



**PEARL**  
BRITISH ACADEMY

# Behaviour Policy

2023-24

## **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.

## **Our Code of Conduct**

We are gentle and respectful  
We are kind and compassionate  
We listen  
We are honest  
We work hard  
We look after property

## **Behaviour Language**

To be used by all staff to enable clear understanding of behavioural expectations:

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

**Warning-** 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.

All the above is delivered in a calm and unthreatening manner. The intention is to inform the child of where there are in the process to enable them to make good behavioural choices.

## **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.

## **Staff Responsibilities**

### **All Staff**

- 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.
- All staff deal with any seen problem immediately and then inform the class teacher. All behaviour is logged on the Day Book by the person who dealt with the issue excluding Level 1 steps 1 and 2(see below).
- 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 behaviour plans are followed.
- Implement a restorative justice system.

### **Break and Lunch Supervisors**

- Are punctual to all duties.
- Patrol the duty area ensuring full engagement with individuals and groups to anticipate and address any behavioural concerns.
- Have a shared responsibility to apply the Code of Conduct at all times, including using the agreed vocabulary.
- Children are encouraged to resolve problems themselves first and if necessary, with the support of a peer mediator. The supervisor should deal with issues arising appropriately using our Code of Conduct and ensure children are listened to.
- Mobile phones should only be used to telephone a member of SLT in an emergency.
- 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.
- 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 will have an allocated tray for their water bottle.
- 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). Children do not make their own decision to visit the nurse during break or lunch. A child may only visit the clinic when directed by the supervisor.

## Rewards

### Individual – this is a restricted list and must be followed explicitly.

- Stickers
- House points
- Paper medals
- Star of the Week Award
- Head of Key Stage Award - Head of KS Award for work that deserves recognition in the classroom, PE or music, but not quite a Principal level. This is a sticker and a certificate, which is sent home.
- Head of MOE Award - Head of KS Award for work that deserves recognition in the MOE lesson but not quite a Principal level. This is a sticker and a certificate, which is sent home.
- Principal's Award - 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.
- Competition prizes are organised separately.
- Food must not be given as a reward.

### Class

- 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.
- Rewards are extra playtime, supervised by the teacher who gave the reward, or a free lesson for class games, as organised by the teacher.
- Yes lessons are not permitted.

### House

- Is given termly to the house which has collected the most house points in the term.
- 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.

### Collecting House Points

EYFS	Collect Dojo points in class.
KS1 and KS2	House points are recorded on the House Point Tally Chart, which will be handed out to all class teachers at the beginning of the year. The House Point Tally Chart is displayed beside the teacher's desk and overseen by the teacher. Only the teacher records the house points on the House Point Tally Chart. Children do not record house points. At the end of the week, the tally should be totalled by the teacher, ready for the house captains to collect on Thursday during the lunch break. Captains will then clean the tally sheet, ready for the week ahead. House points will be totalled by the house captains and announced in assembly on Monday morning.

## Behaviour Levels and Consequences

	Level 1	Level 2	Level 3
Behaviour	<ul style="list-style-type: none"> <li>• Not following the <b>Code of Conduct</b></li> <li>• Disruptive classroom behaviour</li> <li>• Leaving the classroom without permission</li> <li>• Incorrect school uniform</li> <li>• Using offensive language</li> </ul>	<ul style="list-style-type: none"> <li>• Defying school authority</li> <li>• Stealing</li> <li>• Vandalism</li> <li>• Bullying initial allegation</li> <li>• Physical fighting – for example, but not excluded, to kicking, punching, biting, scratching, slapping, spitting</li> <li>• Committing an act of public indecency (child appropriate)</li> <li>• Repetition of Level 1 incidents over an academic year.</li> <li>• Writing inappropriate or abusive comments (follow digital policy where relevant)</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving the school grounds without permission</li> <li>• Targeted bullying</li> <li>• Possessing, selling, or consuming illegal substances</li> <li>• Possessing/selling weapons or explosives</li> <li>• Committing major actions contradictory to Islamic values and morality, including Insulting other people’s religion</li> <li>• Deliberately setting off the fire alarm</li> <li>• Causing a fire at school</li> <li>• Committing an act of public indecency (child appropriate)</li> <li>• Sexual harassment</li> <li>• Stealing – at severe level</li> <li>• Vandalism – at severe level</li> <li>• Repetition of Level 2 incidents over an academic year</li> </ul>
Consequences	<p><b>Class Teacher</b></p> <ol style="list-style-type: none"> <li>1. Verbal reminder by the teacher.</li> <li>2. Verbal warning by the teacher- specialist staff notify CT privately and immediately.</li> <li>3. Consequence by the teacher: reflection sheet/missed play/written apology etc; parent informed. Specialist staff inform CT and then email parent, copying in CT.</li> <li>4. Missed privileges – trip / lunchtime / lost second playtime/ written apology; parent informed. Specialist staff to inform CT and then email parent, copying in CT and HoKS.</li> </ol>	<p><b>EYFS: Jas</b> <b>KS1: Laura</b> <b>LKS2: Eleanore</b> <b>UPKS2: Siobhan</b></p> <p><b>Above named management staff to carry out below steps and inform parents as below.</b></p> <ol style="list-style-type: none"> <li>1. Child completes <b>Reflection Sheet</b> during lost playtime/ lunchtime with management; parents informed.</li> <li>2. <b>Parent Meeting Behaviour Form</b> signed. In the case of vandalism or damage, parents are invoiced for the cost of the repair/ replacement.</li> <li>3. Child on <b>Behaviour Book</b> for period of time.</li> <li>4. Half day internal exclusion overseen by SLT (first occurrence).</li> </ol>	<p><b>Vice Principal/Principal</b></p> <ol style="list-style-type: none"> <li>1. <b>Behaviour Support Plan</b> for repetition of Level 2; Parent meeting; <b>Parent Meeting Behaviour Form</b> signed.</li> <li>2. Internal exclusion levels: second occurrence one full day; third occurrence two full days.</li> <li>3. Other options: external exclusion, class move, expulsion from school. ADEK informed.</li> </ol>

**Parent Meeting Behaviour 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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.....  
.....

Signature:.....Position:..... Date:.....

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

# THINK SHEET

How were you feeling?



Sad



Confused



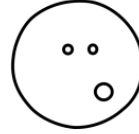
Worried



Angry



Frustrated



Bored

What happened?

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What did you want?

- Attention    To cause a problem    Control    To get out of work  
 To get your way    To get even/revenge    \_\_\_\_\_

How did your behaviour make the other person feel?

- Worried    Sad    Unsafe    Confused    Angry    Frustrated

What coping behaviour could you have used?

- Take deep breaths    Move somewhere else    Think calm thoughts  
 Ignore    Talk to an adult    Do something else    Chill - Take a break

What do you need to do to correct the problem?

- Apologize (say sorry)    Clean up    Complete work    Forget about it  
 Make a plan    Problem solve    Do something nice    \_\_\_\_\_

What can you do now to make today better?

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My signature \_\_\_\_\_

Staff signature \_\_\_\_\_

Parent signature \_\_\_\_\_





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## My Reflection

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

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

- |                               |                                  |                              |                             |
|-------------------------------|----------------------------------|------------------------------|-----------------------------|
| <input type="radio"/> Annoyed | <input type="radio"/> Frustrated | <input type="radio"/> Scared | <input type="radio"/> Happy |
| <input type="radio"/> Sad     | <input type="radio"/> Angry      | <input type="radio"/> Upset  | <input type="radio"/> Calm  |

What happened?

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Write about why you made this choice.

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Next time, I will make a better choice by

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

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My signature \_\_\_\_\_

Staff signature \_\_\_\_\_

Parent signature \_\_\_\_\_





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## My Reflection

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

(Circle) I was not

being respectful

being safe

listening

following directions

being cooperative

being responsible

Other \_\_\_\_\_

What happened?

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What should I have done differently and why?

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How will this incident change my future decisions?

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My signature \_\_\_\_\_

Staff signature \_\_\_\_\_

Parent signature \_\_\_\_\_