



PEARL
BRITISH ACADEMY

Behaviour Policy

2024-25

Rationale

At Pearl British Academy, we believe that excellent behaviour is essential for effective teaching and learning and an important outcome of education itself. This policy is written in line with the school's values and the government's code of conduct.



Gentle

Honest

Listen

Look After Property

Word Hard

Kind and Compassionate

Behaviour Expectations

- ✓ Our Code of Conduct is displayed and followed by everyone in our school community.
- ✓ Rewards and consequences are clearly specified and visible around school and are followed by everyone in our school community.
- ✓ Common language is used by all staff and children to ensure consistency and enable clear processes and understanding.
- ✓ Our school community understands our Code of Conduct and accepts that if not followed, appropriate consequences will be applied.
- ✓ Bullying is not tolerated.
- ✓ Communication and relationships between the school community and home are strong.
- ✓ We are proud to belong to our school community and we demonstrate this at all times.

Behaviour Language

A consistent approach to behaviour language is used by all staff to enable clear understanding of behavioural expectations. Behaviour language is delivered in a calm and unthreatening manner.

First Reminder First stage when behaviour interruptions are minor yet disrupting lessons/ activities.

Second Reminder This is more serious and may be either as a result of continued behaviour choices after a Reminder has already been issued or responding to a more serious initial incident.

Consequence Should poor behaviour choices continue, a consequence will follow. Consequences are listed in the table below.

Responsibilities of all Staff

- ✓ All staff have a shared responsibility to ensure the behaviour of the children in the school at all times.
- ✓ Have a shared responsibility to apply the **Code of Conduct** at all times, including using the agreed vocabulary.
- ✓ Have a shared responsibility to implement rewards and consequences as specified in this Behaviour Policy.
- ✓ Are an exemplary role model at all times.
- ✓ We use positive language to promote good behaviour. We are a no shouting school.
- ✓ Should support other staff members as necessary, should situations arise.
- ✓ Praise in public and reprimand in private.
- ✓ Refer only to behaviour and not the child. Children should not be labelled as 'naughty' or 'bad.'
- ✓ Have a shared responsibility to ensure SEND behaviour plans are followed.
- ✓ Implement a restorative justice system.

Break and Lunch Supervisors

- ✓ Are punctual to all duties.
- ✓ At the end of the playtime, blow a whistle to signal STOP and then a second whistle to signal tidy up and line up. All staff must have a whistle; inform Head of Pastoral if required.
- ✓ Mobile phones should only be used to telephone a member of SLT in an emergency.
- ✓ Patrol the duty area ensuring full engagement with individuals and groups to anticipate and address any behavioural concerns.
- ✓ Encourage children to resolve problems themselves first and if necessary, with the support of a peer mediator. The supervisor should deal with issues arising appropriately and ensure children are listened to.
- ✓ Ensure that play equipment is tidied away by the children; if not, this must be followed up.
- ✓ During break and lunch, children use their usual allocated toilets:
- ✓ Children are allowed to visit the clinic, using the main entrance only (and not the basketball court entrance, which is used for emergency exit only). A child may only visit the clinic when directed by the supervisor.

Individual Rewards

Individual Rewards

Pearl Points awarded to all children in Y1 to 6.

1 point awarded for demonstrating good behaviour / hard work

2 points awarded for going above and beyond school values

Badges

100 Pearl points – announced in assembly. Awarded with X badge.

200 Pearl points – announced in assembly. Awarded with X badge.

300 Pearl points - announced in assembly. Awarded with X badge.

At the end of the year, each child with 300 points will receive a reward.

This is going to be an exciting reward (maybe external providers coming in) to motivate the children.

Awards

Star of the Week Award

Certificate

Awarded to a child who demonstrates the value of the week.

Arabic Star of the Week Award

Certificate

Awarded to a child who demonstrates the value of the week.

Star of the Term Award

Certificate

Announcement in Assembly

Badge

Awarded to a child who consistently demonstrates all school values all term

Arabic Start of the Term Award

Certificate

Announcement in Assembly

Badge

Awarded to a child who consistently demonstrates all school values all term.

Principal's Award

For exceptional work and achievement. Using initiative outside school. Stamp, sticker, photograph in newsletter and on social media as well as a personalised certificate share with the parents also.

House Points/Pearl Points

Collecting Pearl Points

House points and Pearl points are now the same thing.

Recording Pearl Points

Pearl points will be recorded on the Dojo system. Mr Mcaleese will show staff how to use this system. At the end of each fortnight, the points can be downloaded and sent to myself/HLTA who can then add up the points for each house a leaderboard can be shown in assembly. At the end of each term, the winning house will have a celebratory event.

Announcing Pearl Points

The house points will be relayed in KS assemblies every 2 weeks and the whole total will be announced in the whole school assemblies – by the house captains.

Awarding a Whole Class Pearl Points

This is at the teacher's discretion and is rewarded for exceptional class behaviour or exceptional class work, where the class as a whole has demonstrated going above and beyond.

The Winning House

The house which has collected the most Pearl points in the term receives a whole house prize. The reward is given to all the children and staff in the house at the end of the term. The reward is determined by the house captains and can include a non uniform day, a breakfast, a house party etc.

Disciplinary Committee

A disciplinary committee is in place to monitor student behaviour and support if escalation is required. The committee members include:

Heads of Key Stage
Head of Pastoral
Head of Inclusion
Assistant Principal
Vice Principal
Principal
HO Representative



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Behaviour Levels and Consequences

	Level 1	Level 2	Level 3
Behaviour	<ul style="list-style-type: none"> Not following the Code of Conduct Disruptive classroom behaviour Leaving the classroom without permission Incorrect school uniform Using inappropriate words in class 	<ul style="list-style-type: none"> Repeated Level 1 incidences Physical fighting eg kicking, punching, biting, scratching, slapping, spitting Using or writing offensive language Bullying Stealing Vandalism Defying or disrespecting staff An act of public indecency 	<ul style="list-style-type: none"> Repetition of Level 2 incidents over an academic year. Leaving the school grounds Committing major actions contradictory to Islamic values Possessing, selling or consuming illegal substances, weapons, explosive Deliberately setting off the fire alarm Causing a fire or a fire alarm Inappropriate sexual behaviour
	Led by: Class Teacher or Specialist Teachers	Led by: Head of EYFS, KS1, LKS2, UKS2, MOE	Led by: Vice Principal/Principal
Consequences	<p>1. First Verbal Warning</p> <p>↓</p> <p>2. Second Verbal Warning</p> <p>↓</p> <p>3. Consequence <i>Reflection Sheet or Written apology or Missed privilege (trip/ school team)</i></p> <p>↓</p> <p>4. Teacher/Parent Meeting Determined by the teacher/specialist Teacher meets with parents Follow up email sent Meeting logged on CPOMs</p> <p><i>If disruptive behaviour continues after all the above steps, then move to Level 2. This is at the teacher's discretion.</i></p>	<p>First Offence: Reflection Sheet Child completes <i>Reflection Sheet</i>. Parents informed. CPOMs</p> <p>↓</p> <p>Second Offence: Parent Meeting Parent meeting held. <i>Parent Meeting Form</i> signed. In the case of vandalism or damage, parents are invoiced for the cost. CPOMs</p> <p>↓</p> <p>Third Offence: Behaviour Tracker Child on <i>Behaviour Tracker</i> for a period of time, determined by manager Parents informed. CPOMs</p> <p>↓</p> <p>Fourth Offence: Internal Exclusion Internal exclusion overseen by SLT Parents informed CPOM.</p> <p><i>If disruptive behaviour continues after all the above steps, then move to Level 3. This is at the manager's discretion.</i></p>	<p>Parent meeting and internal exclusion 1, 2 or 3 days as determined by the VP CPOMs</p> <p>↓</p> <p>Parent meeting and external exclusion 1, 2 or 3 days as determined by the Principal CPOMs</p> <p>↓</p> <p>Parent meeting and expulsion ADEK informed</p>
Bus	Any behavioral issues which take place on a school bus should be reported to the Head of Pastoral. Generally, if there have been three complaints, reported to parents, the child will be removed from the bus. Any disciplinary steps involving children on the bus are overseen by the Head of Pastoral.		
SEND	In some cases, children identified as SEND may have an individual Behaviour Plan in place, as overseen by the Head of Inclusion. This plan is agreed with the class teacher, specialist teachers, inclusion team and parents. These children are exempt from the above behaviour levels and consequences and follow their own Behaviour Plan. Behaviour Plans are saved in the Inclusion folder.		

Key Stage 1 Reflection Sheet



Name: _____ Class: _____ Date: _____

How am I feeling right now? Tick all that apply.

☐ Annoyed

☐ Frustrated

☐ Scared

☐ Happy

☐ Sad

☐ Angry

☐ Upset

☐ Calm

What happened?

Which Code of Conduct has not been followed?

Write about why you made this choice.

Next time, I will make a better choice by:

What can you do now to make today and this week better?

My signature _____

Staff signature _____ Parent signature _____

Key Stage 2 Reflection Sheet



Name: _____ Class: _____ Date: _____

(Circle) I was not

being respectful

being safe

listening

following directions

being cooperative

being responsible

What happened?

Which Code of Conduct has not been followed?

What should I have done differently and why?

How will this incident change my future decisions?

My signature _____

Staff signature _____ Parent signature _____



Parent Meeting Form

Child's Name:.....Class:

Name of Reporting Teacher:Date of Incident:

Behaviour Level:

Description of Incident:
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.....
.....
.....
.....
.....
.....
.....

Consequence Determined:
.....
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.....
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Actions Agreed:
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Teachers' Signature.....Date:

Parent's Signature:.....Date:



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Behaviour Tracker

Child's Name:

Starting Date of Behaviour Tracker:

Agreed Duration of Behaviour Tracker: 1 week/ 2 weeks/ 3 weeks (circle)

Behaviour Tracker Reviewed on:

Week 1

	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Period 6	Period 7	Bus
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Teacher's Signature:.....

Date:

Parent's Signature:.....

Date:



Behaviour Support Plan

A Behaviour Support Plan is agreed upon by the class teacher, inclusion teacher and parent. Children on a Behaviour Support Plan follow the below agreed plan and not the school's Behaviour Policy.

Teacher's Signature:.....

Date:

Inclusion Teacher's Signature:

Date:

Parent's Signature:.....

Date: