PPS BEHAVIOUR POLICY 2026-2027

Phoenix Private School, Doha – For Students and Staff

Effective Date: August 2026

Approved By: Principal & Governing Body

Next Review Date: August 2027

Mission, Vision, and Values

Mission:
To develop future leaders who are able to make positive changes throughout the world. We challenge today to create a better tomorrow.
Vision:
To prepare a generation of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
Values:

- Perseverance
- Honesty
- Originality
- Enrichment
- Nurturing
- Inspiration
- eXcited to learn

Statement of Intent

Our School behavior policy reflects the mission and vision of our school.

"To develop future leaders who are able to make positive changes throughout the world."

At the Phoenix Private School, our behaviour policy is rooted in our core values: **Perseverance, Honesty, Originality, Enrichment, Nurturing, Inspiration, and Excitement to learn**. These values underpin everything we do and guide the way we behave, interact, and grow as a school community.

Each value links directly to our school vision and learning results:

- **Perseverance** empowers students to be **Successful Learners**, facing challenges with determination and never giving up.
- **Honesty** helps students become **Responsible Citizens**, showing integrity, respect, and fairness in their actions.
- **Originality** inspires **Confident Individuals** who express themselves with creativity and courage.
- **Enrichment** supports students in becoming **Effective Contributors**, engaging meaningfully with school life and the wider community.
- **Nurturing** creates a caring environment that helps all students flourish, ensuring emotional wellbeing and academic growth.
- **Inspiration** motivates learners to dream big, aim high, and pursue excellence.
- **Excited to Learn** reflects our joyful and curious approach to learning, helping children develop a lifelong love of discovery.

Key Personnel

Role	Name	Contact
School Principal	Mr. Faheem Mohammed	principal@pps.sch.qa
Designated Student Protection Officer (DSPO)	Mr. Daire Mc Comiskey	daire.mccomiskey@pps.sch.qa
Deputy Student Protection Officer (DSPO)	Mr. Ilyes Azizi	pe@pps.sch.qa
School Counsellor	Ms. Fiza	counsellor@pps.sch.qa
Head of KS3	Mr. Frank Hughes	francis.daniel@pps.sch.qa
Head of Primary	Ms. Asmaa Elnaggar	asmaa.elnaggar@pps.sch.qa
Head of EYFS	Ms. Neha Khalid	neha.khalid@pps.sch.qa
School Counsellor	Ms. Fiza	counsellor@pps.sch.qa

Safeguarding and Student Protection

Phoenix Private School is committed to providing a safe, nurturing, and inclusive learning environment in full alignment with the *Student Protection and Care Policy for Private Schools and Kindergartens (MOEHE, 2025–2026)*.

The welfare of every child is our highest priority. All staff share responsibility for protecting students from abuse, neglect, exploitation, bullying, and discrimination.

This duty is grounded in:

- **Law No. 23 of 2015** regulating private schools
- **Law No. 13 of 2016** on personal data protection
- **Law No. 22 of 2025** concerning persons with disabilities
- The *UN Convention on the Rights of the Child (1989)*

The **Designated Student Protection Officer (DSPO)** oversees safeguarding procedures, reporting, and compliance. All staff must report any concern immediately to the DSPO or Head of Pastoral. Reports are logged confidentially and handled in accordance with MOEHE requirements.

Alignment with UK Safeguarding Standards

Phoenix Private School (PPS) follows international best practices in safeguarding and student welfare. This Behaviour Policy aligns not only with the **Ministry of Education and Higher Education (MOEHE) Student Protection and Care Policy (2025–2026)** but also reflects the principles outlined in the United Kingdom's statutory guidance **"Keeping Children Safe in Education" (KCSIE, 2025)**.

PPS shares KCSIE's commitment to ensuring that safeguarding is everyone's responsibility, that student welfare is paramount, and that staff receive ongoing training to identify, report, and respond to concerns swiftly and appropriately.

Responding to Unacceptable Behaviour in Alignment with the Qatari Code of Ethics for Private Schools

At Phoenix Private School, our approach to managing unacceptable behaviour is firmly grounded in the principles outlined in the **Code of Ethics for Private Schools and Kindergartens in the State of Qatar**, issued by the Ministry of Education and Higher Education (MOEHE). This code emphasises **professional ethics**, **Islamic values**, **national identity**, and **positive behavioural development**, forming the ethical backbone of our behaviour policy.

As educators, we serve as role models. Therefore, all behaviour management strategies must reflect professional integrity, fairness, and restorative justice, helping students grow into responsible members of society. All behaviour responses must embody **Qatari heritage, Islamic values, and the Universal Declaration of Human Rights**, while helping students **develop responsibility, integrity and emotional intelligence**.

Linking Behaviour Management to Student Protection

Behaviour management at PPS supports not only discipline but also *student protection and care*.

When a student's behaviour may indicate distress, abuse, or neglect, staff must:

1. Record the concern in **CLASSTER**.
2. Inform the **Designated Student Protection Officer (DSPO)** immediately.
3. Avoid physical or verbal punishment.
4. Maintain confidentiality and dignity.
5. Follow the school's safeguarding flowchart.

The DSPO reviews all incidents that may fall under safeguarding and ensures appropriate follow-up.

Promoting Positive Behaviour Through Celebration and Recognition

At PPS, our goal is to guide students towards strong self-esteem and self-discipline by nurturing positive behaviour. We believe good behaviour grows out of strong relationships, clear expectations, and a shared understanding of our **PHOENIX** values.

Students are regularly reminded of our values and our classroom and school rules. Within this supportive environment, we will actively celebrate and reward good behaviour through a wide range of meaningful, motivating rewards:

- Verbal praise.
- Positive written feedback in books and on assignments.
- Certificates and recognition.
- Special mentions in class and assemblies.
- Weekly and monthly awards for academic progress, effort, teamwork, service, and leadership.
- End-of-Year Prize Giving Ceremony certificates.
- Certificates for ECA participation and school events.
- Showcasing excellent work in class, on corridor displays, and at reception.
- Mentions in our school newsletter.
- Reward point milestone celebrated in assemblies.
- Reward points and positive communication with home
- Prefect, School Council, and Ambassador badges.
- Medals and trophies for sports and school competitions.
- Positive referrals to Principal, Heads of School and Teachers.

By celebrating positive behaviour consistently and meaningfully, we help students develop pride in their efforts and responsibility for their choices.

Our primary goal is to consistently encourage positive behavior and support our students in feeling confident and valued.

The Role of the Teachers

Teachers at PPS play a vital role in modelling high standards of behaviour, both in their interactions with students and with colleagues. Their conduct sets the tone for the whole school community and has a significant impact on the behaviour of students:

- All staff are expected to consistently uphold and enforce school rules, both inside and outside the classroom.
- Staff maintain high expectations for student behaviour and work to ensure every child achieves their full potential.
- Behaviour expectations are applied fairly and consistently, with each child treated with respect, empathy, and understanding.
- Staff model our school's core Values, Attitudes, and Attributes in all interactions.
- A positive, caring, and effective learning environment is maintained at all times.
- Staff foster relationships rooted in kindness, respect, and sensitivity to the needs of others.

- The contributions and efforts of all students are acknowledged and appreciated.
- Behaviour incidents must be logged promptly in CLASSTER.
- Incident reports should be completed and shared in a timely manner.
- Weekly pastoral notes are to be completed thoroughly and submitted on time.
- Staff must communicate behaviour concerns with their line manager to ensure issues are addressed consistently and effectively.
- Students must be supervised at all times, and staff must follow supervision guidelines as outlined by the SLT and line managers.
- The Primary Reward Policy must be used consistently to reinforce and encourage positive behaviour.
- Student successes should be celebrated through classroom and Year Group displays.

All teachers are responsible for reporting behaviour incidents occurring in and around the school. If in doubt, they should consult the Head of Primary or Deputy Head of Primary. No student should be withdrawn from the curriculum as a form of punishment unless they pose a risk to themselves or others.

MOE Code of Ethics

Staff are required to uphold ethical responsibilities toward students when applying behavioural responses:

- Avoiding harsh language or physical discipline (Articles 9.6, 12.7)
- Showing fairness and consistency (Article 12.2)
- Ensuring student dignity and privacy (Articles 9.2, 14.3)
- Serving as ethical role models (Article 11.2)
- Maintaining honesty, transparency, and restorative intent (Articles 6.2, 6.5)

All behaviour responses must embody **Qatari heritage, Islamic values, and the Universal Declaration of Human Rights**, while helping students **develop responsibility, integrity, and emotional intelligence**.

Expectations from Students and Parents

The Role of the Students

Students are expected to abide by the PPS values (**P.H.O.E.N.I.X**), Behaviour Policy, Exam Policy, Uniform policies, School 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

Classroom Code of Conduct

At Phoenix Private School, we expect all students to demonstrate behaviour that reflects our core values and promotes a positive learning environment. Specifically, students should:

- Be attentive, cooperative, and focused during lessons, showing perseverance and enthusiasm for learning.
- Follow the classroom rules established by their Class Teacher and contribute to a respectful and orderly atmosphere.
- Complete all assigned work carefully and submit it on time, taking pride in their efforts and originality.
- Keep their classroom tidy and organised, helping to maintain a clean and welcoming space for everyone.
- Only remain in or return to the classroom during break times or before and after school when accompanied by a teacher.
- Request permission before leaving the classroom, for example, to visit the nurse or use the restroom and carry a 'pass' provided by their Class Teacher.
- Raise their hand to speak, ask questions, or share ideas during lessons, avoiding shouting out to maintain a calm and respectful classroom.
- Show responsibility, respect, and good manners at all times while in the classroom.
- Refrain from using mobile phones, smartwatches, or any personal electronic devices brought from home unless expressly permitted by the teacher for learning purposes.

By adhering to these expectations, students contribute to a nurturing and inspiring environment where everyone can thrive.

The Role of Parents

Parents play a vital role in their children's education and overall development. It is important that they actively support their children's learning and cooperate fully with the school's policies and procedures. Strong communication and partnership between home and school are essential to the success and wellbeing of our students.

We will keep parents informed if there are any concerns regarding their child's welfare or behaviour. We ask that parents raise any concerns directly with the Class Teacher first, then the Head of Department, followed by DSL (Designated Safeguard Lead), and finally the Principal if needed.

Parents are expected to respect and work within the school's behaviour policy and guidelines. It is important that parents listen to teachers and support their decisions in order to provide a consistent and positive learning environment. When the school applies sanctions, we rely on parents to back the school's actions and work collaboratively to address any issues.

Should parents have concerns about how their child has been treated, they should initially discuss this with the Class Teacher. If unresolved, they may escalate the matter to the Team Leader and, if necessary, to a member of the Senior Management Team.

By working together in this way, we can ensure the best possible outcomes for our students and foster a supportive and respectful school community.

Rewards at the Phoenix Private School

At PPS, we believe that recognising and celebrating positive behaviour, effort, and achievement is central to nurturing well-rounded, motivated, and values-driven students. Our rewards system is firmly rooted in our school's core values—**Perseverance, Honesty, Originality, Enrichment, Nurturing, Inspiration**, and being **Excited to Learn**—which underpin our behaviour policy and guide every aspect of school life.

These values are not just aspirational; they are closely aligned with our four **Learning Results**:

- **Successful Learners**
- **Confident Individuals**
- **Responsible Citizens**
- **Effective Contributors**

We reward students when they show these values in action, when they demonstrate resilience in a difficult task (Perseverance), kindness and empathy to others (Nurturing), or curiosity in exploring a new idea (Excited to Learn). By connecting rewards to values and learning results, we help students understand the deeper purpose behind their actions and growth.

Our whole-school rewards system includes the following:

- **Star of the Lesson**: Every teacher awards one student per lesson in recognition of their effort, behaviour, or learning. These awards are logged in **CLASSTER**.
- **Star of the Week**: One student per class is recognised weekly for demonstrating the PPS Value of the Week or through the teacher's professional judgement.

- **Ethos Points**: Awarded by any staff member when a student goes above and beyond in modelling school values and contributing to the school community.
- **Termly Celebrations**: At the end of each term, we hold a Whole School or Key Stage-led assembly to celebrate achievements, including certificates and public recognition.
- **Parent Communication**: Teachers are encouraged to regularly inform parents and carers when a student has demonstrated exceptional behaviour, effort, or progress.

At PPS, rewards are more than tokens of recognition—they reflect the values we live by and the learners we strive to become. We will use these to promote and improve behavior throughout the school.

Points system

25 points – 'Diamond in the rough'

Certificate of recognition

Achievement email sent to parents.

50 points - Bronze

Students receive a bronze certificate from the Principal & Head of Pastoral and get to choose one reward from the list:

- Homework pass
- Dress down for the day
- Sit anywhere in the classroom for the week
- Extra recess (10–15 minutes)
- Choose a class brain break
- Positive phone call or video message home
- Teacher's assistant for the day

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.

Procedures for Dealing with Unacceptable Behaviour at PPS

At the Phoenix Private School, all staff are expected to manage behaviour consistently using proactive behavior measures which align with our school's core values. It is the responsibility of classroom teachers and subject teachers to address minor incidents as they arise.

If a student receives **three consecutive warnings from a class teacher/subject teacher**, the class teacher/subject teacher must email parents to let them know that their child has fallen below the standards we expect at PPS. Moving forward, if the student continues to misbehave in the same class teacher/subject teachers lesson (3 warnings will be given) and then a sanction will be issued on CLASSTER for that student/students.

More serious incidents—such as inappropriate language, inappropriate physical behaviour, racism etc—may be managed initially by the class teacher but must be referred to the **Head of Department and Head of Pastoral** depending on the severity and context.

Once reviewed by the relevant staff member, the consequence and any follow-up actions or sanctions must be accurately recorded in CLASSTER, ensuring transparency and consistency across the school.

All staff must follow these procedures to support a safe, respectful, and positive learning environment for all students.

<u>Sanctions at Phoenix Private School</u>

At Phoenix Private School, we aim to uphold high standards of behaviour by applying sanctions consistently, fairly, and in accordance with our school's Behaviour Policy. The following are examples of unacceptable behaviours and the range of sanctions available to staff in response. It is important to note that all incidents are treated on a case-by-case basis, taking into account the individual circumstances of each student.

Sanctions are applied with the intention of supporting student reflection, accountability, and improvement. Repeated behaviours will be considered as an **escalation** of previous incidents and may result in more serious consequences, in line with our staged response system.

Staff members are trusted to exercise their **professional judgement** when addressing behavioural concerns. This may include the use of informal or formal interventions, parent communication, detentions, behaviour support plans, or referral to leadership, depending on the nature and severity of the incident.

The school reserves the right to determine appropriate actions for any behaviours not explicitly listed in the policy, provided they are in keeping with the principles of fairness, consistency, and student wellbeing.

By enrolling their child at Phoenix Private School, parents and carers agree to uphold and support the school's Behaviour Policy and its implementation by all staff members.

Reflect & Reset

When a student is persistently disrupting the learning environment, despite clear warnings and supportive redirection, they may be given time to **Reflect & Reset**. This involves a temporary move to a different space—often with a member of the Senior Leadership Team—where the student can continue their learning in a calm and structured setting. This is not a form of punishment or isolation, but a chance to reflect, refocus, and reset behaviour while still remaining engaged in their education.

Before rejoining the class, the student will have a brief restorative check-in to discuss what happened, explore how to make things right, and set clear goals for moving forward. This helps students re-enter their classroom positively and with a renewed mindset. ***Before a 'Reflect & Reset happens, it will be agreed upon with the principal**

Sanction Stages:

Stage	Examples of Behaviour	Consequences	Restorative Practice
Warning Phase (Each example of behaviours are worth 1 sanction)	- Off-task behaviour - Disruption - Rudeness - Late to class - No homework/equipment (1st time is a warning) - Uniform violation (1st time is a warning) - Chewing gum -Use of mobile phone - Mobile phone use Leaving class without permission	- Up to 3 verbal warnings = 1 sanction -After 3 Sanctions have been given: - Seat move - Parent email	- Teacher-student conversation - Short written reflection on behaviour and its impact - Link reflection to relevant PHOENIX value - Verbal apology if needed
Stage 1(6 Sanctions in a Term)	- Repeated low-level behaviour (*Repeated behaviours stated in warning phase*) -Selling food (1st time) -Minor physical behaviour	- Break time detention (with Head of Pastoral - Additional loss of privileges - CLASSTER log	- Guided reflection activity linking behaviour to PHOENIX values - Check-in with class teacher- Restorative conversation during detention
Stage 2(9 Sanctions in a Term)	-Escalated or ongoing behaviours	- 1-week Tutor Report (Green)-	- 1:1 Restorative conversation with Tutor

	-Missed detentions without communication - Inappropriate physical behaviour	30-min after-school restorative lesson (Weds) Parent meeting with Tutor	- Student drafts Behaviour Agreement - Short classroom presentation on a PHOENIX value or responsibility - Optional 1:1 counselling check-in
Stage 3(12 Sanctions in a Term)	- Intimidation - Taking pictures of another student of any kind on school grounds. - Cyberbullying -Bodyshaming Aggressive/Inappropriate language - Tobacco possession/use	- 1-week Key Stage Report (Amber)- -1-hour after restorative lesson- -Meeting with Key Stage Leader	- Restorative meeting with KS Leader and involved parties - Creation of a "**Values Reflection Log**" - Counselling referral of student.
Stage 4(15 Sanctions in a Term)	-Vandalism - Racist language/ comments -Cheating in an exam -Leaving school site -False accusations -Violent or Dangerous physical behaviour	- 1-week Head of Pastoral Report (Red) - Two 1 hour restorative sessions. -Family restorative conference	**Behaviour Plan** with goals and check-ins - Student to complete a **service task** (e.g., help librarian, tidy shared space for 1 week) - **Letter of accountability** and share with trusted group of teachers/staff. - Share **personal journey** during class or tutor time -1 week of counselling sessions.
Stage 5(18+ Sanctions in a Term)	- Drugs, alcohol, or vape possession/distribution - Blackmail	- 2-week Principal's Report - Meeting with Principal & Head of Pastoral - MOE informed	- **Behaviour Improvement Plan** reviewed weekly - **SLT mentor assigned** for support and accountability - **Emotional regulation**

	- Repeated violence - Health and safety threat	- Possible suspension or exclusion	**journal** guided by counselor - Final **restorative conference** with Principal to plan reintegration

Restorative Meetings (After School)

Restorative meetings with students are held weekly after school on Wednesdays and focus not just on consequences, but on reflection and growth. During these sessions, students will complete a restorative task to help them understand the impact of their behaviour, explore better choices, and set personal goals. Parents will be informed 48 hours in advance and are asked to arrange transport. During Ramadan, these meetings will take place during break time.

Restorative Meetings in KS1

If a student does not follow the PPS behaviour policy, it is to the teacher's discretion to issue a restorative meeting with the student. Parents will be informed should this happen.

Inclusion and Protection of Students with Disabilities

In accordance with **Law No. 22 of 2025**, PPS ensures that students with disabilities or long-term medical conditions receive equal protection and access to education. Disciplinary measures must never discriminate. The **SENCO** and **DSPO** work collaboratively to integrate emotional-safety and wellbeing measures within each student's Individual Support Plan.

Exclusions

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.
- Inappropriate 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.

Confidentiality and Data Protection

PPS complies with Law No. 13 of 2016 on the protection of personal data. Behaviour and welfare records are securely stored and accessed only by authorised staff. No information about students will be shared externally without parental consent or a lawful request from the Ministry of Education and Higher Education.

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 (Including vapes)
- Fireworks
- Inappropriate images

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 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 jewelry
- Hoodies

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

Digital Safety and Responsible Technology Use

Phoenix Private School (PPS) promotes the safe, ethical, and responsible use of technology in accordance with **Article 3.1.11 and Article 3.7 of the Ministry of Education and Higher Education (MOEHE) Student Protection and Care Policy (2025–2026)**, **Law No. 13 of 2016 on the Protection of Personal Data**, and the **Qatar Cybercrime Prevention Law (Law No. 14 of 2014)**.

PPS recognises that safeguarding extends to the digital environment. The school is committed to protecting students from online risks, promoting digital citizenship, and ensuring all technology use supports learning and wellbeing.

- **Cyberbullying, online harassment, or sharing of inappropriate content** are treated as safeguarding matters and addressed through the school's behaviour and protection procedures.
- **All staff and students** must adhere to the school's *Acceptable Use Policy (AUP)* and model responsible, respectful online behaviour.
- The **IT Department** maintains secure internet filters, monitoring systems, and data-protection measures to ensure a safe digital learning environment.
- **Digital citizenship** is reinforced across the curriculum, assemblies, and awareness campaigns, empowering students to make safe, ethical, and informed choices online.

Through these measures, PPS ensures that technology enhances education while upholding the rights, safety, and privacy of every learner.

Child Protection, Physical Contact, and Use of Reasonable Force

Phoenix Private School (PPS) is committed to maintaining the highest standards of student care and protection in accordance with **Article 3.1.6 of the Ministry of Education and Higher Education (MOEHE) Student Protection and Care Policy (2025–2026)**, **Law No. 23 of 2015** regulating private schools, and the **Qatar Child Protection Law (2015)**.

The safety, dignity, and wellbeing of every student are paramount. PPS strictly prohibits corporal punishment and any form of degrading, humiliating, or harmful treatment. Physical

intervention may only be used to prevent **immediate harm** and must always be **reasonable, proportionate, and in the best interest of the child**.

In exceptional circumstances, staff may use minimal physical contact only to:

- Prevent a student from causing harm to themselves or others.
- Stop a fight or physical altercation.
- Protect property from serious damage.
- Safely guide a student away from danger.

Every incident involving reasonable force must be:

- **Reported** to the **Designated Student Protection Officer (DSPO)** and **Principal** within 24 hours.
- **Recorded** in the school's incident log.
- **Reviewed** by the DSPO for safeguarding compliance and proportionality.

All staff receive regular safeguarding and child-protection training to ensure that any intervention upholds the rights, dignity, and welfare of every child.

Monitoring, Review, and Grievance Procedures

- This policy will be reviewed **annually** by the DSPO and SLT to ensure alignment with MOEHE guidelines.
- Parents or students who believe behavioural procedures were applied unfairly may submit a written grievance to the Principal within five working days.
- Unresolved matters may be referred to the MOEHE Private Schools and Kindergartens Administration as stated in Article 6 of the Student Protection and Care Policy.

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

Mr. Mc Comiskey

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