



## **PPS Behaviour Policy 2025-2026**

**Phoenix Private School, Doha – For Students and Staff**

**Effective Date:** August 2025

**Approved By:** Principal

**Next Review Date:** August 2026

# The Phoenix Private School Behaviour Policy

2025/2026

## **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.

## **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**.

### **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 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 organise, 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.

### **Sanctions at Phoenix Private School**

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                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 1: Warning Phase:</b><br>(Some of the behaviours are worth 1 sanction after 3 strikes have been given.)<br><br>*Late to class, chewing gum, leaving class without permission and use of mobile phone is an automatic sanction.<br><br>*Students will be given a warning the first time no homework and no equipment is submitted. Then a sanction each time these things are missed. | <ul style="list-style-type: none"> <li>- Off-task behavior.</li> <li>- Disruption.</li> <li>- Rudeness.</li> <li>- Late to class.</li> <li>- No homework and equipment (1st time is a warning)</li> <li>- Uniform violation (1<sup>st</sup> time is a warning)</li> <li>- Chewing gum.</li> <li>-Use of mobile phone</li> <li>Leaving class without permission &amp; going to another class without permission.</li> </ul> | <ul style="list-style-type: none"> <li>- Up to 3 verbal warnings = 1 sanction</li> <li>- Seat move</li> <li>- Parent email</li> </ul>                                                      | <ul style="list-style-type: none"> <li>- Teacher-student conversation</li> <li>- Short written reflection on behaviour and its impact</li> <li>- Link reflection to relevant PHOENIX value</li> <li>- Verbal apology if needed</li> </ul> |
| <b>Stage 2(6 Sanctions in a Term)</b>                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>-</li> <li>-Selling food (1st time)</li> <li>-Low level physical behavior (leading to injury of another student).</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- 2 Breaktime detentions (with Head of Pastoral) email sent to parents.</li> <li>- Additional loss of privileges</li> <li>- CLASSTER log</li> </ul> | <ul style="list-style-type: none"> <li>- Guided reflection activity linking behaviour to PHOENIX values</li> <li>- Check-in with class teacher- Restorative conversation during detention</li> </ul>                                      |
| <b>Stage 3(9 Sanctions in a Term)</b>                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>- Escalated or ongoing behaviours</li> <li>-2Missed detentions without communication.</li> </ul>                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>- 1-week Tutor Report (Green)-</li> <li>30-min after-school restorative lesson (Weds)</li> </ul>                                                    | <ul style="list-style-type: none"> <li>- 1:1 Restorative conversation with Tutor</li> <li>- Student drafts Behaviour Agreement</li> </ul>                                                                                                 |

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|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | Inappropriate physical behavior (leading to serious injury of another student).                                                                                                                                                                                    | Parent meeting with Tutor                                                                                                                                                   | <ul style="list-style-type: none"> <li>- Short classroom presentation on a PHOENIX value or responsibility</li> <li>- Optional 1:1 counselling check-in</li> </ul>                                                                                                                                                                                                                                                  |
| <b>Stage 4(12 Sanctions in a Term)</b>  | <ul style="list-style-type: none"> <li>- Intimidation.</li> <li>- Taking inappropriate pictures/pictures of other students in school.</li> <li>-Sharing inappropriate pictures on school grounds.</li> <li>- Aggressive language/inappropriate language</li> </ul> | <ul style="list-style-type: none"> <li>- 1-week Key Stage Report (Amber)-</li> <li>-1-hour after restorative lesson-</li> <li>-Meeting with Key Stage Leader</li> </ul>     | <ul style="list-style-type: none"> <li>- Restorative meeting with KS Leader and involved parties</li> <li>- Creation of a "<b>Values Reflection Log</b>"</li> <li>- Counselling referral of student.</li> </ul>                                                                                                                                                                                                     |
| <b>Stage 5(15 Sanctions in a Term)</b>  | <ul style="list-style-type: none"> <li>- Vandalism</li> <li>- Racist comments</li> <li>- Cheating in school exam</li> <li>- Leaving school site</li> <li>- False accusations against another student, teacher or member of school staff</li> </ul>                 | <ul style="list-style-type: none"> <li>- 1-week Head of Pastoral Report (Red) - Two 1 hour restorative sessions.</li> <li>-Family restorative conference</li> </ul>         | <ul style="list-style-type: none"> <li><b>Behaviour Plan</b> with goals and check-ins</li> <li>- Student to complete a <b>service task</b> (e.g., help librarian, tidy shared space for 1 week)</li> <li>- <b>Letter of accountability</b> and share with trusted group of teachers/staff.</li> <li>- Share <b>personal journey</b> during class or tutor time</li> <li>-1 week of counselling sessions.</li> </ul> |
| <b>Stage 6(18+ Sanctions in a Term)</b> | <ul style="list-style-type: none"> <li>- Drugs, alcohol, or smoking (including vaping)</li> <li>- Blackmail</li> <li>-Repeated violence</li> <li>- Health and safety threat</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>- 2-week Principal's Report-Meeting with Principal &amp; Head of Pastoral- MOE informed- Possible suspension or exclusion</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Behaviour Improvement Plan</b> reviewed weekly</li> <li>- <b>SLT mentor assigned</b> for support and accountability</li> <li>- <b>Emotional regulation journal</b> guided by counselor</li> <li>- Final <b>restorative conference</b> with Principal to plan reintegration</li> </ul>                                                                                   |

**\*Any behaviours not aforementioned in the above categories, PPS have the right to impose the necessary sanction level needed.**

**Students on -9 sanctions and/or on green, yellow or red report will not be allowed to go on school educational or reward trips.**

### **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.

### **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.
- 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.

#### **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

## **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.

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

Mr. Mc Comiskey

[pastoral@pps.sch.qa](mailto:pastoral@pps.sch.qa)