called.
- Do not re-enter the building until the emergency services confirm it is safe to do so.
- When “all clear” is given walk in an orderly fashion back to your classroom.

## **Muster Points**

Next to the playground area, (please see the fire route maps for further information).

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Parent-Teacher-Student Contract

This contract is designed to serve as a tool by which teachers, parents and students can develop and build a partnership. This contract will foster a communicative and supportive alliance to support and enable the students to meet their academic goals.

### **PARENT/GUARDIAN AGREEMENT:**

- I agree to take an active interest in all aspects of my child's school life.
- I agree to ensure my child attends school regularly, on time, dressed in proper school uniform (please see specifics in the PPS Uniform Policy) and properly equipped. Equipment includes, but is not limited to, pen, pencil, ruler, eraser, pencil sharpener, calculator, water bottle, colouring pencils/crayons etc. A list of equipment is sent to parents before the start of the academic year.
- I agree to email the school if, for any reason, my child cannot attend.
- I agree to email the school all relevant information which may affect my child's work or behaviour.
- I agree to encourage a positive attitude toward school.
- I agree to encourage my child to follow the school's behaviour policy and support associated action taken by the school.
- I agree to support the school's policy on homework including reading with my child, provide suitable facilities at home and encourage my child to make the required effort.
- I agree to keep communication channels open between the teacher and myself.
- I agree to pay the school fees on time, and understand consistent failure to do so can result in student reports being withheld and students not being invited to return to PPS the following academic year.
- I agree to buy the appropriate items for my child, including but not limited to day uniform, PE kit, stationery and equipment etc.
- I agree to the policy that children in Foundation to Year 6 cannot bring a mobile phone or other electronic devices to school. Students in Key Stage 3 can bring a phone, but it MUST be handed in at the beginning of the school day without failure.
- I understand and agree that only Year 7 - 9 students are allowed to take limousine (e.g. Uber, Taxif, Karwa, etc.) when going home, and that the school is not liable once the child leave the school.
- I understand and agree that The Phoenix Private School, do not employ Z Limousine Company and as such, PPS have no liability or responsibility to/for any of its drivers/employees or activities.
- I agree to support all the policies of the Phoenix Private School.
- I agree to ensure my child is at school before registration, and understand repeated lates to school will result in sanctions for my child. I also agree to arrange collection for my child in a timely manner, and understand that school does not take responsibility for my child after the school day ends (or after their ECA ends). I agree to pay for my children to attend ECA clubs.
- I have read The Phoenix Private School's behaviour policy

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **STUDENT AGREEMENT:**

- I agree to work to the best of my ability, strive to be successful in school, and to attend school regularly.
- I agree to come to school prepared to work with the necessary equipment.
- I agree to follow my school's behaviour policy and to follow the requests and rules of my teacher and respect him/her at all times.
- I agree to cooperate with my teachers and parents.
- I agree to complete all of my assignments to the best of my ability.
- I agree to ask for help if I do not understand a lesson or fall behind in my work.
- I agree to adhere to the uniform policy and tie any long hair up with an appropriate hair tie for safety reasons during the school day. I also agree to not come to school with nail polish, artificial nails or make-up, in full uniform and to follow all rules and instructions from staff.
- I have read The Phoenix Private School's behaviour policy

## **ICT Acceptable Use Agreement**

### **When using the school network, I will:**

- Only access the school computer network using my ID and password.
- Ask a member of staff to remind me of my login details if I cannot remember them.
- Always log off when I am finished on the computer.
- Not attempt to alter any computer settings, including background images.
- Always ask permission before attempting to transfer any files to the school network.
- Not attempt to download, upload or otherwise bring onto the school network programs and files that may contain hidden programmes. This includes all files that may be used for purposes forbidden on the school network, such as games and chat rooms.
- Not attempt to deliberately seek out files on the school network that may be used for malicious purposes.
- Never access other people's files.
- Ask for help if any pop-up messages appear.
- Only use the computers for schoolwork or homework.
- Always handle the equipment with care and respect.
- Report any faults to my teacher straight away.

### **When using the Internet, I will:**

- Ensure a teacher is present in the room before using the Internet and always ask if I may use it, unless I have been directed to do so as part of my lesson.
- Never log on using another person's details and endeavour to keep my codes secret.
- Not deliberately seek out inappropriate or offensive material.
- Not deliberately seek to bypass the school Internet filters in order to gain access to sites that have deemed inappropriate or download any applications or software.
- Report any material that I accidentally come across that is inappropriate to my teacher. This applies to any material of a violent, dangerous, racist or inappropriate nature.
- Never publish personal details about myself, my friends or other people that I know.
- Refrain from using foul language in any task or posts on the school website, Edmodo, MS TEAMS or Facebook.
- Will never use Edmodo, MS TEAMS or any other online school system to send messages that are aimed at causing harm or upset to others.
- Not add any staff members on Facebook, Twitter, Instagram or any other social media apps.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

I have read and understand all areas of this document. I understand that failing to comply with these rules may result in sanctions being applied with reference to the school's behaviour policy. I also understand that changes can be made to this document at any time for reasons of clarity or student wellbeing, and The Phoenix School reserves the right to make these changes for the good of the children and school.

Name of parent:	Date:
Parent signature:	
Name of student:	Class:
Student signature:	

### **TEACHER AGREEMENT:**

**Within their roles as a member of PPS, the teachers and support teacher have agreed to the following:**

- To provide a safe and stimulating environment for your child.
- To ensure that your child fulfils his/her potential as a learner and as a member of the school community.
- To offer a broad and balanced curriculum to students of all abilities.
- To encourage all students to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the school.
- To keep you informed about your child's progress and general school matters.
- To insist that all students observe the school's behaviour and anti-bullying policies.
- To provide opportunities for extended learning at home.
- To keep the communication channels, open between my students, their parents and myself.
- Do not engage in gossip, cyber bullying or actions that go against the values of Qatar.

# Safety & Visitor Policy

At Phoenix Private School, the safety and well-being of our staff and students are paramount. This policy serves as our commitment to safeguarding all individuals within our premises and must be strictly adhered to by all concerned parties.

## **Objective:**

The primary aim of this policy is to ensure the safety of all individuals present on our school site, protecting them from harm, danger, injury, abuse, or any other potential concerns. To that end, we require all visitors to adhere to the following policy, and we expect all staff members to actively support and enforce these guidelines.

## **Definition:**

Visitor: Any person, including parents, contractors, or others, who is not employed by Phoenix Private School and has therefore not undergone the necessary safeguarding checks or regular safeguarding training.

## **Procedures for Visitors on School Premises:**

- **Visiting with Appointments:**

Visitors should enter the school premises only if they have a prior appointment, except when visiting reception or the finance office. Appointments are not mandatory for these areas.

- **Recording Visitors:**

For visitors with appointments, employees must record their expected visit on the OneDrive log. This log will be accessible to both security and reception, ensuring awareness of the visitor's arrival.

- **Unscheduled Visitors:**

In case of unscheduled visitors, security will provide them with the contact details of the staff member they wish to see and encourage them to make an appointment.

- **Issuing Visitor Badges:**

Expected visitors will undergo security checks. Security will record their Qatar ID (QID) and issue a colour-coded visitor's badge to indicate their visitor type. This badge is mandatory for all individuals entering the school who are not staff members or students of Phoenix Private School.

- **Escort to Reception:**

Security will escort visitors to the reception area and wait until a receptionist is available to take over.

- **Bathroom Access:**

If a visitor needs to use the restroom, a staff member must escort them to the staff bathrooms.

- **Supervision:**

Visitors should never be left unattended and should not interact with students without supervision.

- **Returning Visitor Badges:**

Upon concluding their visit, the responsible staff member must return the visitor badge to security and retrieve the visitor's QID.

## **Contractors:**



Contractors should never be left unattended when the school is open to students. They must be accompanied by a staff member or security at all times. If the school is closed to students, security will monitor them through CCTV, ensuring all secure documents and resources are securely stored.

**Student Collection Time - Parents:**

- Parents and drivers are permitted to enter the school site for student collection from the red hall at 1:35 PM. Parents should enter through the designated collection door and wait until they are allowed into the red hall corridor.
- Parents should not walk through the red hall with children and should wait at the appropriate doorway to collect their children.
- To ensure a safe collection, parents should exit through the opposite doorway.
- Parents should not wander into other areas of the school, and staff members are responsible for addressing any deviations.

**Student Collection Time - Drivers:**

- Drivers can wait in the designated area of the red hall for their children.
- Drivers must visibly wear their Phoenix Private School ID badges while on-site.
- Non-sanctioned drivers, such as Uber drivers, are not permitted to enter the school premises.

**Staff Responsibilities:**

- Staff members are responsible for challenging anyone not wearing a staff or visitor ID badge.
- Staff members must question any individual with a visitor ID badge who is alone in the school.
- Staff members are accountable for continuously monitoring all visitors under their supervision and ensuring they exit the school through security.
- Visitors should exclusively use staff bathrooms.
- Under no circumstances should visitors be left alone with children.

**Contact for concerns:**

Any concerns regarding this policy or visitor behaviour should be directed towards the Wellbeing Managers or another member of the Senior Leadership Team in their absence.

By implementing and adhering to these procedures, we reinforce our dedication to creating a safe and secure environment for all members of the Phoenix Private School community.

**Please Note:**

The information in this handbook is subject to change, the school will provide updates regularly of any changes. Parents are encouraged to communicate regularly with the school to keep updated. This handbook is intended for information purposes only and is in no way binding for the school.