



أكاديميات الدار
ALDAR ACADEMIES
أكاديمية اللؤلؤة
THE PEARL ACADEMY

Behaviour Policy

2022 - 2023

The Pearl Academy School Values

-  Excellence – What we do, we do very well
-  Creativity – We dream big
-  Passion – We have fun and energy
-  Respect – We care
-  Collaboration – We do things better together

-  Empathy - Collaborative, Concerned for Society, Confident
-  Agility - Enquiring, Creative and Enterprising, Open-Minded, Risk-Taking
-  Hard Working - Practice, Perseverance, Resilience

AIMS

At The Pearl Academy, we believe that excellent behaviour is an essential condition for effective teaching and learning and an important outcome of education.

We have a corporate responsibility to ensure the behaviour of children is in keeping with a highly successful school.

The quality of teaching and learning at The Pearl Academy demonstrates high expectations and opportunities for achievement.

The school's environment and pupils support and guidance create a purposeful ethos.

Rewards and sanctions are clearly specified.

Class Dojo is used for positive reinforcement by all staff and collecting house points.

Strategies are in place to strongly discourage and address bullying.

School staff benefit from the full support of the Principal and from quality CPD training sessions.

Home/school links are strong.

We aim to ensure that all children understand the school rules and accept that if broken, appropriate sanctions will be enforced.

We believe that our positive and firm, but friendly and supportive approach towards discipline works well at The Pearl Academy, but that there is always room for improvement in children's behaviour.

CODE OF PRACTICE

Our expectations of children at The Pearl Academy include the following:

1. All children understand that inappropriate behaviour will be dealt with according to the behaviour expectations. A whole school common approach is adhered to by staff and pupils which include:
 - Talking calmly to the child
 - Ignoring secondary behaviours - deal with the initial concern only
 - Reprimanding the child
 - Separating the disruptive child from classmates

- Sending the child to a named teacher, who has already agreed to receive children into his/her class for inappropriate behaviour
 - Line management adhered to
 - Missed playtime
 - Contacting parents- complete parent contact sheet
 - Behaviour modification programme - tracking sheet/social skills group/individual targets for behaviour improvement
2. All children understand the school's system of rewards:
- Stickers and class chart. FS1
 - Class Dojo (House points) for KS1 and KS2, stickers as appropriate for academic effort and achievement.
 - Head of Year Award for work that deserve recognition but not quite a Principal level. Covid-19 Head of Year to send an email to the parents congratulating the pupil's achievement.
 - Principal Award for exceptional work and achievement, FS1 – Y6. Stamp, sticker, and photograph in newsletter. This does not include outside of school achievements. Covid-19 Principal to send an email to the parents congratulating the pupil's achievement.
3. All children exercise self-control in class, around the school and in the playground.

CLASS TEACHER RESPONSIBILITY

A positive ethos exists at the school regarding responsible social behaviour. If any problem does occur we deal with each situation individually. If there is a persistent problem we ask parents to work with us in finding a solution.

POSSIBLE STRATEGIES FOR BEHAVIOURAL PROBLEMS

- Use positive reinforcement at all times; Sometimes by stating the most obvious fact, the desired behaviour is achieved
E.g. Thank you for sitting quietly
Well done to children at neat and tidy tables
I notice that you are holding a pencil
I notice that you are wearing a hat indoors
If behaviour is more habitual, try the following:
- Change seating arrangement for the child in all lessons
- Try different strategies. Ensure you are critical of the behaviour, not the child and deal with the primary behaviour only.
- Use Tracking Sheet if unacceptable behaviour persists. This is simply a timetable of the sections of a school day and is used to encourage a child to achieve his/her behaviour target. Copies of the sheet are sent to parents on a weekly basis and a copy for the file.
- If poor behaviour becomes frequent in a child, it is vital to ensure that a log of the poor behaviour is kept on Engage in the 'Daybook', along with any e mails, photographic evidence etc.
- Discuss the child with the Head of Year for help with classroom strategies and parental contact.

NOTE: Children should never be sent out of the class unless they are supervised by a member of staff – not even outside the classroom door. This also applies when children miss playtimes.

Throughout disciplinary dealings with a pupil do be certain:

- That you are critical of the behaviour not the child
- That your criticisms of the child's behaviour are professional, fair and objective.

- That you do not have unrealistic aspirations for the child in the class (is the work properly differentiated to the ability of the child?).
- That you are constantly and positively reinforcing good behaviour and hard work.

It is often useful as a self-evaluating exercise to ask your CA to note the number of times you are mentioning a particular child's name within a given period of time.

ANTI BULLYING

The school takes a zero tolerance approach to all forms of bullying. Any student(s) who bully another student will be dealt with and will be made to apologise for their actions. (Refer to Anti Bullying Policy)

Level 1 - Low Risk

Behaviour that causes disruption of teaching and learning

Behaviours may include, but are not limited to:

- Disruptive classroom and/or school behaviour
- Breaking classroom rules
- Defying school authority and staff members
- Entering class or going out of class without permission or not attending class or school activities without acceptable excuse.
- Defacing school property
- Bringing communication devices such as mobile telephones
- Misuse of electronic digital devices
- Incorrect school uniform

These have been agreed by the Behaviour Committee (Principal, Head of Pastoral and School Counsellor).

First Occurrence - class teacher

- Teacher speaks to child about his/her behaviour

Second Occurrence - class teacher

- Teacher speaks to child about his/her behaviour
- Child's name to be moved down on the classroom behaviour chart
- Child to fill out a reflection sheet
- Loss of play time – child to go outside for play but to remain isolated and seated by the teacher
- Parents are spoken to by the class teacher and a follow up email sent

Repeated Misbehaviour - class teacher to Head of Year

- Teacher speaks to child about his/her behaviour
- Child's name to be moved down on the classroom behaviour chart
- Child to fill out a reflection sheet
- Loss of play time – child to go outside for play but to remain isolated and seated by the teacher
- Parents are spoken to by year head. (If the year head is the class teacher, then the parents will be contacted by Head of Pastoral). A follow up email is sent.

Continued Level 1 Misbehaviour - class teacher to Head of Pastoral

- Class teacher to inform Head of Pastoral and copy in the year head.
- Class teacher to contact School Counsellor directly.
- Head of Pastoral to arrange a formal meeting with the parents and a follow up email sent. Form 4 to be signed.
- Student may be placed on a Report card/Behaviour book.

Level 2 – Medium Risk

Behaviour that causes greater disruption of teaching and learning than what is described in Level 1 behaviour. This level covers student behaviours that may lead to physical and mental harm to another person or may lead to property damage. Any behaviour that results in increased or serious disruption of the teaching and learning environment or that may cause physical and/or mental injury to self or others. For Level 2 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.

Behaviours may include, but are not limited to:

- Theft
- Vandalism
- Possessing or using mobile phones during school time
- Providing false documents (e.g. signing letters without the permission or knowledge of parents)
- All forms of discrimination
- Abusive or inappropriate language toward peers and teachers
- Provoking/ Instigation of fights, or threatening or frightening school mates
- Fighting with other students
- Bullying other students
- Photographing, keeping or publishing photographs of school staff or students without consent

Repetition of Level 1 incidents over an academic year. Such behaviours may be escalated to Level 2, at the discretion of the Behaviour Committee.

First Occurrence - class teacher

- A first offence may carry a verbal warning – teacher uses professional judgement
- Child works in isolation outside Head of Pastoral's classroom (Year 5 Crystal) with work sent by the teacher. Duration determined by Head of Pastoral.
- Child to fill out a reflection sheet
- Parents informed by letter from the class teacher, which must be signed by parents and student. Form 1, 2 and 3.
- In the case of vandalism or damage, parents are invoiced for the cost of the repair/ replacement.

Repeated Misbehaviour - Year Head

- Parents called into a meeting with year head alongside the teacher. (If the year head is the teacher, the meeting will be with Head of Pastoral).
- Student may be placed on a Report card/Behaviour book.

Continued Level 2 Misbehaviour - Head of Pastoral and School Counsellor

- Child works in isolation outside Year 5 Crystal with work sent by the teacher. Duration determined by Head of Pastoral.
- Child to fill out a reflection sheet
- Parents to meet with Head of Pastoral. Form 4 to be signed.
- Child given a Behaviour Book for a period of time, determined by Head of Pastoral.
- School Counsellor involved.

Level 3 - High Risk

Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people. Behaviours in Level 3 are, at times, also violations of UAE Laws. Any behaviour that results in physical endangerment of fellow students, school staff, and/or other people. Behaviours in Level 3 may, at times, be violating UAE laws. For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.

Behaviours may include, but are not limited to:

- Leaving school without permission
- Fighting with other students which causes injury requiring medical treatment
- Assault which causes injury requiring medical treatment
- Possessing, selling, or consuming illegal substances
- Possessing and/or selling weapons or explosives
- Committing major actions contradictory to Islamic values and morality
- Deliberately setting off the fire alarm and so putting staff and students at risk
- Committing acts of public indecency in school
- Writing inappropriate or abusive comments about staff or school mates on social media or digital platforms
- Sexual harassment inside the school
- Physically assaulting schoolmates or staff
- Stealing or covering up theft
- Insulting other people's religion
- Tampering or vandalising school buses or causing harm to road users
- Causing fires at school or setting school building or facilities on fire
- Repetition of Level 2 incidents over an academic year. Such behaviours may be escalated to Level 3, at the discretion of Head of Pastoral.

First Occurrence - Head of Pastoral, possible VP

- Child is sent to Head of Pastoral for Level 3 behaviour. (If repeated level 2 behaviour, it will go to Vice Principal).
- Child works in isolation outside Head of Pastoral's classroom (Year 5 Crystal) with work sent by the teacher until the end of the day or sent home as determined and agreed with Head of Pastoral and Vice Principal.
- Parents contacted and asked to come into school either by Head of Pastoral or Vice Principal.
- Written warning signed by all parties / one day external suspension – professional judgement. Forms 1, 2 and 3 to be signed.
- In the case of serious damage to property, parents are invoiced for the cost of the repair or replacement.

Repeated Misbehaviour - VP or Principal

- Child is sent to Principal or Vice Principal
- Review meeting with parents
- Behaviour Improvement Plan drawn up and a Behaviour Contract is signed by all parties
- Temporary ban from attending school (up to 5 days) – ADEK informed. Form 5 to be signed.

Continued Level 3 Misbehaviour - Principal

- 'Managed move' to another Aldar School
- 'Notice of Disciplinary Transfer' issued to parents. Form 6 to be signed.

Form 1

Violation/ Offence Report

- Verbal Warning
- Written Warning

Student's Name:

Grade:

Name of the reporting teacher:

Date of incident:

Place of incident:

Time of incident:

Incident:

Description of the incident:

.....

.....

.....

.....

.....

.....

.....

.....

Level of the Violation

- Level 1
- Level 2
- Level 3

Frequency

- First time
- Repetition 1
- Repetition 2
- Repetition 3

Violation Reporter: **Designation:**

Oracle #: **Signature**

Principal: **Date:**

Form 2

Student's undertaking

I, the undersigned,, eSIS#
....., student in year, class, undertake that I shall adhere to the school's code of conduct inside the school, I will keep the school and its facilities safe and shall follow all school rules. In case of violation of any of the school rules, I shall be accountable for any consequences as per the school code of conduct. I confirm that I have been verbally notified against my unacceptable behaviour/s which I summarize as follows:

1.
2.
3.
4.

Student's name:
Signature:
Vice Principal's Approval and Signature:
Date: / / 20

The parent shall be sent a copy of this undertaking. The original copy shall be filed to student's eSIS file and school records. The counsellor/ social worker shall receive a copy of the same.

This to confirm that the parent/s (Guardian/s) Mr/ Mrs
..... Relation to the student
.....was contacted on cellphone number
..... by Ms/ Mr: about the
signed undertaking at (am/ pm) on / / 20

Form 3

Parent's undertaking

I, the undersigned, (father/Mother/guardian) of student
....., eSIS #, in year, class
....., undertake that the mentioned student shall adhere to the school's code of
conduct and all school rules inside the building and facilities. The student shall keep them
clean and safe. In case of violation to any of these rules, I shall accept all the consequences
the student shall be held accountable for as detailed in the school code of conduct.

I confirm that I have received a report of all these violations, which I summarise as below:

1.
2.
3.
4.

Parent's name:

Signature:

Vice Principal's Approval and Signature:

Date: / / 20

Form 4

Notification Slip for parent/s (Guardian/s)

Dear Mr/ Mrs, parent/ Guardian of student

....., eSIS #, in year,

class, please be informed that on *please insert day and date,*

the mentioned student has violated the school code of conduct by

.....,

....., *please*

insert the name of the violation and description. Please note that this is a straight violation of

our school code of conduct, hence we seek your support to ensure that the student honors

the code and will not repeat the offence. The school will take progressive penalties if the

student fails to adhere to the code of conduct or repeat any of the offences as detailed in the

school's behaviour management policy.

Staff name and Signature:

Vice Principal approval and Signature:

Acknowledgement of the student: *(Name and*

Signature)

Acknowledgment of the parent : *(Name and*

Signature)

Date: / / 20

Form 5

Temporary Suspension Decision

Dear Mr/ Mrs , parent/Guardian of student
....., eSIS # , in year

class , please be informed that due to the repeated offences of the student and his negative response with all behaviour modification support through the previous decisions taken as shown below:

1.
2.
3.

The Behaviour Management Committee has decided in its meeting # dated
/ /20 to temporary suspend the student who will undergo a behaviour
modification program from(Day)...../(Date)..... to (Day)
...../(Date) This decision was made because of the following
reasons:

1.
2.
3.

Parent name and Signature:

Acknowledgement of the student: (*Name and
Signature*)

Principal:

Date: / / 20

Form 6

Notification for Change of School Decision

Dear Mr/ Mrs, parent/Guardian of student
....., eSIS #, in year,
class, please be informed that due to the repeated offences of the student and
his/her negative response with all behaviour modification support through the previous
actions taken as shown below:

1.
2.

The Behaviour Management Committee has decided in its meeting # dated
/ /20 to issue a Transfer Request to Abu Dhabi Department of Education and
Knowledge (ADEK) and has obtained their approval.

You are kindly requested to provide us with the name of the replacement school within one
week (7 calendar days) from date of receipt of this notification.

Parent name and Signature:

Acknowledgement of the student: *(Name and
Signature)*

Principal:

Date: / / 20

Form 7

Notification - Suspension Decision until the end of the Academic Year

Dear Mr/ Mrs , parent/Guardian of student
....., eSIS # , in year

class , please be informed that due to the repeated offences of the student and his/her negative response with all behaviour modification support through the previous actions taken as shown below:

1.
2.
3.

THINK SHEET

How were you feeling?



Sad



Confused



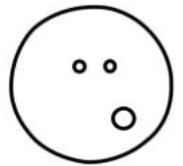
Worried



Angry



Frustrated



Bored

What happened?

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?

My signature _____

Staff signature _____

Parent signature _____

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?

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 _____

My Reflection

Name _____ Class _____ Date _____

(Circle) I was not

being respectful

being safe

listening

following directions

being cooperative

being responsible

Other _____

What happened?

What should I have done differently and why?

How will this incident change my future decisions?

My signature _____

Staff signature _____

Parent signature _____