

VISION

To create an outstanding British international school which empowers all students to embrace learning, achieve their best, and promote their intellectual, emotional, social and physical wellbeing.



PEARLING SEASON INTERNATIONAL

EYFS, Primary Behaviour Policy

To create a community of learning within a safe, secure and happy environment where our children are motivated, challenged and supported in all they do. Our passion for learning and teaching will inspire our students, as will our warmth, humanity and transparency. Student achievement will be limitless, and they will leave with the confidence and capability that will equip them for every facet of adult life as a global citizen.

MISSION

Policy Date:	June 2022
Revised:	Ms Umara Ali/Mr Ahmed Al-Talib
Review Date:	June 2023
Person Responsible:	Year Leader / Head of School

POLICY REVISION

The Senior Leadership team will review this policy annually and assess its implementation and effectiveness.

This page is used to record information about the changes (additions, modifications and deletions) that have been made to this document.

Revision Date	Section & Title	Page No.	Summary	Authors
June 2022	All	All	Whole policy revisited and edited for appropriateness. Extended to include: expectations, positive behaviour, sanctions, reward systems, values, learner profiles and disciplinary stages.	Umara Ali Ahmed Al-Talib

Introduction

This behaviour policy has been created to provide a framework for all staff, students, and parents in developing and maintaining an ethos of exemplary conduct throughout the school. Such an ethos will enable students to work in, and have responsibility for a calm, purposeful and orderly environment, whilst enabling staff to work in and have responsibility for an environment where learning and teaching is respected and valued. The policy will also effectively allow parents to have confidence that their child is learning in an inclusive, academic environment which is safe, respected and equally valued.

The policy is underpinned by the values and learner profile expectations that we have of our students. We believe in our students, and we believe each and every one of them wants to conduct themselves to the highest standard and that these high standards will serve them well. Our values and learner profile expectations enable students to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect. This allows them to develop an **aspiration** for **life-long learning**, have a **healthy, growth mindset**, whilst being **inquisitive** and staying **connected**, so the foundations for global competence are developed and built upon.

Teachers will support students in working towards their learner profiles and class codes of conduct (see appendix 2) by setting high academic expectations through both the pastoral and curriculum, creating a strong, inclusive classroom culture, setting and maintaining high expectations of behaviour, leading by example and by building character and trust.

The principles and techniques by which we will create a strong classroom culture are set out throughout this policy. Staff and students are expected to abide by these routines at all times to ensure the highest levels of consistency. We want our school to not only be an outstanding academic environment but also one in which students receive praise for making the right choices and conducting themselves well. Exceptional work, conduct, effort and demonstration of good character, which links with each of our learner profiles and school values will be formally acknowledged and rewarded as set out in the rewards section.

As a school, we are aware that there will be times when our students will make mistakes and we understand that this is a part of the learning process of growing up. Where students act in a manner that is detrimental to their own well-being or the well-being of others, there will be sanctions that will be actioned. Sanctions are not there to punish students but are there to help them to understand the consequences of their actions. Sanctions will always be carefully explained, and students will be given an opportunity to reflect on the matter with adult guidance. Students who need help in addressing behavioural, emotional and social difficulties will have referrals made for them to access to a range of support in school.

Principles of Behaviour Management

At Pearling Season International Schools, we aim to create an educational institution where students work hard, conduct themselves with the highest moral, develop self- discipline and belief, model strong character and support their peers.

Teachers and all staff will support this aim by creating and maintaining a safe and supportive climate for learning, underpinned by:

- High quality teaching and learning
- A stimulating, enriched learning environment
- Effective rewards and sanctions.

Shared responsibilities for promoting positive behaviour

Any approach to promoting positive behaviour must ensure all members of the school community are aware of their responsibilities and actively support the school ethos and all school policies, including the behaviour policy.

All staff are responsible for ensuring that the expectations of student behaviour are fulfilled. Staff should be very familiar with all school policies related to behaviour and the Home-School Agreement (appendix 11). All staff must follow the guidelines and procedures regarding rewards and sanctions.

All staff are expected to honour and practice their responsibilities below:

- Provide a safe and caring environment for all students
- Provide a personalised curriculum which will meet the needs of each individual
- Ensure effective and prompt information and guidance is given to parents and students, should the school have any concerns
- Keep both parents and students regularly informed about progress through reports, parents' evenings and teacher communication
- Praise and reward students at every opportunity
- Employ strategies for behaviour management (as laid out in the Behaviour Policy) where applicable
- Listen and take into account parental views and concerns on school life by providing a clear complaints policy on the school website

Students may decide to behave in an unacceptable manner. Staff should be prepared to have their patience stretched to the limit (and beyond!) but it is of the utmost importance that staff:

**Do not lose their temper and do or say something that may make the situation worse or volatile.
Avoid arguing, physical contact and confrontation.**

Subject Teachers

Subject teachers are expected to take initial responsibility in administering the standards of discipline expected in academic work and behaviour on arrival at, during and on leaving their lessons.

In addition, subject teachers should use Class Dojo to communicate praise or concerns to parents as appropriate.

It is essential that Subject teachers will refer any behavioural concerns, academic or otherwise, to the Homeroom Teacher. However, if unacceptable behaviour seems persistent, more generalised, relating to wider progress or the wellbeing of an individual or group of students, then a referral will be made to the relevant Section Leader.

All teachers are responsible for the behaviour in their own classroom and, wherever possible, will challenge that behaviour themselves. They will be supported in this by the Section Leader.

Homeroom Teacher

Homeroom teachers reinforce the standards of behaviour expected at the start of each tutor time by the atmosphere of their room. They begin the year by going through the PSI Learner Profiles and positive behavior expectations with the students, ensuring that all students understand the expectations of PSI.

Uniform should be checked and challenged at the beginning of the school day and persistent offenders are referred to the Section Leader. Uniform expectations should be consistently applied by all class teachers, not just homeroom teachers, in line with the culture of support and togetherness that PSI wishes to achieve.

Homeroom teachers should always be informed of rewards, detentions and incident reports by the subject teacher and/or Section Leader. Subject teachers who are concerned about the progress of a pupil should discuss the matter with the Homeroom Teacher.

The Homeroom Teacher monitors Class Dojo as a means of communication with home and will have regular checks for comments from staff and parents, discussing issues with the student. In addition, the Homeroom Teacher is able to monitor Class Dojo points, absence and punctuality with such knowledge and understanding of students and is expected to promote and support the best standards of behaviour.

A Homeroom Teacher may place a student on a Target Card (see appendix 3) to monitor and provide targets for improvements.

All students will be allocated to a House (see appendix 9). Enthusiasm and loyalty to the House and school are fostered by the Homeroom Teacher encouraging the will to be cooperative but also to achieve.

Section Leader

Section Leaders will lead the team of Homeroom teachers with respect to their duties to the children in their care, in relation to personal welfare and achievement.

A briefing led by Section Leaders will take place weekly and Section Leader Meetings will take place once a month with Senior Leaders during which a number of items including students' behaviour and welfare will be discussed.

The Section Leader is the Designated Safeguarding Lead and the Principal is the Deputy Designated Safeguarding Lead.

Head of School

The Head of School has overall responsibility for behaviour and discipline, welfare and safety in the school and reports directly to the principal.

Students

All Pearling Season students are expected to honour and practise their student responsibilities below:

Students are always expected to:

- Make their best effort to meet the required School Expectations
- Speak politely to everyone and listen to people when they are talking to them
- Listen carefully to teachers and follow their instructions
- Maintain a mature attitude and high standards of behaviour such as to promote a positive environment
- Respect all other students and school personnel's rights as well as their property
- Keep PSI environment clean and tidy
- Follow rules shown on signs or have otherwise been set (For example, 'No Entry for Students' or to complete their homework on time)

In the classroom student are always expected to:

- Abide by the school classroom rules and other rules that the teacher has set
- Do their best and allow others to do their best without disruption
- Speak English (except in Islamic Studies, Arabic and French lessons)

Students must never:

- Carry, conceal, or use any object, material or substance, which is inappropriate, that may disrupt others from learning, cause damage to school property, or cause harm to any person
- Gang up against another pupil in a vulnerable position, but instead should try to help him/her feel less vulnerable. The school has a zero-tolerance to bullying or cyber-bullying

The Home-School Agreement should be fully embedded and on display in every classroom at all times.

Should a student fail to meet the required School Expectations, inevitably there must be a consequence (or sanction) that is in proportion to the failure. Different levels (or intensities) of failure have been categorised and defined in the poor behaviour section of this policy, so to ensure sure that consequences are issued fairly. Students and parents will be made aware of the levels, categories and consequences so that they are well aware of what actions will be taken when the School Expectations are not met.

Parents and Guardians

All Pearlring Season parents and guardians are expected to honour and practise their responsibilities below:

- Support and work with the school and encourage a positive attitude to education and PSI
- Ensure that my child attends and participates in all school curriculum and related activities regularly and punctually, avoiding holidays during term time and providing the school with a letter or medical evidence to cover any absence
- Ensure that my child comes to school equipped, in uniform and ready to learn
- Attend parents' evenings and meetings, as requested by the school
- Support all of the school's policies, these can be found on the PSI Website
- Inform and voice any concerns, problems or changes in circumstances that may affect my child to the school immediately by following the "Complaints Policy" on the PSI website
- Ensure that my personal behaviour mirrors that which PSI expects of its students

If you have worries about your son/daughter being bullied or cyber-bullied, please contact his/her Homeroom Teacher and/or the Section Leader.

Be aware of signs that your child is being bullied or cyber-bullied:

- Has their behaviour changed recently?
- Is their relationship with brothers/sisters any different?
- Are they quieter/more boisterous than normal?
- Do they avoid going to school?
- Are they often late in the morning?

All stakeholders must conduct themselves in a courteous and polite manner, staff in addition must remain professional and apply the code of conduct (refer to levels of discipline below) accordingly at all times without exception.

Routines

The following routines and expectations apply to all students.

Before arriving to school

All students must:

- Eat a healthy breakfast and bring a healthy snack and lunch into school. Pearling Season International schools have a no nuts policy. Students must bring a bottle of water into school. Energy drinks, soft drinks and caffeinated drinks should not be consumed in school
- Ensure that all homework has been completed to the expected standard
- Ensure their school bag has been packed with the correct resources, books and equipment for the school day
- Be clothed in the full, correct school uniform or PE uniform if they have a PE lesson on that set day
- Wear sensible, formal black school shoes on a normal school day and trainers on a PE day
- School shoes must not have any logos, colour or a white sole

Uniform

Uniform checks will take place regularly throughout the academic year and sanctions will be put into place if the uniform policy is not adhered to consistently. Teachers should communicate with parents and parents should be given a leeway of one week (over the weekend) to purchase the correct uniform for their child. If this is not adhered to, the uniform concern should be recorded on Wiliex for the Section Leaders to investigate.

Mobile Phones

Students should note that mobile phones are not allowed in school. If a phone call home needs to be made, students can do this using the phones at reception after seeking permission from a teacher. Mobile phones that are seen by a member of staff will be confiscated and parents will be called in to school to discuss the non-adherence of the behaviour policy with a member of the pastoral leadership team.

Appearance

We take pride in and ensure that the appearance of our students is impeccable and that they themselves wear their uniform with pride. To maintain this standard, the following must be adhered to by all students:

- No makeup or nail varnish
- Sensible haircuts. Long hair to always be tied back. Extreme haircuts are not suitable for school; children should not have decorative patterns in their hair or have their hair coloured/dyed
- Piercings: for health and safety reasons, we do not allow children to wear jewellery. The exceptions to this rule are earring studs in pierced ears. If a child has recently had their ears pierced (within six weeks) and cannot yet remove the earring, they may cover it with a plaster brought in from home

Morning transition into school

- Students must line up sensibly in their designated area and wait for their class teacher to take them in to their class for morning registration
- Students are expected to transition around the school sensibly. Primary students are expected to walk in a single file from one lesson to another calmly, whilst trying their utmost best to

ensure they are not disrupting the learning of those in class. Students should walk on the right side of the corridor and walk up and down the stairs using their right side

- We expect our students to greet others, including visitors, in a friendly and polite manner, hold doors open for others and always say thank you when the door is opened for them

Morning Registration

- During lessons, students should call teachers by their respectful names: Sir, Mr, Miss, Mrs
- All students must follow the seating plan that they are expected to adhere to. Teachers must put in place a fixed seating plan which should take into consideration the various needs of students within the class
- Students must complete a morning activity and respond accordingly when the teacher takes the register

During a Lesson

- Students must answer questions appropriately by putting up their hands to answer or wait for a teacher to direct a question at them
- In class, students must sit up straight, listen carefully to the teacher and their peers, ask or answer questions sensibly and participate fully in the lesson. If a pupil is unable to participate in a lesson, for example PE, due to a medical reason, then evidence must be provided
- Students are expected to honour and practise their student responsibilities highlighted on page 7 of this policy

Assembly

- Students must enter the assembly hall sensibly and in a single file
- They must sit in silence until the assembly begins and stand when instructed to do so
- Students must listen attentively and join in to celebrate the success of their peers
- Students must wait till their class has been dismissed by an appropriate adult and then walk sensibly, in a single file back to class

Bathrooms

Primary students have designated toilets downstairs on the ground floor. **First and second floor toilets are for the use of secondary students ONLY. EYFS toilets are in the classrooms.**

During break and lunchtime all students will:

- Have a designated area to eat and/or to play in
- Ensure a calm and purposeful atmosphere is maintained in their areas
- Report concerns or incidents straight away to the member of staff on duty
- Line up sensibly at the end of their break, ready to go back into class

Nurse Visits

Teachers should use their professional judgement to determine whether a pupil is genuinely unwell, and parents should be informed via Class Dojo if their child had been sent to the nurse's office during the day. The nurses pass (Appendix 10) should be filled in before sending a student to the nurse's office. Students visiting the nurse without a pass should be given the relevant sanction especially when this is persistent. Students in Y1 and 2 should ideally be escorted to the nurse's room with a teaching assistant.

Rewards

The purpose of having a reward system at Pearling Season International Schools is to promote exemplary behaviour, recognise and celebrate success and publicly acknowledge those students who have a thirst of adhering to our school values and learner profile goals.

Rewards will be given for conduct, effort and achievement beyond the norm or expected and these rewards will then form part of a system where we will formally recognise those students who make an exceptional effort in school.

We expect our teachers to use precise, purposeful praise throughout all lessons, ensuring feedback is given at the right time and children are aware of what they are receiving praise for.

Each term, an awards ceremony will take place to recognise the participation, effort and achievement of our students. The ceremony will celebrate those students who committed to 100% attendance and punctuality throughout the year, excelled in sporting activities/events, showed good progress in lessons and academic excellence.

Reward Type and format	Reason	Outcome
<p>House Points System</p> <p>A maximum of 2 children to be allocated House Points daily per lesson.</p> <p>Refer to the House Reward System below.</p>	<p>Awarded to:</p> <ul style="list-style-type: none"> - students for showing respect, care, responsibility, integrity and cooperation values 	<p>Awarded 1 House Point Pupil is following code of conduct around the school and in class, meeting all expectations during a lesson.</p> <p>Awarded 2 House Points Pupil produces an exceptional piece of work, goes above and beyond to help someone, demonstrates more than one value or learner profile goals during a given time.</p>
<p>Golden Ticket</p> <p>1 child to be awarded with a Golden Ticket fortnightly.</p> <p>EYFS and ALN students are awarded weekly.</p> <p>Golden Tickets will replace Star of the Week certificates for academic year 2022/2023.</p>	<p>Awarded to:</p> <ul style="list-style-type: none"> - students for showing an outstanding level of respect, care, responsibility, integrity and cooperation values - students who go above and beyond to meet learner profile goals and adhere to all school values - students who exceed expectations and academic excellence - students who are exceptional role models for behaviour 	<p>Golden tickets to be distributed during assembly fortnightly to one student per class. Each ticket holder will receive a positive praise call home. These tickets to then go into The Golden Ticket Box. A raffle will be conducted during the end of term Reward Ceremony with the winning tickets and a student selected for a prize.</p> <p>Teachers are asked to track the number of Golden Tickets they award internally to ensure that</p>

		they are not awarded to the same student.
Attendance Certificates Children to be awarded half-termly .	Awarded to students for 100% attendance.	Display board in corridor to promote 100% attendance.
VIP Milkshakes / Tea Party Children to be awarded half-termly .	Awarded to those students who have made progress. Does not necessarily need to be higher ability or greater depth students. This award focuses on those lower attainment students who are making very good progress.	One student selected from each class per half-term. Certificate and an invite to be given to these students.

Celebration Assemblies

When?	What?
Weekly	House Point recognition/certificates, class with best attendance, Bug Club usage, TTRS, etc.
Fortnightly	House Point recognition/certificates, Golden Tickets, class with best attendance, Bug Club usage, TTRS, etc.
Half-termly	House Point recognition/certificates, attendance certificates, VIP Milkshake/Tea Party, etc.
Termly	Celebration Assembly (include but are not limited to) – Golden Ticket Raffle, 100% attendance, academic achievement and progress, celebrating events such as Literacy Week, STEM, etc.

House Point Reward System

All students will be part of the whole-school House System. There will be four houses (**Rosa House**, **Curie House**, **Ali House** and **Dahl House**) and students will earn house points for their team for both learning and conduct. Positive reinforcement of desired behaviours and attainment is the aim of the reward system; alongside promoting the schools Core Values and Learner Profiles.

Awarding House Points

Points should normally only be awarded singularly and should not be given for simply meeting the expected standards. A sense of achievement must be attached to receiving house points. Points may be awarded for good performance, making good progress, helping others, contributing to the wider school community, performing leadership roles, representing the school in a positive light, overcoming barriers. Points may not be removed, save for acts of serious misconduct. Unacceptable behaviours should be addressed through the disciplinary procedures.

House points will be tallied over the year, with one house winning a trophy at the end of the year. In the interim, individual students will be rewarded for the accrual of house points as follows:

50 Points Award House Certificate in assembly for their house	Red	Green	Yellow	Blue
100 Points Award House Certificate in assembly for their house	Red	Green	Yellow	Blue
150 Points Award House Certificate in assembly plus term prize	Red	Green	Yellow	Blue
200 Points Award House Certificate in assembly plus end-of-year prize for their house	Red	Green	Yellow	Blue

Where will the incidents be recorded?

Initially, House Points will be recorded in the Class Dojo online systems so that parents are made aware. Once a week, on Thursday, House Points will be recorded on Wiliex, the schools Data Management System.

The Section Leaders will have access to the House Point reporting system and will use the data to enforce their assemblies, certificates and prizes.

Student Leadership Opportunities

We believe assuming responsibility for different aspects of the school environment is essential in the development of good character in our students and to instill the skills that they will require for future leadership roles. Students will have responsibility opportunities throughout their time at school. Responsibilities may include:

Students will be selected within each lesson (by subject teacher/homeroom teacher) to support giving out books; putting home learning on the board and handing out equipment/resources.

Pupil Leadership:

- **School Council** - The Student Council helps share ideas, interests, and concerns with teachers and institute administrative authorities.
- **Class Monitors** - A class monitor is an individual who is appointed by the teacher as the representative of the classroom. A class monitor is responsible for passing out papers in their classroom, take attendance and other duties as requested by the teacher.

Negative Behaviour

We expect our students to behave responsibly and sensibly at all times when representing the school or in school uniform. For those few that let themselves down, the school will sanction accordingly.

All sanctions will be an opportunity for students to understand, reflect upon and correct their poor choices or negative behaviour, allowing them to understand that the right choice would have led to the right consequences.

This policy is based around two main aspects of poor behaviour:

1. Low Level Disruption
2. Serious Behaviour Incidences

When deciding on a sanction, the school will make decisions based on the evidence in relation to the balance of probability. Therefore, a pupil may be given a sanction for an action/involvement in an incident that he/she denies. The school will always conduct an investigation and liaise with the class teacher and other members of the class to come to a final outcome.

The Section Leader will consider the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Students' age will be considered as well as the context of incidents that occur during lessons such as a sporting activity.

We believe all adults working within the school always deserve a high level of respect from students. We will not tolerate:

- Students publicly disagreeing with a member of staff's sanction
- Students failing to follow staff instructions immediately and with a sense of urgency
- Students making disrespectful comments or being aggressive towards a member of staff

Low Level Disruption

Low Level Disruption can have a detrimental impact on the learning of our students, as low-level disruption can affect students learning time and the climate for learning is compromised.

The typical features of low-level disruption include:

- Talking unnecessarily or when others/the teacher is talking
- Calling out without permission
- Being slow to start work and not following instructions
- Showing a lack of respect for each other and staff
- Not bringing the correct equipment/ being late to lesson
- Poor transition around the building
- Uniform issues

The class teacher will use the system below in order to tackle low level disruption, they will use positive and affirmative discipline to create a positive climate for learning. If this is not effective in reengaging students with learning, then the teacher will assign the appropriate sanction as necessary.

How will low level disruption be addressed in class?

D1	Positive reinforcement.
D2	First warning.
D3	Second warning. Reflection time.
D4	Removal from class. Support from Head of Department/Year Leader/Head of School/Counsellor.

Serious Incidents

Serious incidents means any incident that directly or indirectly led, might have led or might lead to any of the following:

- participation in acts which disturb threaten the security of the school
- abusive language directed towards any student, member of faculty or staff
- bringing harm to others verbally or physically
- consumption or carrying banned substances, such as alcohol, cigarettes, vapes and illegal substances
- bringing weapons or dangerous artefacts into school
- Bullying/Cyberbullying
- cheating on a test
- truanting lessons
- mistreating school property or the property of others
- verbal and physical aggression towards others, including the use of racial words and inappropriate comments which may affect the feelings of others
- physical aggression towards others
- other serious actions

The school has a zero-tolerance policy to bullying and racism.

When a serious incident occurs, a full investigation will be undertaken. This may involve:

- taking statements from students and staff
- inform parents where appropriate, who may be invited to attend a meeting to discuss the incident further
- isolating a pupil during an investigation, meaning that they may be removed from planned activities
- giving appropriate sanctions
- giving a Target Card
- Detention
- Break-time/Lunchtime ban
- Head of School/Principal meeting
- Internal suspension
- Possibly exclusion

Where possible, we will try our utmost best to ensure the learning of the child is not disturbed.

How will serious incidents be addressed in class?

S1	Report to Section Leader to investigate.
S2	Parents notified and/or meeting arranged by Section Leader/Homeroom Teacher.
S3	Homeroom Teacher to meet with Section Leader to agree on course of action.

Where will the incidents be recorded? What happens if the incidents continue?

Both low level disruptions and serious behaviour incidents will be recorded on Wiliex, the schools Data Management System.

Students who have been flagged on Wiliex twice or more in the same week will be picked up by the Section Leader who will investigate the concern and look at meeting with parents or make a phone call home. It is important that minutes of the meeting are taken using Appendix 4. If low level disruptions continue, the sanctions may escalate to the pupil being placed on a Target Card.

Incidents clearly identified as serious must be reported to the Section Leader. All incidents and follow-up actions will be recorded and logged by completing an incident form (appendix 7). The Head of School and the Principal will be made aware of the incidents and a log of these issues will be kept.

The following stages of escalation will be actioned if behaviour concerns continued to be raised.

Low-Level Disruption Stage 1, 2 & 3		Stage 1	Conversation with student Reflection time
		Stage 2	Phone call home / Meeting with parents Referral to school counsellor
		Stage 3	Phone call home / Meeting with parents Target Card with the support of parents Referral to school counsellor
	Serious Incidents Stage 3, 4 & 5	Stage 4	Phone call home / Meeting with parents Target Card with the support of parents SLT and Section Leader meeting Behaviour Contract
		Stage 5	Phone call home / Meeting with parents SLT and Section Leader meeting Exclusion

At Pearling Season International Schools, we understand that some students will need support to enable them to meet our behaviour expectations and to make best use of the opportunities presented by the school. Support for behaviour will be specific, intensive and within a timeframe.

Staff will receive regular training on meeting the needs of students with behavioural, social or emotional difficulties and we aim to primarily meet needs through the adoption of consistent and effective teaching techniques in the classroom. Referrals to the school counsellor will also be considered when necessary (Appendix 5).

APPENDIX 1: Learner Profile



Learner Profile



Life-long learners



Aspiration



Connected



Growth Mindset



Inquisitive



Healthy

Core Values

Respect:

- Be respectful and kind to everyone; peers, all school staff and visitors
- Be polite and help to create a positive place to learn

Care:

- Receive and provide physical and emotional support
- Take a genuine interest in the welfare of others
- Value diversity

Cooperation:

- View others as potential collaborators and work successfully as part of a team
- Listen and respond appropriately to peers and staff
- Be productive and ready to learn

Integrity:

- Be honest and truthful in your actions
- Choose to do the correct thing even when no one else is watching
- Be safe and make sure my actions are safe for everyone

Responsibility:

- Be responsible for actions and overall behaviour
- Choose to make the correct choices
- Take responsibility for learning and strive to be independent

APPENDIX 3: Target Card




Weekly Target Card to record overall daily behaviour.

Name of Student: _____ Class: _____

Issuing member/s of staff: _____

Date of issue: _____ Duration of monitoring period: _____

All of the expectations presented in the Behaviour Policy must be met during and after the Target Card.

				Teacher Comment
Sunday				Homeroom Teacher: Subject Teacher:
Monday				Homeroom Teacher: Subject Teacher:
Tuesday				Homeroom Teacher: Subject Teacher:
Wednesday				Homeroom Teacher: Subject Teacher:
Thursday				Homeroom Teacher: Subject Teacher:
Additional information about behaviour this week:				

Homeroom Teacher Signature: _____

Section Leader Signature: _____

Parent/Guardian Signature: _____



APPENDIX 6: Reflection Form

Name of Student: _____ Class: _____

This is the rule I broke

The reason for my poor choice was

I affected the following people

The correct choice that I could have made was

Student Signature: _____ Date: _____



APPENDIX 7: Incident Form

Please continue on another page if needed.

Date and time of incident: _____

Reported by: _____ **Reported to:** _____

Names of those involved: _____

Description of incident:

Student Signature: _____

Teacher/Section Leader Signature: _____

APPENDIX 8: Uniform

APPENDIX 9: House Names

Academic House	Person	Learner Profile	Theme
Parks House	<p>Rosa Parks</p> 	Aspiration	Civil Rights
Ali House	<p>Muhammad Ali</p> 	Health	Perseverance
Curie House	<p>Marie Curie</p> 	<p>Inquisitive</p> <p>Lifelong Learner</p>	Chemist
Dahl House	<p>Roald Dahl</p> 	<p>Growth Mindset</p> <p>Connected</p>	British Writer

APPENDIX 10: Nurse Pass

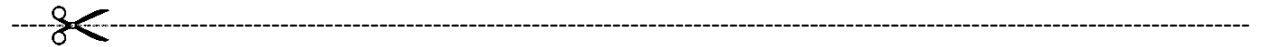


Name of Student _____ Class _____

Reason for referral _____

_____ Time excused from class _____

Teachers Signature _____ Date _____



Assessment _____

Intervention _____

Nurse's Signature _____ Date _____

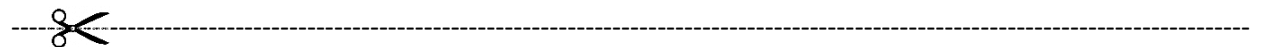


Name of Student _____ Class _____

Reason for referral _____

_____ Time excused from class _____

Teachers Signature _____ Date _____



Assessment _____

Intervention _____

Nurse's Signature _____ Date _____

APPENDIX 11: Home-School Agreement

The Home-School Agreement is a critical document in which we expect all parents, staff and students to work in partnership to ensure all students are happy, safe, secure and can reach their academic potential.

Teachers and school leaders will:

- Provide a safe and caring environment for all students
- Provide a personalised curriculum which will meet the needs of each individual
- Ensure effective and prompt information and guidance is given to parents and students, should the school have any concerns
- Keep both parents and student regularly informed about progress through reports, parents' evenings and teacher communication
- Praise and reward students at every opportunity
- Employ strategies for behaviour management (as laid out in the Behaviour Policy) where applicable
- Listen and take into account parental views and concerns on school life by providing a clear complaints policy on the school website

Students are always expected to:

- Make their best effort to meet the required School Expectations
- Speak politely to everyone and listen to people when they are talking to them
- Listen carefully to teachers and follow their instructions
- Maintain a mature attitude and high standards of behaviour such as to promote a positive environment
- Respect all other students and school personnel's rights as well as their property
- Keep PSI environment clean and tidy
- Follow rules shown on signs or have otherwise been set (For example, 'No Entry for Students' or to complete their homework on time)

In the classroom, students are always expected to:

- Abide by the school classroom rules and other rules that the teacher has set
- Do their best and allow others to do their best without disruption
- Speak English (except in Islamic Studies, Arabic and French lessons)

Students must never:

- Carry, conceal, or use any object, material or substance, which is inappropriate, that may disrupt others from learning, cause damage to school property, or cause harm any person.
- Gang up against another pupil in a vulnerable position, but instead should try to help him/her feel less vulnerable. The school has zero-tolerance to bullying or cyber-bullying.

Parents and Guardians will:

- Support and work with the school and encourage a positive attitude to education at PSI
- Ensure that my child attends and participates in all school curriculum and related activities regularly and punctually, avoiding holidays during term time and providing the school with a letter or medical evidence to cover any absence
- Ensure that my child comes to school equipped, in uniform and ready to learn
- Attend parents' evenings and meetings, as requested by the school
- Support all of the school's policies, these can be found on the PSI Website
- Inform and voice any concerns, problems or changes in circumstances that may affect my child to the school immediately by following the "Complaints Policy" on the PSI website
- Ensure that my personal behaviour mirrors that which PSI expects of its students
- Upon signing the Acceptance Form, pay all fees in full before commencement, or suitable arrangements have been made with the Accounts Department with you and/or your employer. Please note that the school reserves the right to refuse to provide education to children whose parents are in arrears, and will withhold references / certificates / reports in such a situation
- Understand that we would like to use photographs and videos of pupils to share with parents on our website and social media. If parents do not want their child's photo to be used or for them to appear in videos, they will notify the school in writing
- Understand that in the event of any serious breach of this agreement, this may result in the forfeiture of your child's place at PSI

We expect staff, parents and students to behave and act in a responsible and respectful manner both in our school and within the local community, including travelling to and from school and when using social media to refer to PSI. It will be understood that all stakeholders agree to the terms set out in the Home School Agreement either by working at PSI, attending PSI or sending their child to PSI.



Vision

To create an outstanding British international school which empowers all students to embrace learning, achieve their best and promote their intellectual, emotional, social and physical well-being.

APPENDIX 12: Behaviour Contract

The Behaviour Contract is applied for a student who has failed to maintain satisfactory conduct over a sustained period of time and where that conduct is negatively impacting on learning for said student and/or others. Failure to uphold the conditions of the contract may result sanction under Stage 5 of the disciplinary actions of the Behaviour Policy.

Conditions:

I, _____ agree to:

1. Uphold the core values of Pearling Season International School at all times
2. Follow the instructions of the teachers and staff at all times, including during lessons and at breacktimes
3. Remain on task during lessons and complete all work as requested by the teacher
4. Refrain from inappropriate conduct, such as horseplay or any other form of physical contact with other students
5. Respect the property of the school
6. Ask for help if unsure about the work being done in class
7. Accept the special arrangements as outlined below

Special Arrangements in force for the remainder of the academic year:

1. Orange Report will remain in place indefinitely and as determined by the school's management team
2. Daily reporting to the Section Leader or Head of School, with the completed report is mandatory
3. Internal isolation may be used flexibly as deemed appropriate by school's management and Section Leader.

Student: _____ Date: _____

Parent/Guardians: _____ Date: _____

Year Leader: _____ Date: _____

Principal/Vice-Principal: _____ Date: _____