



Behaviour Policy

2025-26

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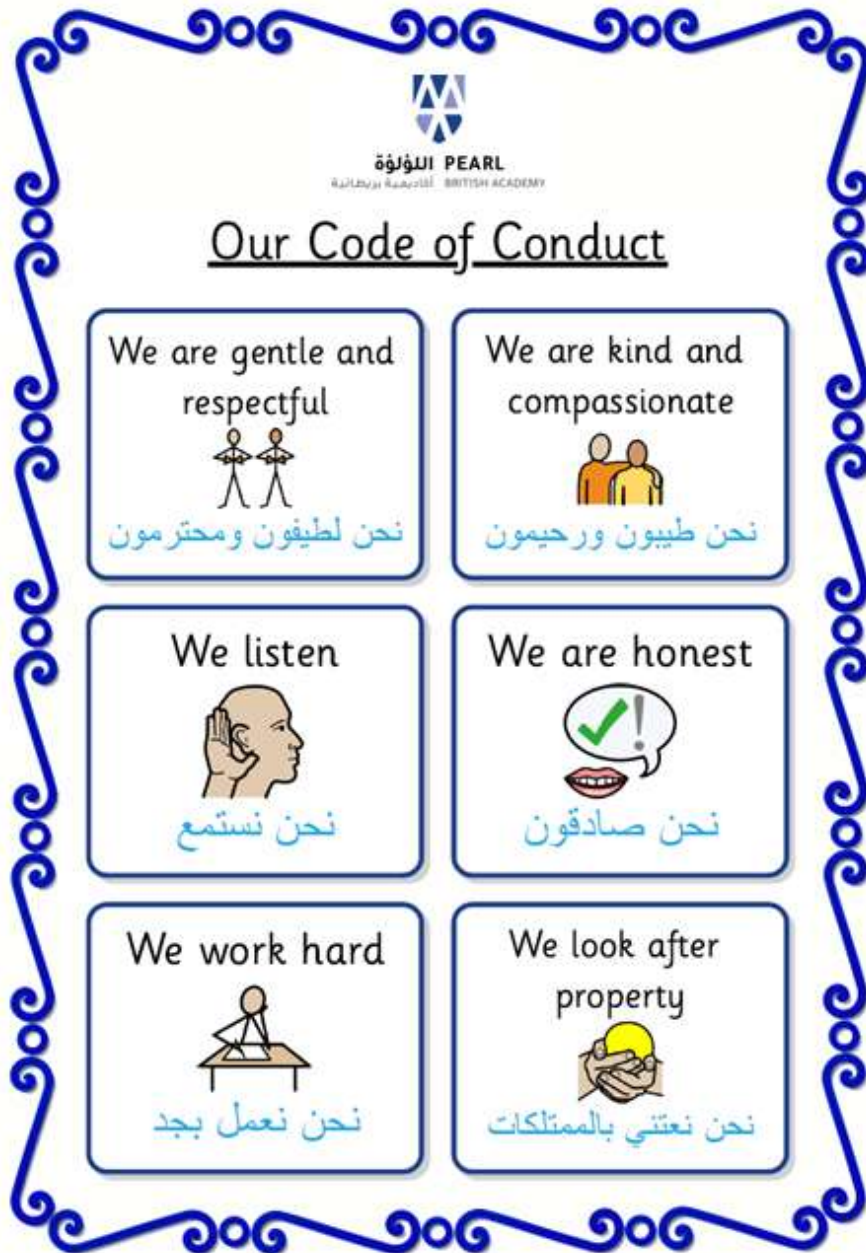
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Rationale

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 on the class teacher's noticeboard and 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 as per this policy.
- ✓ 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.

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.

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 or 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 *Behaviour Levels and Consequences* table in this Policy.

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

Break and Lunch Supervision

- ✓ All staff are allocated supervision duties on the Break and Lunch Supervision Rota and must be punctual to their supervision duties at all times.
- ✓ At the end of the playtime, one member of staff will blow their whistle to signal STOP. All children should freeze. A second whistle is blown to signal tidy up and line up in their designated area. All staff must have a whistle; inform Head of Pastoral if required.
- ✓ Mobile phones should not be visible and only be used to telephone a member of SLT in an emergency.
- ✓ Staff should patrol the duty area to ensure full engagement with individuals and groups to anticipate and address any behavioural concerns.
- ✓ Staff should carefully consider where they position themselves for supervision and should always ensure that they face the children (and do not have their back turned).
- ✓ Encourage children to resolve problems themselves first and if necessary, with the support of a friendship monitors.
- ✓ 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 the closest toilet.
- ✓ Children are allowed to visit the clinic, using the main entrance only (and not the basketball court entrance). A child may only visit the clinic when directed by the supervisor.

Positive Behaviour Reinforcement

All classes should have their own positive behaviour reinforcement strategies in place. Here are some suggestions:	<ul style="list-style-type: none"> Table points Table awards Little surprises Stickers Special jobs in class Little treats from a treasure chest Send to another classroom to share work Send to key stage leader A phone call home An email to parents A written letter to parents
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Title	Detail	Award
Star of the Week Award	<p>Weekly</p> <p>Awarded to a child who demonstrates the value of the week.</p> <p>Every child in the class should be awarded the SoW Certificate at least one time in the academic year.</p> <p>Overseen by teacher.</p>	Certificate
Arabic Star of the Week Award	<p>Weekly</p> <p>Awarded to a child who demonstrates the value of the week.</p> <p>Every child in the class should be awarded the SoW Certificate at least one time in the academic year.</p> <p>Overseen by MOE teacher.</p>	Certificate
Star of the Term Award	<p>Termly</p> <p>Announcement in assembly</p> <p>Awarded to a child who consistently demonstrates all school values all term</p> <p>Overseen by the key stage leader.</p>	Certificate Badge
Arabic Star of the Term Award	<p>Termly</p> <p>Announcement in assembly</p> <p>Awarded to a child who consistently demonstrates all school values all term.</p> <p>Overseen by the Head of MOE.</p>	Certificate Badge
Principal's Award	<p>For <i>exceptional</i> work and achievement.</p> <p>Using initiative outside school.</p> <p>Children are sent to the Principal's office by end of day Thursday.</p> <p>Specific to the child.</p>	<p>Principal's Sticker on Work</p> <p>Principal's Sticker on School Uniform</p> <p>Photograph in newsletter and on social media</p>

Pearl Points

Overseen by Head of Enhanced Provision.

Pearl Points awarded to all children in Y1 to 6.

1 point awarded for demonstrating good behaviour or hard work

2 points awarded for going above and beyond school values

Badges

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

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

300 Pearl points - announced in assembly. Awarded with gold 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

Pearl points are counted and tallied weekly. At the end of each term, the winning house will have a celebratory event.

The house points will be relayed in key stage assemblies every week by the Pearl Parliament rep.

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.

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"> Fighting Racism Using or writing offensive language Bullying Stealing Vandalism Defying or disrespecting staff An act of public indecency Repeated Level 1 behaviour 	<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 Inappropriate sexual behaviour
Led by:	Class Teacher or Specialist Teachers	Head of EYFS, KS1, LKS2, UKS2, MOE, Head of Pastoral	Head of Pastoral Principal
Consequences	<p>Reflection Form</p> <p>Reflection Form should be completed with the teacher involved before the end of the day and kept in a file by the class teacher.</p> <p>On Third Occurrence, Parent Meeting</p> <p>On the third occurrence of a <i>Reflection Form</i> being completed in a half-term, the teacher should meet with the parents and the KS leader/Head of MOE to inform parents.</p> <p>This meeting is recorded as Level 1 Behaviour on CPOMS by the KS leader/Head of MOE.</p> <p>Any further repeated Level 1 behaviour after this meeting will be considered Level 2.</p>	<p>Parent Meeting</p> <p>Meeting with teacher and manager. <i>Parent Meeting Form</i> signed and uploaded on CPOMS. Recorded as Level 2 Behaviour on CPOMS.</p> <p><i>At the discretion of the manager:</i></p> <p>Behaviour Tracker</p> <p>Child on <i>Behaviour Tracker</i> for a period of time, determined by manager Parents informed. Recorded on CPOMS</p> <p>Internal Exclusion</p> <p>Internal exclusion is overseen by Head of Pastoral Parent meeting with Head of Pastoral and teacher Recorded on CPOMS</p>	<p>Internal Exclusion 1, 2 or 3 days</p> <p>Recorded as Level 3 Behaviour on CPOMS</p> <p>External Exclusion</p> <p>Recorded as Level 3 Behaviour on CPOMS</p> <p>Expulsion</p> <p>ADEK and Head Office are informed.</p>
Bus	Emirates Transport oversee any issues of behaviour on the bus.		
SEND	In some cases, children identified as SEND may have an individual <i>Care and Support Plan</i> 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 <i>Care and Support Plan</i> . <i>Care and Support Plan</i> are saved in the Inclusion folder. This behaviour is not recorded on CPOMS.		

Key Stage 1 Reflection Form







Name: _____ Class: _____ Date: _____

Reason for reflection (staff member complete):

How am I feeling right now? Circle it.

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Which Code of Conduct did I not show?

We are gentle and respectful  نحن لطيفون ومحترمون	We are kind and compassionate  نحن طيبون ورحيمين	We listen  نحن نستمع	We are honest  نحن صادقون	We work hard  نحن نعمل بجد	We look after property  نحن نهتم بالملكات
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Who did I affect?

myself a friend another child my teacher the class

How can I make this situation better?

I will _____

What can I do differently next time?

Next time, I will _____

My signature _____

Staff signature _____

Key Stage 2 Reflection Form

Name: _____ Class: _____ Date: _____

Reason for reflection (staff member complete):

What happened?

Which Code of Conduct did I not show?



Who did I affect? How did it make them feel?

What will I do now to make this better?

What can I do differently in the future?

My signature _____

Staff 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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Actions Agreed:
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.....

Teachers' Signature..... Date:

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



PEARL
BRITISH ACADEMY

Behaviour Tracker

Child's Name:

Class:

Behaviour Focus for this Tracker:

Starting Date of Behaviour Tracker:

	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:



Care and Support Plan for SEND Children

A Care and Support Plan is agreed upon by the Head of Inclusion, the class teacher and the parent. Children on a Care and 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: