



DOHA
BRITISH
SCHOOL

RAWDAT
AL-HAMAMA

Doha British School Rawdat Al Hamama Parent and Student Handbook



2025 Edition

HORSES



ORYXES



CAMELS



FALCONS



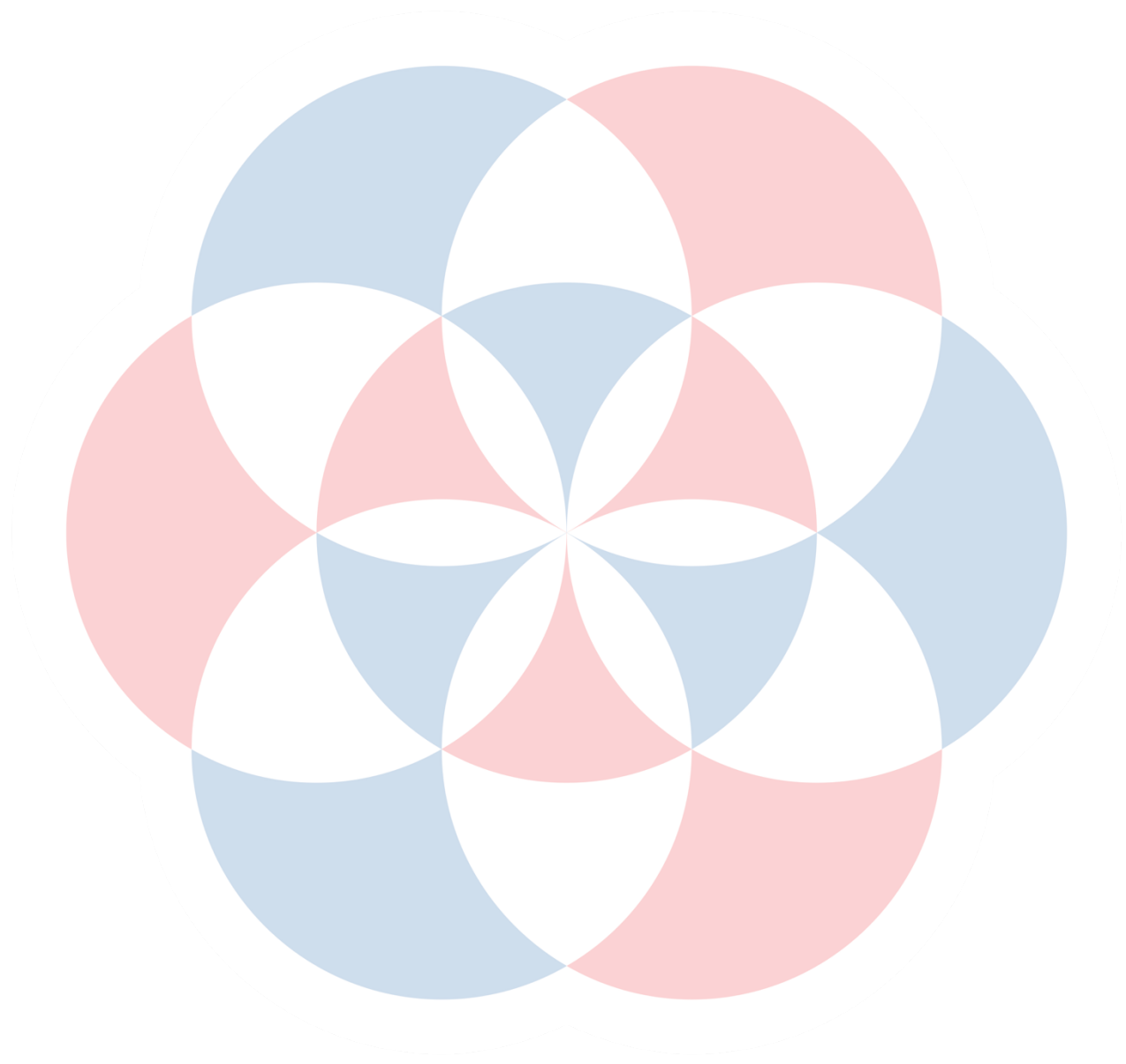
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Section 1 – The School



Welcome to DBS- Rawdat Al Hamama Campus

Dear Parents,

Welcome to Doha British School!

As parents, one of the most challenging decisions we face when working overseas is choosing the right school and ensuring our child settles into their new surroundings. This is certainly something you need not worry about when you enroll your child at Doha British School.

As a long-established and highly reputable British international school with over 90 nationalities across our cluster of schools, we foster a genuinely welcoming global atmosphere. With students from such diverse backgrounds and cultures, we have become adept at helping them adjust to life in Doha, adapt to a new school, and support them in making new friends. Our friendly staff always do their utmost to ensure every child's transition goes smoothly because we know that as soon as your child feels settled, you will too. Our team works exceptionally hard to make sure your child receives the very best support both in and out of the classroom.

Your child will experience:

- A happier, secure, and more engaging school environment
- A broader and balanced curriculum, with higher expectations leading to rapid progress and high academic standards
- More Innovative teaching approaches focused on developing thinkers and problem solvers
- More opportunities to thrive in sports, music, and art, in addition to achieving academic excellence.

Working together is essential. We welcome you to contact me or other staff members if you have any matters you wish to discuss.

This guide will provide you with all the 'need to know' information and will help you understand our school routine. I hope you find it informative and that it will serve as a point of reference for both new and existing families.

I look forward to working with you over the coming year and wish you a warm welcome to the DBS family.

Mr Rob Khan

Principal

Purpose of this Handbook

Doha British School Rawdat Al Hamama had its inaugural year in 2022 and is a private co-educational day school for students from Foundation Stage to Year 13, offering the National Curriculum of England. Students follow the English Early Years Foundation Stage and the National Curriculum at Key Stages 1, 2, and 3, and at Key Stage 4, a comprehensive range of IGCSE courses. At Post-16, the school offers the AS and A Level programme.

Doha British School's educational provision has grown since the opening of its first campus at Ain Khalid in 1997, as a result of its outstanding reputation. This growth includes the opening of the Al Wakra campus in 2014 and our campus at Rawdat Al Hamama in 2022, which offers outstanding education for students. All Doha British Schools offer traditional British pastoral care and an extensive range of extra-curricular activities. DBS schools promote an ethos of high expectations and the importance of academic success for all our students. They have a strong focus on Character Development, which is embedded into the culture and ethos of all DBS schools. All our schools are accredited by BSO/BSME and CIS.

Guiding Statements

Our Purpose

Every young person should gain as much as possible from our school, grounded in our belief that all learners can, need, and want to achieve. We are committed to fostering holistic wellbeing and personal growth, ensuring that each student is equipped to thrive in an interconnected and rapidly changing world.

Our Vision

To be a vibrant, welcoming international school that provides a first-class education, empowering pupils to excel and innovate within a dynamic, global environment. We aim to nurture global citizens who embrace cultural diversity, collaboration, and the values of internationalism.

Our Mission

To prepare all pupils through a relevant, challenging curriculum, well-resourced facilities, and a focus on wellbeing, to become lifelong learners who are equipped to contribute positively to a global community. Through innovation, critical thinking, and a commitment to sustainability, we aim to inspire the next generation of leaders and change makers.

Our Values

We care for the feelings, dignity, and self-esteem of ourselves and others.

Integrity: We are truthful, reliable, and accountable for our commitments.

Teamwork: Individually, we do well, and as a team, we excel.

Excellence: We strive for the best in everything we do.

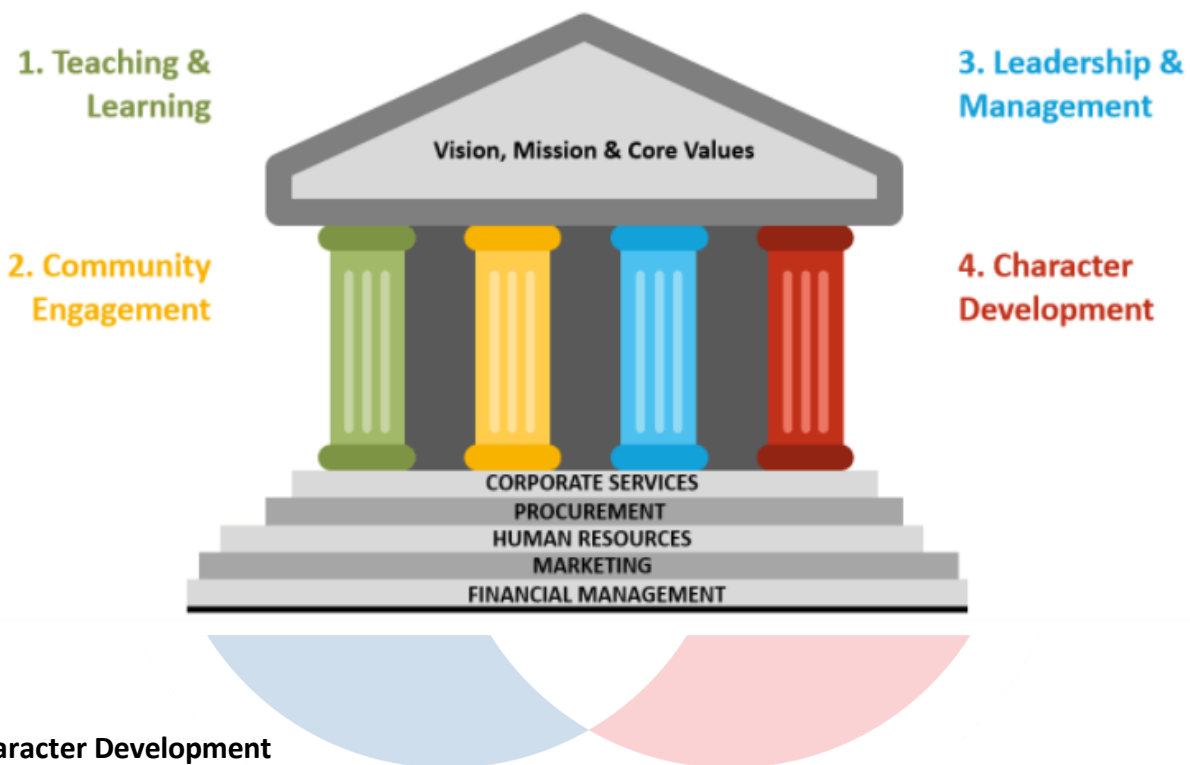
Internationalism

By embracing internationalism, we foster a global perspective, celebrate diversity, and promote intercultural understanding, preparing students to thrive in an interconnected world.

The DBS Way

The four pillars of the DBS Way underpin the strategic direction of all DBS schools. All aspects of the schools' core purpose will be achieved through the DBS Way:

- **Teaching and Learning** – Ensuring excellence in teaching and learning.
- **Community Engagement** – Engaging positively with our local communities.
- **Leadership and Management** – Focusing on continuous improvement in leadership.
- **Character Development** – Embedding the character development traits of the DBS Way into the culture and ethos of all our schools.



Character Development

Our core purpose at DBS is to ensure that every child or young adult who comes through our doors gains as much as possible from their experience here. We base this on our belief that all learners can, need to, and want to achieve. Therefore, we will provide the highest standards of teaching and learning, along with substantial support for character development. We aim for our students to complete their education here as well-rounded individuals. We believe that character development is highly important, intrinsic to our work, and reflects and promotes our school values.

Our responsibility for character development will encompass:

- Encouraging children to understand, value, and demonstrate positive behaviour traits that will make them well-rounded, grounded citizens.
- Developing the skills required to function in and contribute to society.
- Supporting the social and emotional development, or emotional intelligence, of young people so that students better understand themselves, their strengths and weaknesses, and can work on the latter.
- Instilling and developing a moral compass to guide interactions with others and to understand their behaviour.

How we will develop the character of our students:

Embed our approach to character development across the curriculum, particularly through the Personal, Social, Health, and Economic (PSHE) and the Extra Curricula Activities programme (ECA)

- Utilise house and year group assemblies, tutor time, and other lessons.
- Incorporate character development into the way subjects are taught, such as by rewarding effort rather than simply achievement, to shape positive attitudes towards education.
- Our house systems and reward schemes incentivise the demonstration of character traits.

A wide range of extra-curricular activities will also be used to develop character, both explicitly and implicitly, including sports, clubs, trips, and special events such as ‘health and wellbeing’ weeks and award ceremonies that recognise non-academic achievements.

- School councils, other positions of responsibility, and charity work provide opportunities to develop leadership skills, empathy, and self-esteem.
- The development of employability is most directly supported in secondary schools through sessions with careers advisors, careers fairs, and work experience.
- Targeted support includes mentoring, group work to develop friendships and manage stress, support with study skills, mediation and mindfulness sessions, and counselling.

Engage with parents and seek their support for our approaches via newsletters and other promotional materials, parents’ evenings, and special celebratory events.

Senior Leadership Team



Principal
Mr Rob Khan



Head of Primary
Mrs Felice Kelly



Head of Secondary
Mrs Alicia Hill

The senior leadership team is led by the Principal and two Heads of School, supported by Deputy and Assistant Heads in key operational areas.

As Principal, I am responsible for setting and maintaining the school's strategic vision, ensuring alignment with its ethos and values. I work closely with the governing body to guide long-term objectives, manage external partnerships, and ensure compliance with regulations. My role also involves fostering a positive school culture, overseeing policies and procedures, and engaging with all stakeholders—students, staff, and parents—to maintain high educational standards and continuous improvement.

The Heads of School manage the daily operations of their respective sections, ensuring the quality of teaching and learning. They are responsible for curriculum development, student assessment, staff management, and professional development. As key points of contact with parents, they ensure their sections align with the school's broader vision while addressing the specific needs of their students.

While the Principal and Heads of School provide strategic and operational leadership, they are supported by Deputy and Assistant Heads, who oversee areas like curriculum, pastoral care, and student wellbeing.

Board of Governors

We are delighted to extend our commitment to excellence in school governance and to fostering a promising future for all our students.

As Governors, we recognise the paramount importance of upholding the highest standards of governance and acting with unwavering integrity. Our focus remains on the collective interest of the school community, ensuring that every decision is made with the utmost care for the well-being and success of our students and staff.

Rest assured, we will maintain strict confidentiality regarding all meeting procedures and decisions until they are officially communicated to the community. Supporting and upholding collective

decisions made by the Board is central to our dedication to transparent and accountable governance.

Our Constitution serves as the foundation for effective strategic planning and actions.

As a diverse and skilled group, we collectively strive to ensure the continued growth and success of Doha British School. Our commitment to your children’s education and well-being is unwavering, and we are dedicated to creating an enriching and nurturing learning environment.

We express our gratitude for your trust and confidence in our leadership, and we eagerly look forward to working closely with you, our valued parents, to shape a bright and promising future for all our students.

Thank you for being an integral part of our exceptional school community.

Sincerely,
The Board of Governors

The Home-School Agreement

The aim of our Home-School Agreement is to make clear to parents/carers, students and staff that they have an equally important part to play in helping each individual student make the best of the opportunities provided at DBS. Success for your child will be built upon an open and supportive partnership between all those concerned. The Home-School Agreement will enable DBS to work within our school philosophy and towards our educational aims and thus provide a quality education for your child. We would ask that you read the agreement below with your child.

Doha British School – Rawdat Al Hamama recognises that the successful development of its students depends on an effective partnership of School, students and parents. All three parties share responsibility for the development and achievement of each student. Together, we commit ourselves to the following:

The school will:

EYFS/Primary School	Secondary School
<ul style="list-style-type: none">● Provide a learning environment that is stimulating, safe and caring.● Ensure that each student has the opportunities, support and guidance to achieve his/her full potential.● Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility.● Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns.	<ul style="list-style-type: none">● Provide a learning environment that is stimulating, safe and caring.● Treat everyone with respect.● Ensure that each student has the opportunities, support and guidance to achieve his/her full potential.● Report regularly on each student’s progress.● Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility.● Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns.

<ul style="list-style-type: none"> ● Record and reward good progress and performance. ● Offer extra-curricular activities, including trips and visits, that will develop broader skills to prepare for life and the world of work. ● Ensure that all policies and procedures are shared with students and their families via the school website. ● Encourage parent participation through regular consultations, parent volunteer programs and school events. ● Provide clear guidelines regarding behaviour for learning expectations and creations of class charters using pupil voice. 	<ul style="list-style-type: none"> ● Record and reward good progress and performance. ● Offer extra-curricular activities, including trips and visits, that will develop broader skills to prepare for life and the world of work. ● Provide clear guidelines regarding behaviour for learning expectations and creations of class charters using pupil voice. ● Ensure that all policies and procedures are shared with students and their families via the school website. ● Encourage parent participation through regular consultations, parent volunteer programs and school events
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As a parent, I/we will:

EYFS/Primary School	Secondary School
<ul style="list-style-type: none"> ● Agree that my child is subject to the rules, regulations, and consequences as laid out by the principal or designated representatives. ● Ensure my child has a healthy snack and lunch daily and that no nut products are brought to school. ● Encourage my child to work hard and take ownership of their learning. ● Attend parent consultations and where possible parent workshops and school events. ● Support the school's policies and guidelines as outlined on the website and complete the Google Form (if relevant) to indicate that I have read and understand all the policies. ● Allow my child to attend all music, PE lessons, including swimming as well as trips and visits. ● Submit any reports received from external agencies, including assessments, regarding my child's academic progress or mental health. ● Follow the school's guidance if additional learning or pastoral support is required for my child. ● Ensure my child only has access to age-appropriate apps (users must be at least 13 years of age before they can register for any social 	<ul style="list-style-type: none"> ● Agree that my child is subject to the rules, regulations and discipline as laid out by the principal or designated representatives. ● Make sure my child attends school in correct uniform, and is properly equipped for school. ● Make sure my child arrives on time and is collected on time so that they have a routine in place around their school day. ● Ensure my child has a healthy snack and lunch daily. ● Make sure my child attends school and aims for no less than 95% attendance. ● Make sure that time is not taken out of school unless it is urgent and agreed with by the Principal ● Take responsibility for the method of transport my child uses to and from school. ● Encourage my child to work hard and take ownership of their learning. ● Attend parent consultations and where possible parent workshops and school events. ● Support the school's policies and guidelines as outlined on the website and complete the Google Form (if relevant) to indicate that I have read and understand all the policies. ● Allow my child to attend all music, PE lessons and

<p>media sites).</p> <ul style="list-style-type: none"> ● Inform the admissions department immediately if there are any changes to my contact information or medical conditions ● Make sure my child is picked up on time at the end of the school day, and absolve school of any responsibility towards the care of my child beyond normal student school hours. ● Agree to communicate with the teachers in a respectful manner through email and adhere to the 24 hr. response policy. ● Agree to my child's photograph or film/video footage being taken for the School's use and for use by Doha British School ● Respect the community of Doha British School and not take any photos on the school premises. 	<p>swimming sessions. Our / my child may also attend trips and visits.</p> <ul style="list-style-type: none"> ● Agree to submit any reports received from external agencies, including assessments, regarding my child's academic progress or mental health. ● Follow the school's guidance if additional learning or pastoral support is required for my child. ● Ensure my child only has access to age appropriate apps (users must be at least 13 years of age before they can register for any social media sites). ● Inform the admissions department immediately if there are any changes to my contact information or medical conditions ● Agree to communicate with the teachers in a respectful manner through email and adhere to the 24 hr. response policy. ● Agree to my child's photograph or film/video footage being taken for the School's use and for use by Doha British School ● Agree to purchase a YONDR pouch or my child will leave their phone at home ● Agree to check the school portal every week to remain informed of my child's attendance, punctuality, rewards and sanctions ● Make sure my child is picked up on time at the end of the school day, and absolve school of any responsibility towards the care of my child beyond normal student school hours. ● Ensure that my child adheres to the PE uniform policy prescribed by the MOEHE.
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Together we will:

EYFS/Primary School	Secondary School
<p>Day to day:</p> <ul style="list-style-type: none"> ● Treat everyone with respect. ● Make sure my child attends school and aims for no less than 95% attendance. ● Make sure my child attends school in correct uniform, and is properly equipped for school. ● Respect the community of Doha British School and not take any photos on the school premises. 	<p>Day to day:</p> <ul style="list-style-type: none"> ● Make sure we are in school by 7:05am. ● Make sure attendance does not fall below 95%. ● Encourage my child to participate in the extracurricular opportunities offered by the school. <p>Communication:</p> <ul style="list-style-type: none"> ● Communicate regularly and engage in meetings with an open view. ● Use the correct platform to communicate e.g. Class Dojo, Google Classroom and emails.

Communication:

- Communicate regularly and engage in meetings with an open view.
- Use the correct platform to communicate eg. Class Dojo, Google Classroom and emails.
- Listen to each other's views and be respectful of different opinions.
- Review the weekly newsletter to remain informed of events, activities and policy and procedures updates.

Progress and achievement:

- Set aspirational targets and aim to achieve the very best levels of progress.
- Share progress and meet 3 times per year (minimum) to discuss progress.
- Work hard to develop strong knowledge across all subjects, creating opportunities outside of the classroom.

Welfare:

- Support concerns, implement strategies and communicate our worries.
- Create environments in school and at home that support healthy living and wellbeing.

- Listen to each other's views and be respectful of different opinions.
- Review the weekly newsletter to remain informed of events, activities and policy and procedures updates.

Progress and achievement:

- Set aspirational targets and aim to achieve the very best levels of progress.
- Share progress and meet 3 times per year (minimum) to discuss progress.
- Work hard to develop strong knowledge across all subjects, creating opportunities outside of the classroom.

Welfare:

- Support concerns, implement strategies and communicate our worries.
- Create environments in school and at home that support healthy living and well-being.

Term dates 2025-26

AUTUMN TERM 2025	
Sunday 31st August	Term One Commences
Sunday 26th to Thursday 30 th October	Half Term Break
Thursday 18 th December to Sunday 4 th January	Winter /Term Break

SPRING TERM 2026	
Monday 5 th January	Term Two Commences
Tuesday 10 th February	Sports Day – National Holiday
Wednesday 18 th February (TBC)*	Ramadan School timing
Sunday 15 th March – Monday 23 rd March	Eid Break

*** dates and timings of these will be confirmed closer to the time as they will be directed by the MOEHE**

SUMMER TERM 2026	
Tuesday 24 th March	Term 2 - First day of School
Wednesday 8 th and Thursday 9 th April	School Closed
Sunday May 24 th – Thursday 28 th May	Eid Holiday
Thursday 25 th June	Last Day of School

Calendar 2025-26

Note: Dates may be subject to change in accordance with official holidays in Qatar or directives from the Ministry of Education and Higher Education (MoEHE). We will communicate any date changes through the newsletter, so it is important to regularly review the weekly newsletter.

DOHA BRITISH SCHOOL STUDENT CALENDAR | 2025 to 2026

Aug 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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31						1

Sep 2025						
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						22

Oct 2025						
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						17

Nov 2025						
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30						21

Dec 2025						
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14	15	16	17	18	19	20
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28	29	30	31			
						13

Jan 2026						
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25	26	27	28	29	30	31
						19

Feb 2026						
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15	16	17	18	19	20	21
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						19

Mar 2026						
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29	30	31				
						16

Apr 2026						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						20

May 2026						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						16

Jun 2026						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						19

Jul 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
TOTAL SCHOOL DAYS: 183						

School Holiday	School Days/Month	
First Day of Term	Ramadan	Last Day of Academic Year

School Timing

The standard school day is from 7:00 am to 1:00pm for EYFS students and from 7:00 am to 2:00pm for all other students. All students in school after 2:00 pm must be part of an ECA (Extra-Curricular Activity) or be present with the permission of a member of staff and under that staff member's direct supervision. Students are not permitted to leave school during the day without authorisation or adult supervision. Students arriving late or leaving early must sign in and out at reception.

Section	Time
Preschool - Reception	7.00am – 1.00pm
Year 1 - Year 6	7.00am – 2.00pm
Year 7 - Year 13	7.00am – 2.00pm

Please note that during Ramadan, in accordance with MOEHE requirements, the teaching day operates for a maximum of 5 hours. In previous years this has been from 8:30 am to 1:30 pm. This may vary slightly for the 2025-26 academic year, as it is subject to guidance from the MOEHE.

The School Day

Primary School		Secondary School	
Time	Period	Period	Time
Registration	7:00 - 7:15	Registration	7:00 - 7:15
Period 1	7:15 - 8:05	Period 1	7:15 - 8:05
Period 2	8:05 - 8:55	Period 2	8:05 - 8:55
Period 3	8:55 - 9:45	Break	8:55 - 9:15
Break	9:45 - 10:05	Period 3	9:15 - 10:05
Period 4	10:05 - 10:55	Period 4	10:05 - 10:55
Period 5	10:55 - 11:45	Lunch Break	10:55 - 11:35
Lunch Break	11:45 - 12:30	Period 5	11:35 - 12:25
Period 6	12:30 - 13:15	Period 6	12:25 - 13:15
Period 7	1:15 - 14:00	Period 7	13:15 - 14:00

Arrival and Departure from School

Drop off

There are two main entrances to the school, gate 2 and gate 4 and students should be picked up and dropped off at these gates, to ensure a smooth flow in and out of the school, to maintain safety and security the following arrangements are in place:

- Gate 2 – This should be used by children in EYFS, Year 1 and the Secondary school
- Gate 4 – This should be used by pupils in the primary school (Year 2-6) and Secondary school students that have a sibling in the primary school.
- Registration begins at 7am, any student who arrives at 7:10am or later must enter through gate 2 and sign in at the reception desk.

Pick Up

End-of-Day Pick-Up Arrangements

Pick-up at the end of the day follows similar arrangements to the morning drop-off in terms of exit gates.

- EYFS students can be picked up at 1:00 pm. Parents may enter through Gate 1 or Gate 2. Children will only be released into the supervision of a known adult
- Primary students will line up under the covered area next to the canteen and will be handed over to a known adult or a sibling in the secondary school.
- Any primary School child not collected by 2:10 pm will be escorted to the primary library and will remain there until a known adult or a secondary school sibling picks them up.
- Secondary students are dismissed from class and are expected to make their way to the exits. If a parent is late, secondary school students should wait in the reception area until 2:15pm, after which they will have to wait in the entrance area.
- If a sibling has an **ECA** that does not finish until **3:00 pm**, parents are expected to ensure that other children are picked up at **2:00 pm** and not left at school to wait.
- In the event that siblings are found remaining behind and are not part of an ECA, the sibling participating in the ECA will be withdrawn, and parents will be contacted to collect the children.
- If the above occurs on a second occasion, your child will be unenrolled from the ECA.
- If a parent is going to be late for pick-up, they should email the reception desk at info@dbsrawdat.com to inform them.

- All Secondary children and any accompanying siblings are expected to be off-site by 2.30pm if they do not have an ECA.
- If a child has an ECA they are expected to be off site by 3.15pm, as no adult supervision can be provided beyond this time.

Please note that late pick-ups are recorded. If the issue persists and home contact is unresponsive, your child's continuation at the school may need to be reviewed

If a child remains in school after staff working hours, they will be escorted to Gate 2 and placed under the supervision of security guards.

Students with Cars

The legal driving age in Qatar is 18 for light vehicles and motorcycles. This means some students in Years 12 and 13 may already hold a driving license and have the option of driving to school. In such cases, parents must inform the school and provide a copy of the student's driving permit.

While the school is not responsible for enforcing traffic laws, we expect our students to act as responsible citizens, which includes complying with the laws of Qatar. If a licensed student drives recklessly or in a way that endangers members of our community around the school premises, the school will take appropriate action to address the matter.

Uniform

The personal appearance of DBS students should reflect respect for the school and the international community, ensuring that individual student dress does not distract from the learning process. DBS is a place of work and study, and therefore appropriate dress should be neat, clean, modest, and in good repair. There is a school uniform for all students from EYFS to year 13. Key items (*) must be purchased from the school uniform shop, and no alternative items are permitted.

- Students are expected to maintain a clean and tidy appearance at all times
- The full and correct school uniform is mandatory for all students during school hours, as well as on external visits and trips.
- Students should wear the complete school uniform with pride, adhering to the policy at all times.
- Use of Headwear, Hooded Tops, Cardigans, Casual Sweaters, and Winter Jackets: During the school day (7:00 am - 2:00 pm), headwear, hooded tops, cardigans, casual sweaters, or winter jackets must not be worn as part of the uniform. Plain, long-sleeved tops (white or blue) may be worn under the shirt during colder weather, along with the school jumper.
- For safety reasons, pupils should not wear jewellery to school, except for a watch
- If a child has pierced ears, they may wear one pair of small gold or silver studs in school; other piercings are not permitted.
- Nail polish and makeup are not allowed.
- Jewellery should be removed for physical exercise and other situations requiring safety precautions.

- Visible body piercings or tattoos are not permitted for any student.
- Black leather shoes are required as part of the school uniform; trainers or sports-branded shoes are only allowed as part of the PE kit.
- Students must wear all-black shoes with closed toes.
- Heels, sandals, and coloured logos are not permitted.

Primary: EYFS - Reception

- DBS polo shirt
- DBS skorts (girls)
- DBS shorts (boys)
- Navy Jumper/ Fleece – optional
- Black school shoes

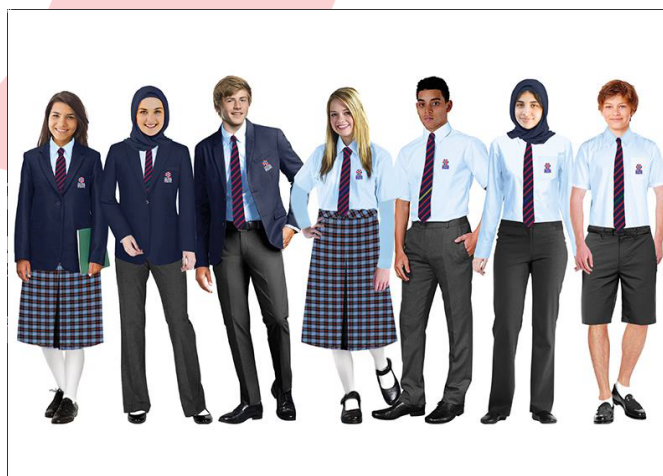


Year 1 to Year 6

- DBS shirt
- DBS skirt (girls)
- Grey trousers (girls/ boys)
- Grey below the Knee shorts (boys)
- DBS summer dress (girls)
- Black school shoes
- Navy Jumper/ Fleece – optional

Secondary: Year 7 to Year 11

- DBS shirt Boys (long or short sleeved)
- DBS shirt Girls (long sleeved)
- DBS skirts (Girls)
- Grey trousers (Girls/Boys)
- Grey shorts – below the Knee (Boys)
- DBS House tie – compulsory
- DBS Blazer – optional
- Black Polishable shoes
- Black or Navy Hijab's only





Sixth Form

- DBS Sixth Form Blazer – compulsory
- DBS Sixth Form tie – compulsory
- White shirt
- Black trousers/skirt
- Black, formal shoes
- Navy/ Black Hijab

Optional for primary and Secondary students



PE Uniform

- Appropriate PE or sports kit must be worn during relevant activities.
- All uniform items, PE kits, shoes, and bags should be clearly marked with the pupil's name.
- Primary students must wear their PE uniform on designated days.
- Swimming gear for curriculum-related activities should be navy or black, with goggles and swimming caps required.
- Leggings are only allowed if DBS shorts are worn over the top (Girls)

***For Girls in Year 4 upwards:**

Upper Body: A long-sleeved top or a long-sleeved second layer to be worn under the PE top.

***Lower Body: jogging pants.**

***Swimming: For swimwear, all students are required to wear long or short-sleeved tops, along with bottoms that reach at or below the knee.**

On non-uniform days, students are expected to dress appropriately, considering both the event's theme and local cultural and religious norms. For the sake of personal hygiene and safety, all students are expected to change clothing and footwear for PE, even if they have a valid reason for not participating. They may be asked to act as a coach, referee, scorer, etc. If pupils cannot participate in PE lessons, they should hand in a note dated and signed by a parent or guardian, or an email can be sent to the receptionist. If a pupil has not participated for two sessions, they are required to bring a letter from their doctor.

We expect our students to abide by the DBS dress code. If a student cannot adhere to the full uniform for any reason, they should bring a note from their parents/carers explaining the reason to avoid any consequences for not adhering to the DBS dress code. Alternatively, an email can be sent to paula.lorente@dbsrawdat.com regarding this. Students who do not follow the dress code can expect the following approach:

Uniform Purchase

The school uniform shop is Zak's.

The store is located in: Al Rayyan Municipality Address: Industrial Area Road Doha, Qatar Tel: +974 44506939 [location link](#)

Alternatively, Zak's has an online store from which the uniform can be purchased and delivered to your home or our DBS campus. <https://www.zaksstore.com/shop/doha-british-school/en/>**Extra-Curricular Activity (ECA)**

Clothing

- For all practical ECAs, students are expected to bring the appropriate kit.
- For sporting ECAs, unless otherwise stipulated by the coach students are expected to wear the PE kit.
- Students selected to play for school teams must wear the correct kit in all training sessions and matches if they wish to represent DBS.

Lockers, Bags and Valuables

- Students will be assigned a locker in which to keep their personal property.
- Year 7–11 students will need to supply a lock for their locker.
- Students are strongly encouraged to use these lockers throughout the day.
- Laptops, mobile phones, electronic equipment, and other personal items of value may be brought to school at the student's own risk. The school cannot be held responsible for lost or stolen items.
- Lost property enquiries should first be made to the receptionist, where our lost property store is located.
- Please label all personal belongings where possible.

Visiting the School Campus

All parents and visitors are kindly reminded to sign in and out at the main gate during every visit to the campus. Visitors must visibly wear DBS visitor ID badges at all times while on campus. Families are requested to pick up their family ID badges upon admission to the school; these can be obtained through the receptionist.

Parents and visitors should observe the following points:

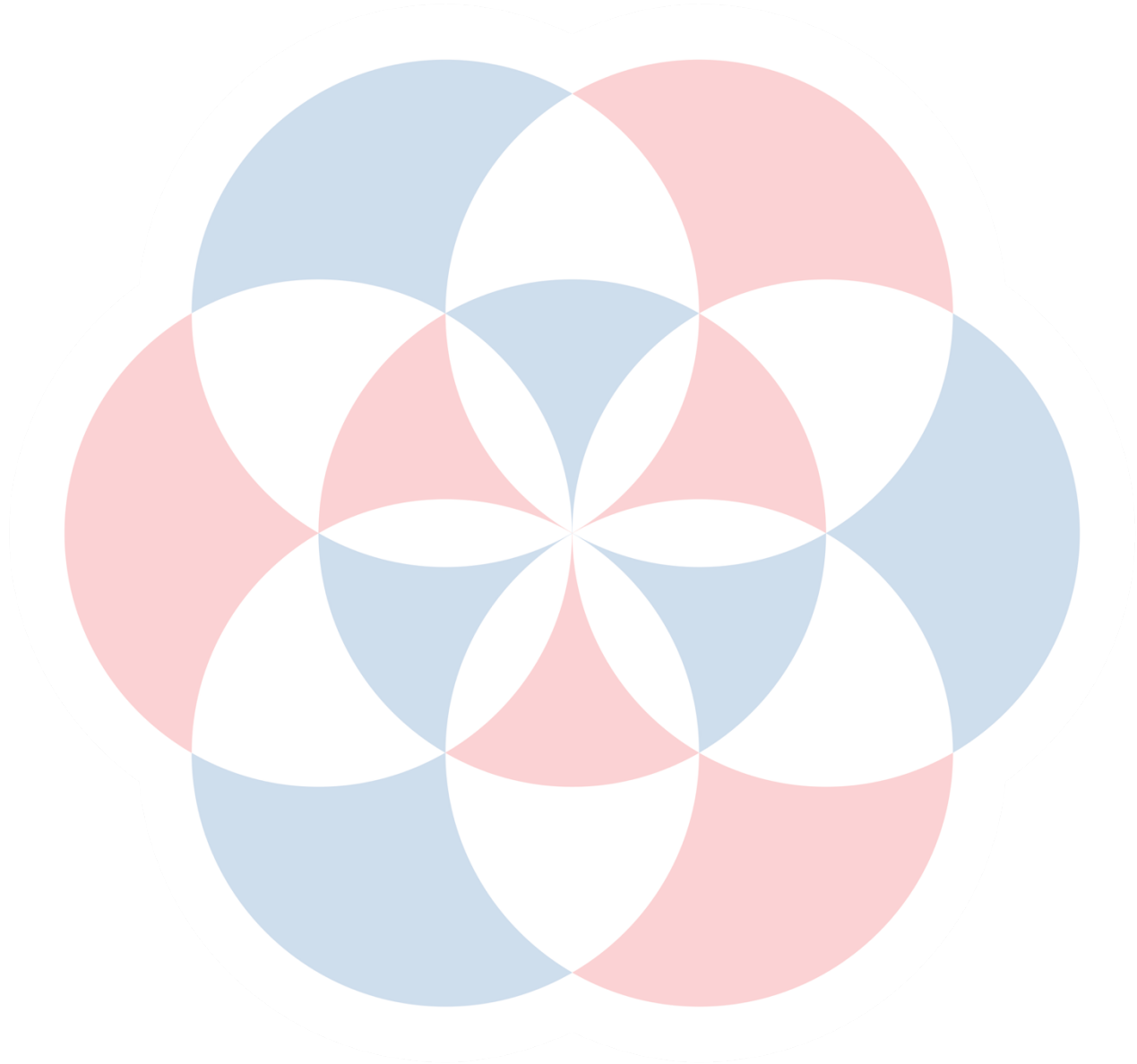
- If the fire alarm sounds, leave the building by the nearest exit and report to the assembly point at the main school entrance.
- The school accepts no responsibility for any loss of, or damage to, visitors' property.
- Parents and visitors are requested not to enter classrooms or teaching areas except by prior arrangement.

Weekends/Holidays

Buildings, classrooms, and other educational spaces are not open at weekends and during holidays unless prior arrangements have been made with the Head of School. Students must be supervised by an adult at all times, and appropriate conduct is expected.

Due to limited parking facilities, parents should park their cars outside the school.

No pets are allowed on campus.



Section 2 - Communication



Mobile Phones and Electronic Devices

This policy applies to all areas within DBS school premises to minimise distractions and enhance student focus.

Key Points:

- **Use of Yondr Pouches:** Students must lock mobile devices in Yondr pouches or leave them at home. Exceptions apply only for medical monitoring (e.g., CGM devices).
- **Compliance Checks:** The school will conduct random checks, including bag and locker searches.

Procedures:

- **Arrival & Departure:** Students lock/unlock devices at reception upon arrival and departure.
- **Early Dismissals & Returns:** Devices can be unlocked at reception for and relocked upon return.

Consequences for Non-Adherence:

What Happens if the Policy is Broken?

1st Incident

- Phone is kept at reception until the end of the day.
- Students receive a 20-minute reflection (C2) and a reminder about expectations.
- Parents will be informed.

2nd Incident

- Phone is confiscated and a one-day internal reflection (C3) is issued.
- Parents will be called or emailed.
- Phone is returned only to a parent or guardian, not to a driver or helper.

3rd Incident

- Phone is confiscated.
- A 3-day suspension is issued.
- Phone returned to my parents only after a meeting.

4th Incident

- Phone is confiscated.
- A 5-day suspension is issued.
- Parents will be asked to find a more suitable school environment, and the student will be unenrolled from DBS for the following academic year.

From the fourth offence onwards, parents must attend a meeting before the phone is returned. If a student refuses to hand over their device, they will be placed in internal reflection.

Emergency Use:

Students can contact parents via the school's reception phone with permission from senior staff.

Final Decisions:

The principal or designated school leader will make the final decision in case of disputes regarding this policy. Further details can be found in the full policy (**Mobile Phone Use and Yondr Pouch Behaviour Management Policy**)

Bring your own Device (BYOD)

Students are not permitted to use mobile phones or other communication devices during school hours. However, we recognise that the responsible and appropriate use of technology can enhance learning. Larger devices are more visible, making it easier to monitor their appropriate use.

As such, students may bring a tablet or laptop to support their learning if they wish. To ensure these devices are used appropriately, they must be registered with the school, and we request that they do not have access to 4G/5G networks.

1. Device Registration

All students can register ONE personal device (laptop/tablet) for educational purposes, but it must be registered with the IT Department to allow connectivity to school networks.

Registration procedures will be shared with students and will require them providing the following:

Student ID

Student Name

Year & Group

Device type

Device MAC address

Once the form is submitted, the IT Department will process the details, and the student device will then have internet access. The set up can be done remotely and there is no need for the device to be submitted.

2. School WiFi Access

Registered devices will be configured to access the school's secure WiFi network.

The IT Department will provide login credentials, ensuring compliance with the school's internet usage policies.

3. Annual Renewal

- Registration must be renewed at the start of each academic year.
- Devices that are not re-registered will lose access to the school's WiFi network.

Home School Communication

At DBS, we believe that good communication between home and school is essential to ensuring students' success in all aspects of their schooling. Therefore, staff will keep parents informed of relevant issues in a timely and appropriate manner. Likewise, parents are welcome to contact relevant teachers with any questions regarding school-related matters.

If you wish to contact teachers during teaching hours, please call the receptionist to leave a message. Alternatively, teachers can be contacted by email. All staff email addresses will be shared with parents at the start of the year.

Change of Address/Telephone Number

Please notify the Admissions team of any changes to your telephone number (including mobile), address, email address, or emergency contacts.

Guardianship Arrangements When Parents Are Overseas

Please notify the school if you are planning to take a trip out of the country for more than one day. DBS will need details of appointed guardians and emergency contact numbers.

We have noted from experience that in situations where both parents are away, students can become rather unsettled. Having information about your travel arrangements will enable staff members to provide additional support during these times.

School Cancellation

In the event of an emergency closure, the school will contact all parents by email. This information will also be displayed on our school website's home page.

Parent-Teacher Meetings

Parents are always welcome to arrange meetings at school, and likewise, the school may initiate meetings with parents at any time during the year. If you would like to make an appointment with a member of staff, please ensure 24 hours' notice is given. There are two parent-teacher meetings for each year group throughout the year, as well as data drops. As part of the Code of Conduct, it is expected that parents attend parent-teacher meetings. It is strongly advised to bring your child with you when attending the meeting.

School Newsletters

A weekly school newsletter is sent via email to parents, detailing activities and announcing forthcoming events. These updates will also be posted on the school website. We aim to send as much communication as possible via the newsletter to minimise the number of emails you receive; therefore, it is vitally important that you check the weekly newsletter.

Lines of communication

The tutor is the first point of contact for any pastoral issues; this might include settling in issues or reoccurring issues with organisation. Any specific subject concerns should be addressed to your child's individual subject teachers. For example, if you have a question about geography homework please contact your child's geography teacher. If, after contacting the subject teacher or tutor, you still have further questions or concerns that have not been resolved, please contact the appropriate Head of Department or Head of Key Stage.

Parent Teacher Consultations

Parent teacher consultations are normally held twice a year, allowing for face to face discussions with your child's teachers. These have been scheduled at key points during the year. You will receive communication from the school regarding dates and how to make an appointment a few weeks before each event.

Reports

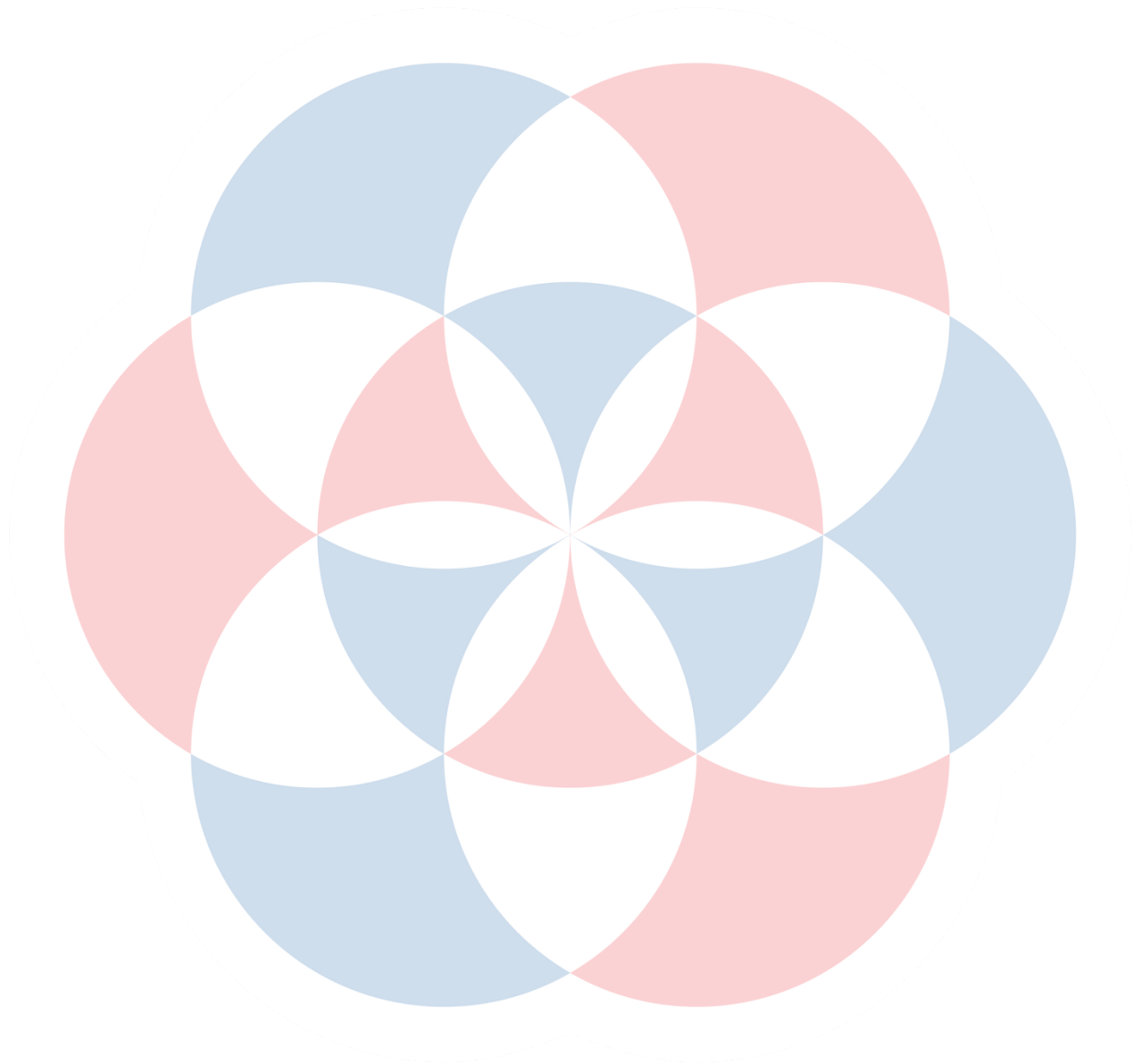
For students in Years 1–9 and Year 12, reports are issued at the end of each term. These provide an overview of attainment to date and the level of effort shown. They are designed to give you a quick and efficient update on your child's learning journey.

The school reviews the data from these reports carefully. Where there are concerns about progress, you will be invited to attend a meeting to discuss ways forward. Equally, if you have concerns after receiving a report, you are welcome to request a meeting with your child's teacher, form tutor, or Head of Year to explore matters in more detail.

School Website

Parents are strongly encouraged to access the school website on a regular basis.

<https://www.dohabritishschool.com/rawdata/hamama/>



Section 3 - Attendance, Punctuality and Absence



Attendance and punctuality

Regular attendance and a good record of punctuality are essential foundations for an effective learning and teaching environment in which every student can thrive. Good attendance is fundamental to sound academic and social progress and development. Not surprisingly, educational research shows a close correlation between good attendance and attainment.

In an increasingly competitive world of work, the school values attendance as well as punctuality, as these develop patterns of behaviour important for personal and professional success later in life. While we would ideally expect a 100% attendance rate, the school recognises that, on occasion, a child will be absent for medical reasons or other exceptional circumstances such as family illness or bereavement.

- Non-school sporting absences will be authorised with the appropriate supporting documentation.
- School sporting absences will be marked as offsite education. However, no prior study leave will be granted for examination revision purposes.
- Attendance is monitored throughout the year. Good attendance is considered at 97%. If attendance drops to 95% or below, a letter will be sent to parents to remind them to be vigilant against any further decline.
- Attendance at or below 90% will result in a letter home, and parents may be asked to come in for a meeting to discuss ways to improve attendance.
- Any student whose attendance levels are 90% or below may not be allowed to participate in school activities that require additional time out of lessons.
- Students whose attendance levels drop below 97% will not be authorised to take additional time off school for non-compulsory travel or family commitments. Any absence not sanctioned by the school will be recorded as an unauthorised absence.
- Attendance is recorded on the official school transcript, which is frequently requested by new schools and universities. It will also be a consideration when applying to the 6th form (Years 12 and 13).
- If a child's attendance falls below 80% (authorised and unauthorised), it will be considered that the child has had insufficient schooling to proceed to the next year and will be expected to repeat the year. Continuation will only be considered if parents can demonstrate exceptional mitigating reasons.

Notifying the School of an Absence

Parents are requested to phone or email the school on the first day of a student's absence and every subsequent day unless it is known that their child will be absent for a definitive period. On a student's return to school, parents are asked to provide a signed written note confirming the reasons for the absence. The school reserves the right to request a medical certificate to confirm an absence. If a note is not forthcoming, then the absence will be marked as unauthorised.

Students not in attendance during any given school day may not attend extra-curricular activities or other social events organised by the school on the same day.

Requests for Authorised Leave of Absence

The leadership team, in exceptional circumstances (such as interviews, religious holidays, non-DBS

examinations, medical appointments, visa appointments, etc.), may grant permission for leave of absence for up to a maximum of 5 days in any academic year. However, this would be highly unusual and could seriously impact your child's progress. In determining whether or not to authorise such an absence, factors considered would include the student's overall attendance record (i.e. whether they have already had a number of absences, irrespective of the reason), the timing and reason for the proposed absence, whether previous requests for leave of absence have been made, and the student's stage of education and progress. The final decision as to whether the absence is authorised rests with the leadership team, who will notify parents of the decision. Requests should be submitted in writing, at least 7 days in advance of the absence.

As a general rule we will use the following to guide our decision:

- If a student's attendance is below 97% then any request for leave will not be approved.
- If a parent requests leave for travel purposes then no more than 5 days in any given year will be given, if attendance is 97% above.

Family Holidays and Travel

We are fortunate to have regular school holidays, the dates of which are published well in advance. We request that a family's travel plans respect the school calendar. All students are expected to be present on the day the school reopens and to remain in school until a vacation begins.

Punctuality

Students are expected to be on the school campus by 7:00 am to allow time to prepare for the school day. Parents who drive their children to school or arrange private transport are requested to consider Doha traffic conditions to ensure a timely arrival.

Pupils should be in their tutor bases by 7:00 am. Anyone arriving after this time will be given a late mark and issued with a sanction. Pupils who arrive after 7:10 am but before the end of registration should sign in to the late book at reception before proceeding to lessons.

Reporting Levels of Attendance and Punctuality

Parents are informed of their child's attendance and punctuality data in each full written report issued by the school. This is expressed as the number of days absent out of the number of possible attendances. The number of late marks recorded will also be reported. Attendance data will also be recorded on the school transcript, which is used in applications for other schools and higher education institutions.

Sanctions for Lateness and Poor Attendance

Failure to meet attendance and punctuality expectations could result in a range of actions being taken. These could include one or more of the following: monitoring, discussion with the child, detentions, letters and/or meetings with parents, loss of privileges, and exclusion in the most serious or persistent breaches of the code.

Attendance Probation

Students may be placed on probation if their record of punctuality and attendance is an ongoing

cause for concern and earlier intervention and support have not resolved the problem. The terms, conditions, and timeline of the probationary period will be clearly identified to students and parents, and regular reports will be sent home to keep parents well-informed. If the terms of the probation are not met, the Assistant Head (Pastoral) will notify the student, parents, and Principal accordingly, and parents may be asked to find another school for their child.

Catch-Up Work

For absences of three days or less, students are responsible for finding out about and completing any homework and classwork assigned during their absence. If the absence is likely to extend beyond three days and the student can complete work at home, parents may request work from the school. Where possible, staff will try to provide appropriate work or key notes to complete. The school is under no obligation to provide work for elective absences. In most cases, teachers will upload classwork onto Google Classroom/ClassDojo, allowing students to access it as needed.

Attendance for offsite Education

As part of the curriculum, offsite educational visits are arranged at certain times of the year to enrich and broaden students' learning experiences. These visits are considered part of the curriculum content, and participation is expected. When students miss lessons due to a school visit, they are expected to discuss and agree on deadlines with their teachers for the completion of missed work.

Visits and Trips

Students can represent the school in various ways, including participating in MUN, sporting competitions, school productions, and more. While many of these activities are not directly related to the academic curriculum, they are important additions that contribute to a student's holistic and experiential learning. These activities are also key to the school's efforts to build character. Although extracurricular activities (ECAs) are offered to DBS students to enrich and complement their academic education, participation is a privilege. Students who cannot maintain a balance between school, homework, and other commitments may find that they are not allowed to participate in additional events until they demonstrate a more consistent effort in their academic studies.

To maintain a proper balance between additional activities and academics, a student may be prevented from participating for a number of reasons. These reasons include, but are not limited to, disciplinary sanctions, poor attendance, punctuality issues, and/or lack of effort. Attendance will be reviewed on an individual basis, and if it is felt that attendance has dropped below 90% for valid reasons, pupils may still be allowed to participate in extracurricular activities.

Attendance at ECA and Sports Trips

Regular attendance at sports practices/ECAs is required, and failure to attend may result in exclusion from the team or activity. Athletes/participants are expected to be in school on the days of games or trips and the day after returning from a trip.

Due to exam commitments, Year 11-13 students will be restricted in the number of sports and other trips they can participate in during the academic year. Restrictions will be determined by predicted grades, mock results, Approach to Learning scores, and attendance.

Sport Team Travel

It is expected that student athletes will travel both to and from the competition location with the team/school group. There may be occasions where it is more practical for students to arrive or depart from the event location independently, in which case parents will be informed.

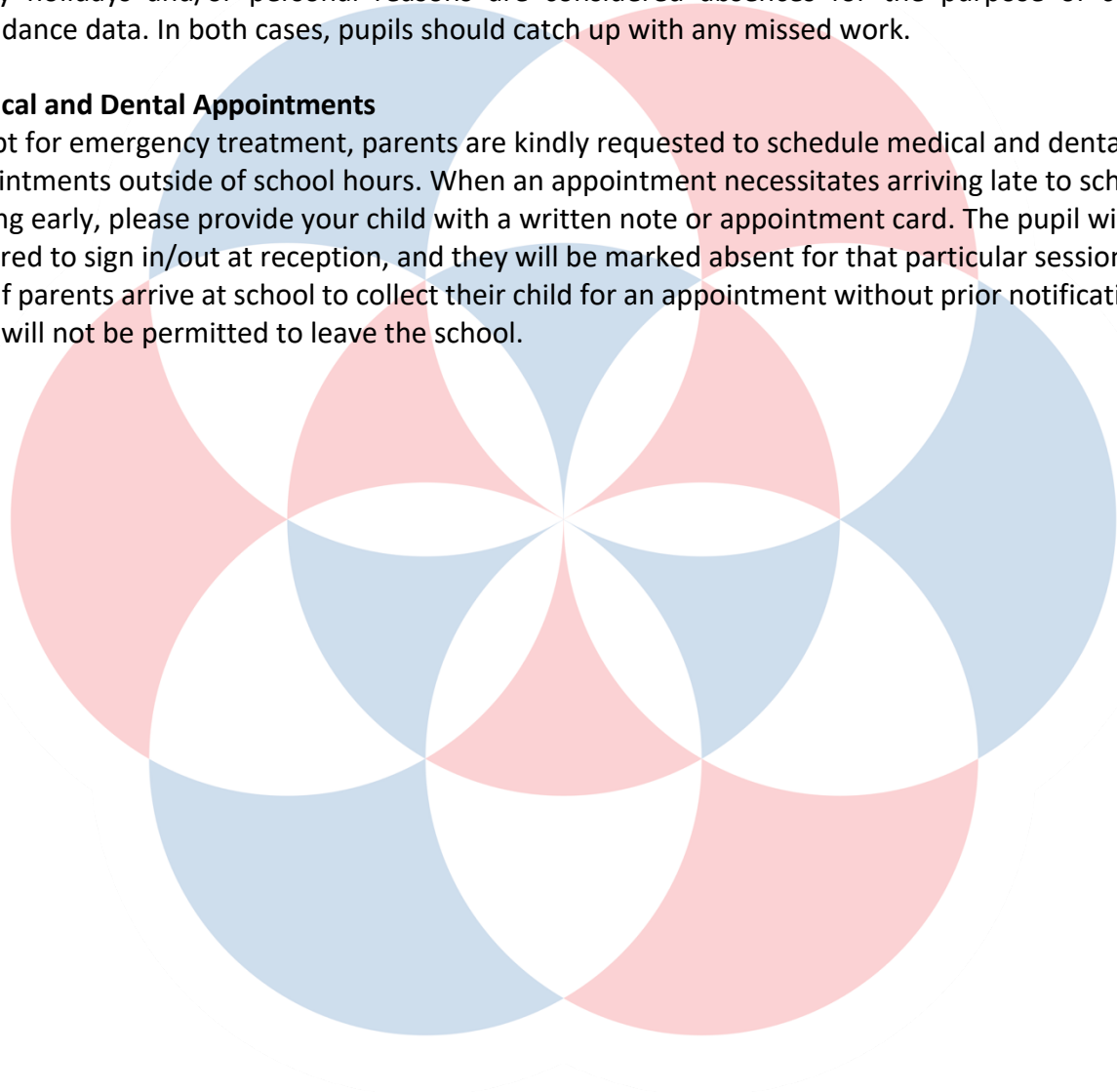
For all trips, students are expected to maintain good behaviour and follow school rules.

Visas

Visa appointments for school trips are not marked as absences for attendance purposes. Visas for family holidays and/or personal reasons are considered absences for the purpose of compiling attendance data. In both cases, pupils should catch up with any missed work.

Medical and Dental Appointments

Except for emergency treatment, parents are kindly requested to schedule medical and dental appointments outside of school hours. When an appointment necessitates arriving late to school or leaving early, please provide your child with a written note or appointment card. The pupil will be required to sign in/out at reception, and they will be marked absent for that particular session of the day. If parents arrive at school to collect their child for an appointment without prior notification, the child will not be permitted to leave the school.



Section 4 - Teaching and Learning



Tutor/Class group allocation

In the Primary School, students are assigned to a classroom and taught by the same teacher, with the exception of specialist lessons such as PE, Music, and Languages.

From Years 7 to 9, students are placed in tutor groups made up of peers from the same year. These groups are intentionally diverse in nationality, gender, and ability, in line with our enrolment policy. For most subjects, students are taught within their tutor group, unless a subject uses setting.

In Years 10–13, students are assigned to a tutor group; however, teaching does not take place within these groups. Instead, students are placed in classes according to their option block subject choices or in sets determined by prior learning.

Tutors remain responsible for the day-to-day care of their students. If you have any concerns about your child's wellbeing, the tutor should be your first point of contact.

Classroom Expectations

At DBS, our goal is to provide a classroom environment that is conducive to learning and offers opportunities for all students to realise their academic potential. Therefore, students are expected to:

- Arrive to class on time.
- Enter and leave the class in a quiet and orderly manner.
- Get their equipment out immediately and ensure that their bags are safely out of the way.
- Obey all safety instructions displayed, particularly in the science laboratories.
- Follow the instructions of the class teacher and/or teaching assistant at all times.
- Ensure that the time spent in the classroom is used for learning and not wasted on activities that do not contribute to learning.
- Ensure that the class is left tidy and clean at the end of the lesson for other groups.
- Show respect to the teacher and to other students.

Homework Policy

Doha British School does not place undue emphasis on homework to the detriment of home and school life. We understand that not every activity will capture the imagination of children and parents, and weekends can sometimes be busy. We believe homework should be enjoyable and manageable for all concerned, and if it becomes a chore, burden, or source of conflict, it ceases to be a constructive aspect of teaching and learning. However, when set, homework is a vital part of the learning process. Homework tasks are typically set to extend classroom learning, assess students' understanding, or prepare them for upcoming lessons.

We hope children are motivated by positive incentives and the tasks themselves. For younger children, if a task is not completed, additional time may be given at the discretion of the staff

member. For older children preparing for external examinations, extensions are far less likely to be granted.

The Purpose of Homework

- To consolidate and reinforce skills and understanding developed at school.
- To extend school learning, for example, through additional reading.
- To sustain the involvement of parents in the management of pupils' learning and keep them informed about the work pupils are doing to fulfil the requirements of coursework for examination boards.
- To enhance the development of essential study skills such as time management, meeting deadlines, self-discipline, and planning.

Parents can help students by:

- Checking Google classroom calendar to stay informed of homework and assessment tasks
- Valuing homework and supporting the school in explaining how homework can help students progress.
- Helping to establish a manageable home study routine.
- Providing a peaceful and suitable place in which pupils can study.
- Engaging in regular conversations about their learning.
- Linking their child's Google calendar with their own to stay aware of assessment and submission dates.

Primary School

For students in the Primary school, Class Dojo is the portal through which homework tasks are communicated.

Key Stage 3 – homework expectations

All students will receive a homework timetable for each year level. The subjects of English, Maths, and Science may assign extra homework where appropriate.

- Year 7: 50 minutes
- Year 8: 60 minutes
- Year 9: 70 minutes

This will be in addition to:

- Arabic: 15 minutes
- Reading in English: 30 minutes

The above is an estimate of the time that each student should spend on homework each night. At certain times of the year, such as prior to an assessment, students may be expected to spend more time.

Key Stage 4 - homework expectations

Students are expected to complete all homework assigned by their teachers.

Minimum time per evening: 90 minutes. Daily reading in English and Arabic is also required. For students undertaking coursework-intensive subjects, such as Art, PE, and DT, an additional 2-3 hours per week on homework can be expected.

Students should anticipate increased time commitments as exams approach.

Recording Homework

All homework and course deadlines are entered through Google Classroom Calendar.

It is crucial that all students understand the importance of reading in English. This is part of their homework, and daily reading is expected even if no formal work is assigned.

Providing a Suitable Study Area at Home

- It is important that your child has an appropriate workspace at home. They should have a desk of their own in a quiet place where they can work without interruption, yet still be monitored. It should have appropriate lighting and all the necessary equipment.
- It's a good idea to have a set of stationery that remains at the workspace at all times, as well as other essential items such as timetables and dictionaries.
- Be involved in your child's learning by helping them display key words or facts.
- Help your child prepare by creating an equipment checklist for each day of the week.
- Ensure your child packs their school bag the night before to have everything they need for the following day's learning.

Equipment for Lessons

School-issued textbooks and library books are expected to be returned undamaged at the end of the academic year or when a student leaves DBS mid-year for any reason. If items are not returned, parents will be charged for lost or damaged items.

All students in the Secondary School should have the following equipment with them for all lessons:

- Pens (a variety of colours)
- Pencils
- Pencil sharpener
- Eraser
- 30cm ruler
- Calculator (must be "scientific" for Years 9–11, but not programmable or graphical, as these cannot be used in exams. Casio FX-9860 or similar)
- Protractor, set squares, and compasses
- Colouring pencils
- Reusable water bottle

Out of Lesson Log

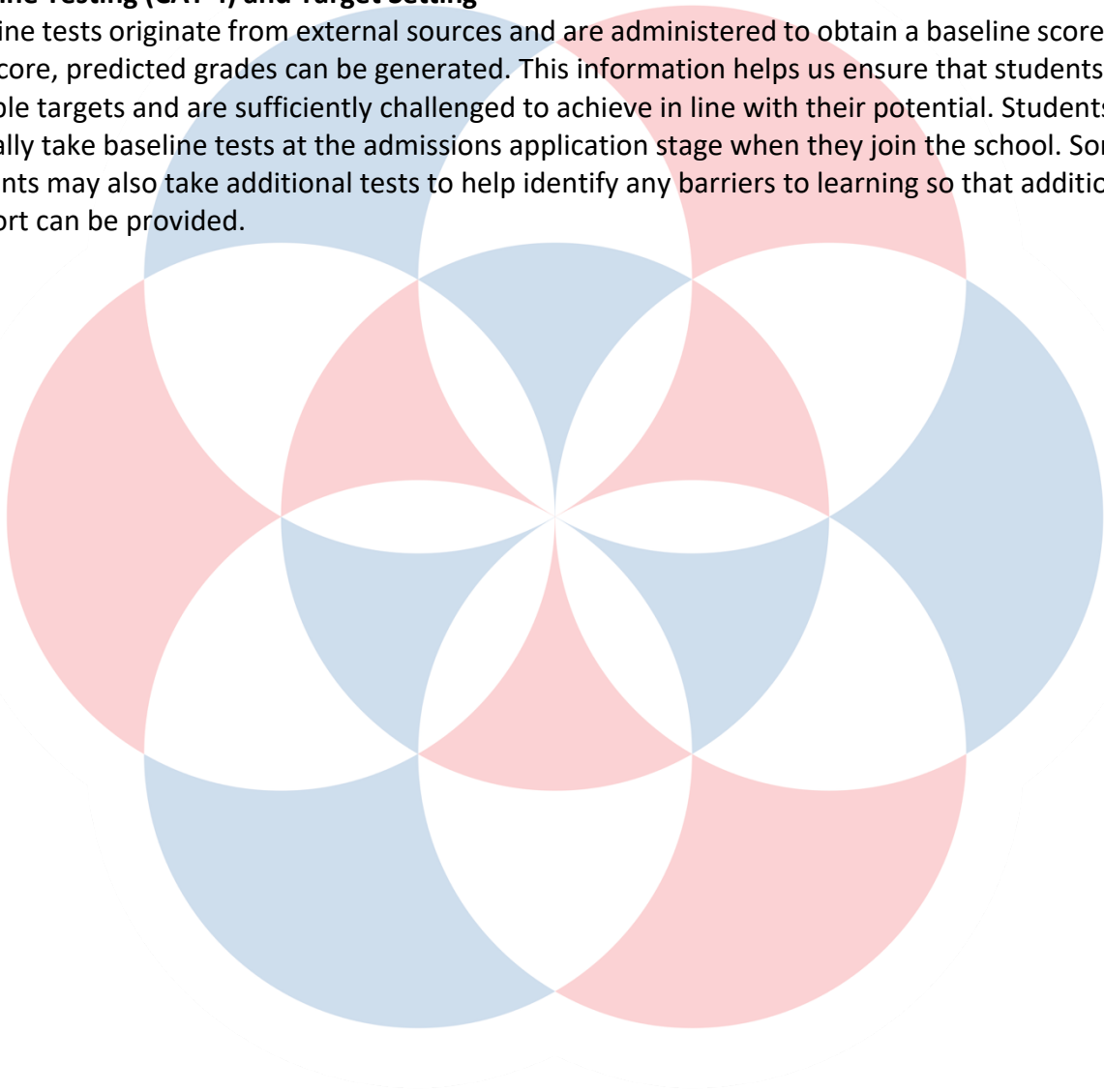
The use of the toilet during class is not encouraged. Students are expected to use break times to

prepare for their lessons, including visiting their lockers, filling their water bottles, and using the toilet. Students are directed inside the school building by duty staff before the end of break times, allowing them ample time and opportunity to prepare themselves for their lessons.

We ask that students make full and effective use of class time, as any disruptions may impact their learning. If there are special circumstances, such as a health condition, that might mean a student needs to frequently leave lessons to visit the toilet, we ask that parents inform us, so we can update our files and notify teachers.

Baseline Testing (CAT 4) and Target Setting

Baseline tests originate from external sources and are administered to obtain a baseline score. From this score, predicted grades can be generated. This information helps us ensure that students have suitable targets and are sufficiently challenged to achieve in line with their potential. Students typically take baseline tests at the admissions application stage when they join the school. Some students may also take additional tests to help identify any barriers to learning so that additional support can be provided.



Section 5 - Behaviour, Sanctions and Rewards



Behaviour Expectations

Respect for people and property forms the foundation upon which behavioural guidelines are modelled. It is expected that all members of our school community will support these principles and help promote desirable behaviour. Behavioural problems are handled by teachers and the Senior Leadership Team (SLT) within the school, and parents are kept well-informed. The school is responsible for the welfare and safety of all students during all school-related activities, including the journey to and from school, extracurricular events organised by the school (such as sports trips, residential trips, and field trips), and any occasion where a student represents the school.

We place high value on open communication, participation, positive self-regard, and teamwork, while also promoting a sense of belonging and connectedness to the school for all community members. However, as with any community, there is a need for rules and guidelines to protect the rights of both individuals and the group as a whole.

Wherever possible, the principles of restorative justice are utilised when a student has contravened the DBS Code of Conduct, with the aim of encouraging them to take full responsibility for the consequences of their actions and to understand that it is often within their power to right a wrong. When sanctions are applied, a natural sense of justice expects that these should:

- Be explicit, reasonable, and timely.
- Have logical, fair, consistent, and age-appropriate consequences.
- Include a variety of prevention and intervention measures.
- Provide the opportunity for parent/guardian participation when required.
- Respond to students with insight and sensitivity while maintaining consistency and fairness.
- Ensure the opportunity for all students to obtain a high-quality education.
- Be documented.

Rewards

At DBS, we recognise that reward systems that emphasise praise are more effective in motivating pupils to make appropriate choices and repeat associated positive behaviours.

- **House Point System**
Rewards are given to students in the form of house points. These are awarded at the teacher's discretion and added to iSAMS to keep a total of all house points earned. Each week, house points are collated, and a running total is shared with the students. Individual students will also receive a certificate for reaching milestones such as 50, 100, or 150 house points.
- **Star of the Week**
Staff can nominate a student for Star of the Week on iSAMS if they feel a student has gone above and beyond during the school day. One student per year group is chosen each week, and their parents are contacted. Certificates are given out in assembly, and all nominations are shared via the school's marketing team. Winners are also announced on social media platforms.

- **Head teacher Awards**

At times, individual learners will do so well that an immediate special award is needed. This may be for exceptional work or excellent behaviour beyond normal expectations.

- **Character Development Awards**

At Doha British School, we aim to promote not only outstanding academic progress but also the development of well-rounded individuals. We believe that character development is highly important, intrinsic to our work, and reflects and promotes our school values.

Behaviour

At DBS, we strive to educate and guide students towards acceptable behaviour, going the extra mile for every student in our care. However, if a student demonstrates persistent disregard for the school's efforts, and their behaviour negatively impacts their education and/or the rights of their peers, the school will take more serious steps, such as a fixed-term suspension or permanent exclusion from the school.

Below is a non-exhaustive list of behaviours that will result in serious disciplinary action:

- Physical assault or fighting, including "play fighting."
- Possession of and/or use of dangerous objects/weapons.
- Persistent bullying of another student/use of intimidation, coercion, or force.
- Wilful damage to property.
- Possession or use of alcohol, tobacco, and/or illegal substances.
- Repeatedly violating general expectations and classroom rules.
- Consistent poor work habits that impact the student's learning and/or that of others.
- Theft or extortion.
- Belligerent behaviour, including swearing, abusive language, or racist comments against any member of the school community.
- Repeated acts of defiance.
- Academic dishonesty.
- Inappropriate use of technology.
- Lying.
- Excessive absence or lack of punctuality.
- Public displays of affection

Consequences for Inappropriate Behaviours

These are disciplinary measures that may be applied depending upon the situation or circumstances. The school reserves the right to assign consequences.

Primary School

1.	<i>First warning: verbal warning, reminder of school rules.</i>
2.	<i>Second Warning: verbal warning and reminder that next step is reflection time.</i>
3.	<i>10 minutes Reflection time with class teacher.</i>
4.	<i>20 minutes Reflection time with your year group partner.</i>
5.	<i>Reflection time with SLT (Set time)</i>
6.	<i>Reflection Time (withdrawn from lessons)</i>
7.	<i>Fixed term Exclusion</i>
8.	<i>Permanent Exclusion</i>

Secondary School

LR1	<i>First Warning</i>
LR2	<i>Second warning (may involve being moved within the room) - Teacher discusses behaviour at the end of lesson.</i>
C1	<i>10-minute recall issued and administered by the Teacher and recorded on iSAMS**. This will take place as soon as possible after the incident, ideally during break/lunch time.</i>
C2	<i>20-minute and 40minute recall and recorded on iSAMS**. This should take place as soon as possible after the incident.</i>
C3	<i>Reflection Time (withdrawn from lessons) - supervised by House Leader/AHT/Deputy as applicable</i>
C4	<i>Fixed term Exclusion</i>
C5	<i>Permanent Exclusion</i>

Behaviour Report

If a student's behaviour continues to be a barrier to their or another student's learning, the Heads of year/Key Stage or Assistant Headteacher will issue a behaviour report. A student on a behaviour report must improve their attitude to learning to pass the report. A report cycle lasts two weeks. If a student fails that report, it will be escalated to a four-week report. If a student fails again, they will progress onto the SLT report

Fixed Term Exclusions

The school endeavours to provide a range of provisions to support the different learning needs of students and to ensure, where possible, that students are included within the school community. However, at times, it may be necessary to remove students from lessons if they seriously violate school rules or if their continued presence poses a serious threat to the safety and/or learning of others. DBS implements an escalating exclusion system that includes:

- 1-day fixed-term exclusion
- 2-day fixed-term exclusion
- 3-day fixed-term exclusion
- 5-day fixed-term exclusion

The length of the fixed-term exclusion will depend on the severity of the offence and will be at the discretion of the Principal.

Anti-Bullying Policy

Bullying is behaviour that deliberately makes another person feel uncomfortable, distressed, or threatened. Bullying is repeated over time and makes those being bullied feel powerless to defend themselves. While there is no single definition of bullying, three characteristics are commonly included:

- The behaviour is intended to cause distress.
- The behaviour is repeated.
- There is an imbalance of power between the perpetrator(s) of bullying and the target(s).

Policy Statement

Doha British School (DBS) believes that the well-being of every pupil is important. The school takes a strong stance against bullying, recognising that:

- Bullying hurts.
- Everyone has the right to feel welcome, secure, and happy.
- All people should treat everyone else with respect.
- People who bully need to learn different ways of behaving.

DBS will not tolerate any type of bullying, including and not limited to:

- Indirect: Being unfriendly, spreading rumours, including, tormenting (e.g., hiding bags).
- Physical: Pushing, kicking, hitting, punching, slapping, or any form of violence.
- Verbal: Name-calling, teasing, threats, sarcasm.
- Cyber: Misuse of the internet, such as sending nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms, and instant messaging, mobile threats by text message and calls.
- Use of Technology in an offensive manner: E.g., camera and video facilities.

Although not an exhaustive list, other examples of bullying behaviour not tolerated by the school include actions directed against any difference or perceived difference, including racial bullying, homophobic bullying, or bullying based on disability, ability, gender, appearance, or circumstance.

The school commits to using some or all of the following to help raise awareness of and prevent bullying:

- Implementing the school Code of Conduct for pupils.
- Raising awareness of bullying through tutor or class group time activities, PSHE, and a whole-school approach to Anti-Bullying Week.
- Using art or music to reinforce awareness; assemblies focused on the school ethos, e.g., valuing social and personal diversity.
- Involving the Student Council in the topic of bullying prevention.
- Ensuring that related reading material is available in the school library and is age-appropriate.

Response to Bullying

All reports of bullying will be taken seriously and followed through using DBS's Anti-Bullying

procedure. Records of bullying will be documented in the files of all involved. Parents will be kept informed of the outcomes of investigations into bullying and the subsequent actions taken.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a teacher or member of staff.
- Reassuring the pupil that they have done the right thing by making a report and that the school will respond.
- Offering continuous support, including that of the School Counsellor as necessary.
- Working to restore self-esteem and confidence.

Pupils who have bullied others will be helped by:

- Discussing what happened.
- Discovering why they became involved.
- Exploring different perspectives as appropriate.
- Establishing what the hurtful behaviour is and the need to change.
- Informing parents or guardians to support change in the pupil.
- Offering continuous support, including that of the School Counsellor as necessary.

If a pupil found to be bullying fails to respond to support, sanctions will be applied, which may lead to permanent exclusion from the school.

Academic Honesty/Malpractice Policy

Academic honesty is expected of all students. Academic dishonesty/malpractice is considered a very serious matter in all school work and across all year groups. Academic dishonesty/malpractice relating to the (I)GCSE and AS/A2-Level programmes may result in a student losing their (I)GCSE qualification/AS/A2-Level award or candidate status.

Examples of unacceptable behaviour may include, but are not limited to:

- Copying and pasting from the internet without citing references.
- Copying or allowing others to copy information from someone else's work, test paper, homework, computer storage device, etc.
- Unauthorised use of study aids.
- Unauthorised prior knowledge of an examination or test.
- Unauthorised use of school forms and/or letterhead.
- Attempting to pass off someone else's work as one's own.
- Getting support as a level beyond the guidance of the exam board
- Falsifying data for academic credit.
- Communicating with another candidate in any test or examination situation.
- Bringing unauthorised material into any examination room.
- Consulting unauthorised material during any test or examination situation.
- Plagiarism.

Internet Access and Network Use Policy

All students will be given a school email account, which they are expected to check daily. Access to the internet is a privilege, not a right, and entails responsibility. Students are expected to demonstrate responsible use of these privileges according to the following conditions:

- The use of DBS computers and personal laptops/tablets is principally for educational-related communication, research, and other activities.
- Users should not expect that files stored on school resources will always be private.
- Students should not disclose any passwords or access codes.
- Students should not violate the principles of ethical computer use.
- Students should not download non-school-related files.

Violation of these regulations may result in the loss of internet/network access privileges and/or computer use privileges.

Disclaimer

The school shall not be liable for any direct, indirect, incidental, or consequential damages incurred while using school computers or other hardware and software. Users should back up data to avoid loss of data or files.

Trips and ECA – School Transport

Students must sit down, adjust their seat belts if necessary, and fasten them securely. The seat belt must remain properly fastened for the duration of the trip and until the bus comes to a complete stop at the drop-off point. Wearing seat belts is a school requirement, and disregard for this may result in suspension from using school transportation. Students who, for any reason, have difficulty buckling their seat belt should seek assistance from the driver.

Students should show respect and consideration for the driver and other passengers, as well as for their belongings.

Students should leave the bus in a clean condition, placing any rubbish in the vehicle's rubbish bin. Students are expected to comply with the bus driver's instructions.

Ethos Support and Continuity policy

Purpose

Doha British School is committed to academic excellence, character development, and global citizenship. These can only be achieved through adherence to the school's policies and procedures and the support of all stakeholders. This policy ensures alignment between students, parents, and the school's values, fostering a cohesive and supportive learning environment. In cases where a misalignment occurs, the school will ensure communication with home and provide targeted support to address concerns; however, if the differences persist, transitioning to a more suitable educational environment will be recommended.

Key Areas of Alignment

1. Attendance

- Chronic absenteeism and frequent unauthorized absences affect learning.
- Attendance below 80% may result in repeating the year (except for students already a year behind).

2. **Behaviour** - Persistent disruptive behaviour or failure to respond to interventions.

3. **Academic Progress** - Consistently failing grades across terms, despite support and intervention.

4. **Emotional and Social Well-being** - Struggles with peer relationships, stress management, or inappropriate responses to challenges.

5. **Effort and Engagement** - Lack of participation in class, incomplete assignments, and lack of improvement despite support.

6. **Parental Conduct** - Lack of communication, unresolved conflicts, absence from meetings, or disrespectful behaviour towards staff.

7. **Respect for School Rules and Policies** - Adherence to dress code, use of facilities, and respect for school property etc.

8. **Cultural Sensitivity and Inclusion** - Respect for cultural diversity and commitment to inclusive values.

9. **Home Support for School Approaches** - Resistance to interventions, disagreement with the school's philosophy, and failure to engage with school communication.

10. **Breaches of Home School Agreement** – persistent lack of adherence of home school agreement or not meeting parental expectations with regards to supporting the school.

Action and Support

- **Identification Process:** Regular monitoring by school staff.
- **Support Strategies:** Parent meetings, communications, intervention plans, counselling and external agency involvement, if appropriate to the situation.

Transition: If misalignment persists, the school may withdraw enrolment for the following academic year.

Section 6 - Health and Wellbeing



Student Welfare

DBS employs nurses who are on duty during school hours to assist pupils who become ill or injured during the day. Parents are required to complete the medical forms sent home at the point of enrolment and to keep the nurse informed of all medical problems that might affect a student or have a bearing on his/her academic work. Please do not send your child to school following an illness unless they are well enough to participate in all aspects of the school programme.

Medication

The school must be informed of any temporary or regular medication taken by students. All medication, including epi-pens, must be managed by the school's nurse.

Administration of Medicines to Students

The school acknowledges that certain students may require medication during the school day to function as close to their potential as possible. The school also realises that the administration of medication by the parent, legal guardian, or appropriate medical authorities is not always possible at the prescribed time during the school day. In such cases, the school will administer medication.

Medication for field trips should be provided by the parents and given directly to the group leader, accompanied by instructions explaining the dosage and time to be administered. All medication should be named and prescribed for that person in the original packaging.

All medication must be collected at the end of the school year. Any medication not collected will be disposed of.

Unwell Students

Sometimes it is difficult to decide whether a child is well enough to come to school. If you are concerned that they may be ill and still send them in, please telephone the receptionist and leave a contact number if you are planning to go out. It can be very distressing for ill children when parents cannot be contacted.

If a student becomes ill at school, the parent/legal guardian will be contacted by the school nurse to collect the student. Under no circumstances should students phone home and ask to be collected from school because they feel unwell. During the school day, only the nurse can authorise permission to leave the school premises for medical reasons. In the event that parents/guardians cannot be contacted, the emergency contact will be informed.

Students requiring a hospital visit may be taken by ambulance or by car, depending on the nature of the problem. Every effort will be made to contact the parent so that they can accompany the child or meet them at the hospital. If the school cannot contact the parent/guardian, the school will send an escort to accompany the child.

Minor accidents are not reported to parents, and the determination of seriousness will be made by the school nurses.

Students with Specific Health Needs

If you have not already contacted the nurse about a specific health need, such as asthma, anaphylaxis

(severe allergy), diabetes, or any other health concern, please do so as soon as possible. It is in the interest of your child and the school community to provide as safe an environment as possible. An interview may be needed to discuss the health needs of your child. All interviews are confidential and only shared with colleagues on a need-to-know basis for the safety of the student concerned.

Immunisation

It is the parents' responsibility to ensure that a child receives all the necessary immunisations and that they keep an accurate record.

Food and Drink

It is important that students bring healthy and nutritious snacks and lunches that are adequate for the school day. The canteen is open to students who wish to purchase food and drink during both breaks. DBS is a 'no nuts' school due to serious allergies among some students.

- Chewing gum and any food item containing nuts are not permitted on the school premises.
- Each student should have a clear water bottle to refill throughout the day. There are water dispensers that students can access during transitions, but students will not be permitted to refill during lessons.
- No glass or breakable containers are to be brought into school.
- Fizzy, sugary drinks and snacks are not permitted.
- Takeaways, cakes, or sweets are not permitted to be brought or delivered into school at any time.
- Any prohibited food or drink item brought into the school may be confiscated immediately.

It is essential that the school remains a nut- and nut product-free environment.

School Counselling Service

Sometimes we all have problems that are worrying, like trying to fit together the pieces of a confusing jigsaw. The School Counsellor is there to help students with such worries. Talking about a problem with the School Counsellor is like sorting all the pieces of the jigsaw to build a picture that makes more sense. Sometimes it is difficult to talk to parents, teachers, or friends about things that are making us anxious. The School Counsellor is someone students can talk to in a different way—someone who will listen carefully, without judging, and without telling the student what to do. These sessions are called individual counselling sessions. Individual counselling is about helping students work things out, make decisions, and choices, and look at things differently. DBS believes that if students receive emotional support from a qualified professional, they will have a greater opportunity to fulfil their potential.

Here are some examples of problems, thoughts, questions, and feelings that a student may discuss in an individual counselling session:

- Parental separation/divorce
- Chaotic home life

- Friendships – making friends/keeping friends/friends leaving
- Feelings
- Bullying
- Death/loss of someone special
- Low self-esteem

Referral to the School Counsellor can be made by a member of the DBS staff, or a student can seek an appointment themselves.

Once a referral is made, a student may only need one individual counselling session, or they may need counselling on a longer-term basis. Parents may be contacted if the child needs additional counselling. Contact is regularly reviewed between the School Counsellor and the student. Individual counselling sessions will not last longer than one class period unless there is a crisis. The counsellor may initiate a brief follow-up meeting with the student to ensure positive progress is being made.

The focus of all counselling sessions is on problem-solving and skill-building. The School Counsellor will advise students that information will be confidential except in cases where a student or another person appears to be at risk of significant harm. In such cases, it may be appropriate to involve outside professional support to help keep the student safe. The School Counsellor would discuss this first with the student. At times, the School Counsellor may suggest that parents seek further assistance outside of school. In such cases, names of counselling agencies or organisations will be provided. On rare occasions, a student's continuation at school may be dependent on the need for parents to seek further counselling support.

Child Protection

The school takes its responsibility to safeguard and promote the welfare of children seriously and will take appropriate action to ensure that students remain safe and free from harm. To ensure this, DBS will:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are always listened to.
- Ensure that all students know there is an adult in the school they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for children to develop skills that will keep them safe and free from harm.

The current Designated Safeguarding Leads are Paula Lorente (Assistant Head Teacher-Secondary School) and Felice Kelly (Head of Primary School).

Security

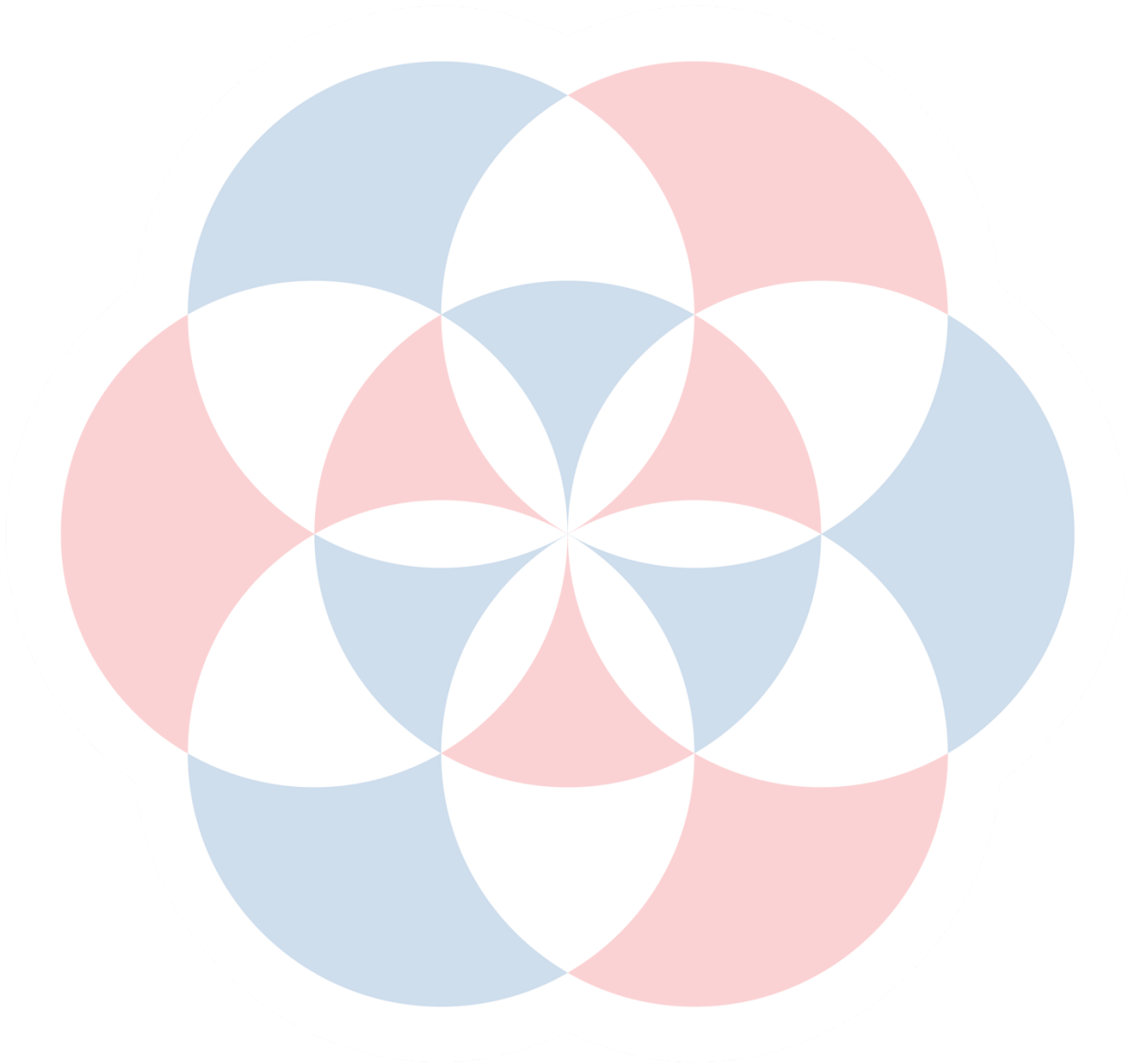
Security officers are on duty on and around the school campus at all times. They ensure that students do not leave the campus without authorisation, control access to the campus during working and non-working hours, and ensure that academic buildings are properly locked during non-school hours.

Fire Alarms/Drills

The buildings on campus are fitted with fire alarms and a PA system. Throughout the year, fire drills

take place to familiarise pupils with procedures and escape routes. Instructions for fire drills are posted in each classroom. Emphasis is placed on silence, order, and strict observance of the rules. Any parent on campus during a fire drill should exit the building through the main entrance and make their way to the car park, where they should report to the security guard.

Other information may be communicated through the PA system, and everyone on campus must follow the instructions given.



Section 7 - Key Contacts



Type of query	Person	E-mail
Academic Leadership Team		
School Principal	Mr Rob Khan	robnawaz.khan@dbsrawdat.com
Head of Secondary School	Ms Alicia Hill	alicia.hill@dbsrawdat.com
Head of Primary	Ms Felice Kelly	felice.kelly@dbsrawdat.com
Administration		
Receptionist	Ms Margaritte Yanez	info@dbsrawdat.com
Attendance/Absence notification	Receptionist	attendance@dbsrawdat.com
Medical related matters- Nurse	Ms Bency Abraham	nurse@dbsrawdat.com
Finance	Finance Department	finance@dbsrawdat.com
Admissions	Ms Donya Adel	admissions@dbsrawdat.com
Examinations Officer	Ms Genevieve Campos	examinations@dbsrawdat.com
Secondary School Senior Management		
Assistant Head (Curriculum)	Mr Marcus Thomas	marcus.thomas@dbsrawdat.com
Assistant Head (Teaching and Learning)	Mr Ian Mckenzie	ian.mckenzie@dbsrawdat.com
Assistant Head (Student Wellbeing)	Mr Brendan McCann	Brendan.mccann@dbsrawdat.com
Primary School Senior Management		
Deputy Head	Ms Shauneen Maccarron	shauneen.maccarron@dbsrawdat.com
Assistant Head Key Stage 2	Ms Megan Jones	megan.jones@dbsrawdat.com
Assistant Head Key Stage 1	Ms Hannah Jones	hannah.jones@dbsrawdat.com
Assistant Head Early Years	Mr Joshua Whelen	joshua.whelan@dbsrawdat.com
Specialists		
Assistant Head – Individual learning needs - Primary	Mr Alex Whitehead	alex.whitehead@dbsrawdat.com
Individual learning Needs - Secondary	Ms Rumana Khatun	rumana.khatun@dbsrawdat.com
Secondary School Counsellor	Ms Mariam Whitehead	mariam.whitehead@dbsrawdat.com
Primary School Counsellor	Ms Jessica Adams	jessica.adams@dbsrawdat.com
Careers Guidance Counsellor	Ms Fozia Rafiq	fozia.rafiq@dbsrawdat.com
IT Support	Mr Abdul Wahidh	abdul.wahidh@dbsrawdat.com>

Section 8 - Key Policies



Doha British School has a number of official policies and procedures which are applicable to all of our school sites. These policies are available to DBS parents. Our key policies are available below: If you require any additional information on our policies please contact the school.

Please click on the policy below, to be taken to the full policy

Academic, Teaching and Learning Policies

- [Academic Honesty](#)
- [DBS E-Safety Policy](#)
- [AI Policy](#)
- [DBS Character Development Policy](#)
- [DBS Educational Resources Guidelines and General Cultural Sensitivity](#)
- [DBS Homework Policy](#)
- [VLE Learning Policy – Primary School](#)
- [DBS VLE Learning Policy - Secondary School](#)
- [BYOD Policy](#)
- [Assessment and Reporting Policy](#)
- [Curriculum Policy \(Primary\)](#)
- [Curriculum Policy \(Secondary\)](#)
- [Learning and Teaching Policy](#)
- [Learning Support-Policy-and-Procedure](#)
- [Library Policy 2024-2025](#)
- [EAL Policy](#)
- [DBS Careers Education and Guidance Policy](#)
- [DBS EYFS Policy](#)
- [Prayer Procedure](#)
- [Mobile Devices and YONDR pouch](#)

Behaviour Management Policies

- [DBS Behaviour Policy](#)
- [DBS Anti-Bullying Policy](#)
- [Child Protection policy](#)
- [DBS Student Code of Conduct](#)
- [MOE – Code of Ethics for Private Schools and Kindergartens](#)

Safety and Well Being Policies

- [DBS Healthy and Safety Policy](#)
- [DBS Nut-free Policy](#)
- [Safeguarding Policy](#)
- [First Aid Policy 2025-2026](#)
- [Parent and Visitor Code Of Conduct](#)
- [DBS Complaints Policy](#)
- [Swimming Pool Policy](#)
- [Wellbeing Counselling Policy](#)
- [Social Media & Online Behaviour Policy 2025-2026](#)

- [DBS Unforeseen School Closure Policy](#)

Community Policies

- [Friends of DBS Constitution](#)
- [Community Intent Policy 2025-2026](#)

Please note that these policies are in place for the 2025-26 academic year and are reviewed annually. However, procedures maybe adjusted during the year, if circumstances change. Parents will be notified in writing if a procedure changes.

