



La Petite Ecole Française

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PROMOTION AND MANAGEMENT OF BEHAVIOUR POLICY

Member of staff responsible for behaviour management issues: Camie STEUER – Head Teacher

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school's policy is that corporal punishment must never be given to a child and it will make every endeavour to ensure that corporal punishment is never given by a member of staff. Smacking, slapping or shaking should never be used to punish children and nor should the child be threatened with corporal punishment. There are no circumstances in which such a punishment can be justified.

REWARDS AND SANCTIONS

We positively encourage and reward appropriate behaviour. Good behaviour is recognised and actively encouraged through daily class management, class and school rules, circle time and the application of reward systems. Unacceptable behaviour is discouraged through the same routes and by the application of consequences. Rewards and consequences are applied consistently by all staff, in all year groups across the school. We treat all children equally and fairly to ensure that they are valued, happy, safe and able to learn effectively.

We know that the quality of teaching and learning has a direct impact on good behaviour. Therefore, we aim to make our lessons lively, stimulating which engage and interest the children and effectively meet their individual needs.

We acknowledge the important role that we play as a school in helping children to learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults.

We want to reward those children who demonstrate our core values in all aspects of their life, always choosing to work hard and behave well. Rewards include:

- Foundation Stage One stickers
- Class Points
- Special privileges discussed with class teacher

Strategies to reward good behaviour:

To encourage positive behaviour, staff will provide a good role model to children and employ a variety of strategies within the classroom. These will include:

- Making our expectations clear to the children e.g. No put downs are acceptable!
- Using positive and specific praise for appropriate behaviour
- Recognising good social behaviour and rewarding it appropriately
- Organising the classroom environment to promote effective learning
- Minimising the potential for disruption
- Being aware of race, gender and learning issues in their responses to children's behaviour, respecting cultural differences, and avoiding stereotypes
- Being sensitive to children's individual needs in a learning or social context
- Being alert to bullying behaviour (see Anti-Bullying Policy)

As a school, all staff will:

- Ensure that any feedback is constructive and highlights how a positive outcome can be achieved
- Demonstrate the positive behaviour we wish to see at all times
- Encourage children to be responsible for their own behaviour

The school acknowledges all the efforts and achievements of children, both in and out of school.

Behaviour system

All the school is using a system called the Behaviour keys. The table "My behaviour keys" will be filled in every Friday by the teacher and will be in the Yellow book. We will kindly ask parents or carers to review it and sign it. There are 3 keys:

- the listening key
- the respect key
- the work and care key

When class rules are broken, your child will get a warning. After 3 warnings, there will be a cross in the monitoring table displayed in class. After a certain number of crosses, the key changes colour. Key colours: Between 0 and 2 crosses: green key ; 3 crosses: orange key ; 4 or more crosses: red key.

The school employs a number of steps to enforce the school rules, and to ensure a safe and positive learning environment. We sometimes have to employ sanction appropriately to each individual situation.

1st Step :

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. Occasionally, children may be asked to stay in at break times or lunch times to complete or redo a task.
- If a child is disruptive in class, the teacher finds the best solution to help understand why he/she is disruptive and strategies are put in place to help and support the child.
- If a child misbehaves repeatedly, we may isolate the child (while still being supervised) from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

2nd Step :

- If a child gets red keys for 2 weeks, teachers will contact parents and the Headteacher will be informed.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the appropriate sanctions are put in place. Parents will be notified.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

3rd Step :

- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. We recognise that positive behaviour reinforcement needs to continue in the home environment, so it is key to work together with the parents.
- If a child gets red keys for more than 3 weeks, a meeting with parents, the teachers and the Headteacher will be organised, called "équipe éducative".

4th Step : Exclusion is a final resort but it may occur due to :

- If a child's extreme misbehaviour continues to affect the education and well-being of others or the safety of other children cannot be guaranteed due to the extreme behaviour of the child in question.
- A serious incident involving physical/verbal abuse has arisen as a result of the child's extreme behaviour.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti- social behaviour, the class teacher discusses these with the whole class and if necessary, reinforces it during "PSHE lessons".

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. For more information, please see our 'Anti-bullying policy'.

In very extreme circumstances, exclusion procedures, both fixed term and permanent, may be brought into force. When deciding upon the fixed length of the exclusion the Head Teacher will take into account the incident, previous exclusions and all strategies used prior to the incident. Work will be

provided for the excluded child to complete at home. Following a fixed term exclusion, there will be a re-integration meeting involving the school, child and parent(s).

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. In addition to the welcome meeting in September, two parent teachers meetings are organised throughout the year as well and teachers are always available to discuss any issue. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

Keeping Classrooms Safe - Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Under very exceptional circumstances, physical intervention may be required to manage a child's risky behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion.

THE ROLE OF THE HEAD TEACHER

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Leadership team, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school proprietor has been notified.

THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school's 'pack de rentree', and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and then the school's proprietor, Devika Malik. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

We want our children:

- 1 To be happy and feel confident in school
- 2 To choose good behaviour all of the time
- 3 To be assertive yet respectful

MONITORING

The Head Teacher monitors the effectiveness of this policy on a regular basis. He/She also reports to the Leadership team on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Leadership team to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.