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BEHAVIOUR POLICY

Introduction

Teachers, parents and carers at Ecole Jacques Prévert work together to deal proactively with behaviour issues in order to avoid loss of learning time through disruptive behaviour. The Leadership Team support teachers to ensure high standards of pupil behaviour.

The YouGov PISA report found that poor behaviour and disruption can account for pupils potentially losing up to an hour of learning each day, equivalent to 38 days of teaching lost per year. At Ecole Jacques Prévert, creating a positive climate for learning is a responsibility shared by leaders, teachers, parents and pupils. Teachers are uncompromising in their expectations, do not settle for low standards of behaviour and are consistent in dealing with poor behaviour. Teachers are highly visible in classrooms, school corridors and the playground and pupils know if – and where – disruption occurs, staff members deal with it. Teachers at Jacques Prévert explain and enforce their expectations successfully to pupils and parents.

The Senior Leadership Team and Comité de gestion routinely challenge and support staff to create a culture in which outstanding teaching can flourish. Ecole Jacques Prévert is an orderly and welcoming school that insists on high standards, where teachers routinely challenge children to do better. Through close working relationships between colleagues and with parents, targeted training, giving pupils responsibilities, a clear behaviour system and consistent behaviour management, staff ensure Ecole Jacques Prévert is a positive learning environment where pupils can flourish and learn.

The Directrice and Deputy Head with responsibility for pastoral care set the tone, but all staff are engaged in ensuring high standards. Parents receive regular communications detailing both positive and negative occurrences for their child. Parents understand Ecole Jacques Prévert's behaviour policy and know it will be implemented rigorously and consistently by all staff. The system of sanctions and rewards work well and staff apply the rules uniformly and with rigour. Rare instances of poor behaviour are dealt with effectively by staff, and full records are kept on MyConcern and analysed for trends. Pupils and parents are clear that staff will deal with bad behaviour. They know who to report concerns to and are clear these will be followed up.

Teachers are quick to identify pupils at risk of underachieving due to poor behaviour and work with SLT, parents (and where necessary, specialists) to change these pupils' attitudes. Specific vigilance is thus expected from teachers and supervising staff in any change of behaviour in children. SEND children will also be recognised as such and helped in a way that can be fully understood by them. Children who are identified as having substantial behavioural difficulties may be asked by teachers to have an individual "fiche de suivi" with distinct reference to behavioural achievements and encouragements (points or colours) to help them regulate their behaviour in a more proper manner. This document is implemented after a discussion with the

child on his/her behaviour, our expectations, and ways to help him/her to improve in this respect. The child's teacher would make sure to coordinate on this matter with the Safeguarding team, the other teachers and the supervisors' coordinator. The child's parents would be informed too to support and encourage their child accordingly.

We strive for pupils who are happy to talk about how much they enjoy school and their lessons. Our pupils are proud to attend Ecole Jacques Prévert, are committed to their learning and do not want to let their school down through poor behaviour or low level disruption.

Our Values or “Learning Superpowers”

At Ecole Jacques Prévert, we know that if children are not happy, they cannot learn. Pastoral care is central to our school. Our highly bilingual family atmosphere and Learning Superpower framework are unique and something of which we are very proud.



Strong academic achievement does not crowd out moral development for pupils in an education where we encourage a love of learning that goes beyond what is taught. We believe that children learn best when they feel confident and supported, liked, and respected as individuals and when their areas of talent and challenge are recognised and supported by the adults around them. We believe that hard work can make a difference to what you can achieve. At Ecole Jacques Prévert, we focus on a growth mindset, developing habits of learning that encourage pupils to become engaged learners with characteristics that support them when they face challenges.

Through this positive approach to learning and behaviour management, we aim to empower children to have a sense of self-worth and responsibility. Our **Learning Superpower SABRE**, which underpins all teaching and learning ensures that:

- Pupils are ready to learn
- Pupils feel safe and know they have someone to talk to when they are worried
- Pupils find peaceful ways to resolve issues and use positive language when they talk to

each other

- Pupils share their ideas freely and are motivated to try their best to be the very best versions of themselves
- Pupils feel at ease with their own trial and error learning process in front of others, with the help they can give to others and acceptance of others' help to overcome their mistakes and learn
- Pupils take responsibility for their actions to enable the best learning for everyone

TEACHERS ENCOURAGE THESE STRONG SCHOOL VALUES THROUGH:

- Clear, consistent expectations
- Modelling expected values to pupils and between staff
- Creating a benevolent and respectful atmosphere amongst pupils so as to promote these values as part of their day-to-day skill learning
- Praising and rewarding effort and progress using the learning superpower card where children can add their stickers.
- Praising and celebrating decision-making which optimises learning and achievement
- Children are praised for displaying the school values in and around school. Teachers make sure that they praise and encourage explicitly, collectively or individually every achievement in this respect by congratulating pupils.

Furthermore, these achievements can be highlighted through:

- Star of the Week award (for English lessons)
- Entry into Ecole Jacques Prévert's Gold Book and mention of this achievement on the display board at school
- Golden Time (a short-fixed period in which children can enjoy free-choice activities)

We hope our Learning Superpowers will equip pupils with character traits that will enable them to be successful learners and prepare them for a politically, economically and environmentally evolving future. This is the mindset that we want to foster at Ecole Jacques Prévert. For things that pupils find difficult, we encourage them to say, "I just can't do it... yet!"

Discipline at Ecole Jacques Prévert

We are proud to say that pupils behave very well. Our most recent 2022 Ofsted report graded behaviour and attitudes as Outstanding.

"Pupils receive a high-quality education. Leaders and teachers are very ambitious for what pupils can achieve. Pupils strive to meet the high expectations that leaders set...Pupils behave exceptionally well. They are self-disciplined and responsible when moving around the school and highly motivated in class. Teachers foster respectful, nurturing relationships with pupils. Pupils trust and are confident that school staff care about their well-being."

Staff, parents and pupils are united in a desire for optimal learning. In the event of a breach of our school values, prompt, proportionate action is taken.

Learning to show appropriate and adapted behaviours is part of the school curriculum at all

levels, in particular regarding the “Parcours citoyen” of the French curriculum. We believe modelling the Learning Super Powers is a collectively shared responsibility aiming to support all pupils in their skill learning and well-being.

Staff are just as responsible for modelling the Learning Super Powers as pupils (see Code of Conduct for further guidance). The staff are well-supported in pastoral matters by the Head and Deputy Head with responsibility for safeguarding and pastoral care.

We are an inclusive family-feel school where everyone is valued for what they bring to Jacques Prévert. We celebrate differences, aiming to provide the perfect balance of support and stretch.

Pastoral Care in Practice

Form Teachers, subject specialists, support staff and Senior Leaders take their responsibility of getting to know the pupils individually and as a group seriously. They notice and deal with any individual or group worries or issues that may arise.

Being a small family-feel school means pupils are known well by all members of staff. We provide an environment where pupils are taught to be “Safe and Sound”: where children know to whom they can turn should they need to do so. Our PSHE (Personal, Social, Health, and Economic education) lessons, led weekly by the Deputy Head in charge of safeguarding and pastoral care, cover an array of important topics for students from MS to CM2. These topics include Family and Relationships, Health and Safety, Wellbeing, Citizenship, and Economic Awareness. During these sessions, our core school values are emphasized and actively shared with the pupils.

Additionally, children from CP to CM2 receive a Learning Superpower Card, where they can collect superpower stickers as recognition for outstanding behaviour and adherence to our SABRE values. This initiative reinforces positive actions and helps to build a strong, values-driven school community.

Our commitment to pastoral care is as valued as their academic progress. We have a Pastoral Deputy Head, as well as a nurturing hands-on Head. The Deputy Head of Pastoral Care also serves as the Designated Safeguarding Lead, working closely with the Head to ensure that all policies and procedures related to Pastoral Care and Safeguarding are effectively implemented. Both the Deputy Head and the Senior Leadership Team are readily accessible to parents and pupils seeking support or guidance.

To further support student wellbeing, the Deputy Head runs weekly "Time for You" sessions, providing a safe and supportive space for children who feel overwhelmed, anxious, or in need of emotional regulation. These sessions also offer an opportunity for pupils to share their worries and seek guidance on friendship or social challenges, fostering a caring and responsive school environment.

The pastoral care of pupils is of paramount importance and all staff are committed to ensuring that every pupil is well cared for and that any concerns they may have, are being addressed promptly. We keep an internal record of concerns and operate an open-door policy for parents and children.

What is the end result?

The most important thing, we believe, is that the pupils who leave Ecole Jacques Prévert are confident, creative, tenacious, willing to express themselves, autonomous, benevolent, respectful and have a growth mindset. They achieve success, no matter what their starting point.

Pupils at Ecole Jacques Prévert are very kind to each other. There are occasional quarrels but our values and ethos enable pupils to genuinely value, like and respect each other. They make for a tangibly happy family atmosphere which we all value so much.

<u>AT ECOLE JACQUES PREVERT, WE:</u>	<u>THIS MEANS THAT:</u>
S keep ourselves SAFE AND SOUND	<ul style="list-style-type: none"> We use ICT SAFELY and are aware of possible missuses. We tell an adult when we feel unSAFE. We walk sensibly and in silence on the stairs and between classrooms. We enter classrooms in a calm and respectful manner.
A are AUTONOMOUS	<ul style="list-style-type: none"> We are ORGANISED with books, homework and equipment. We are ready to learn.
B are BENEVOLENT	<ul style="list-style-type: none"> We find peaceful ways to resolve issues and use positive language when we talk to each other. We treat each other with KINDNESS, telling the truth no matter what.
R show RESPECT	<ul style="list-style-type: none"> We RESPECT the school's property and equipment and the work of those who clean and care for our school. We leave rooms and equipment as we would like to find them. We RESPECT classmates, supporting others in their learning. We return the RESPECT given by teachers, following instructions quickly, listening to the teacher and waiting until we can share ideas.
E give our best EFFORT	<ul style="list-style-type: none"> We are motivated to try our best. We learn from mistakes and have a growth mind-set. We control our impulses so we can listen, absorb and think. We use SELF-DISCIPLINE to enable the best learning for everyone. We take responsibility for our actions.

TEACHERS ENCOURAGE STRONG SCHOOL VALUES THROUGH:

- Clear, consistent expectations
- Modelling expected values to pupils and between staff
- Creating a benevolent and respectful atmosphere amongst pupils so as to promote these values as part of their day-to-day skill learning
- Praising and rewarding effort and progress
- Praising and Celebrating decision-making and a growth mindset which optimises achievement

PROCESS FOR DEALING WITH PERSISTENT POOR BEHAVIOUR

1. Give clear warning referring to the school value contravened
2. Second warning followed by prompt action (e.g. pupil to move places, loss of a learning point move down behaviour ladder ((MS&GS)) etc.)
3. If poor behaviour continues, there will be a discussion with the child making him/her aware of his/her responsibility and how he/she can "mend" or "amend" his/her behaviour, giving the pupil an opportunity to recognise mistakes and move forward. A specific action will be required to show this understanding and good will: e.g. writing down a small text explaining why it is important to make efforts, cleaning up what has been vandalised or

writing a letter of apology.

4. At this stage, also inform the Deputy Head responsible for pastoral care or Head Teacher. The pupil can also be sent to the office either before amending his behaviour or after. 5. The Deputy Head responsible for pastoral care and/or Head Teacher will seek to engage an educational dialogue with the parents to inform them of the situation and prevent any further incident.
5. Should behaviour be regularly disruptive, a "réunion d'équipe éducative" would be organised for the pupil so as to implement (internal and external) help on a more regular basis.

N.B. Staff communicate with one another effectively and consistently.

In the case of behaviour which is completely unacceptable (e.g. behaviour which puts a pupil or others in danger) teachers go straight to the third and fourth steps in the process.

Staff communicate regarding children who are being unkind/ bullying children on the playground and report to the Deputy Head responsible for pastoral care. The Form Teacher should talk to the child in question and log the incident on MyConcern. In the case of consistent occurrence, the Deputy Head responsible for pastoral care will contact the parents to resolve the situation.

Staff should manage pupil behaviour according to the process outlined, objectively and dispassionately (without undue emotion). Actions should be taken in accordance with breach of our school values and in a manner which is firm, matter-of-fact and educational.

Information regarding pupils' wellbeing and special needs should be shared with all staff, including specialists, to ensure staff are well-informed when dealing with pupils.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session. A discussion will have to take place with the child to make sure he/she understands the danger he/she has put himself/herself or others in and how not to do it again.

The class teacher will discuss the school rules of behaviour with each class. The school values (Our Learning Superpowers) outlined above are displayed on the wall of all classrooms to be referred to regularly.

Ecole Jacques Prévert 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the separate Anti-Bullying Policy.

During breaks and at lunchtime the supervisors employed by the school have the same authority over the children as their class teachers have. They are responsible for keeping order in the playground and in the canteen. They have the power to require children to report to the Head/Pastoral Deputy in cases of misbehaviour which they find that they cannot control. They are also responsible for recording incidents of serious misbehaviour on MyConcern.

Teachers must be aware, however, that supervisors will need to be informed of children's specific situations or needs, so they will regularly meet with the supervisors' coordinator to inform the whole team of any relevant information.

PROCESS FOR DEALING WITH BEHAVIOUR THAT IS LINKED TO SAFETY OR SAFEGUARDING CONCERNS

We must be aware that some behaviour can present safety or safeguarding issues for the pupil and the school. Where a child's behaviour puts them at risk or others at risk, the school must carry out steps to ensure school remains a safe environment for everyone, including the pupil concerned.

Staff must ensure they are familiar with the Safeguarding and Child Protection Policy and review the situation immediately with the Headteacher and Deputy Headteacher (DSL).

Where the Headteacher decides that there is a safeguarding concern involved, the school is permitted to issue a fixed term suspension. This internal or external measure means the pupil is excluded from their whole class timetable while the situation is reviewed and the relevant risk assessments are carried out. This measure will include the provision of education for the pupil in the form of assignments, lesson resources, remote learning etc. The parents will be informed of the terms of the suspension (duration, external/internal exclusion, provision of education).

The Headteacher, in consultation with the Board of Governors, the DSL and any other relevant consultants/agencies, will co-ordinate and consult on how best to accommodate the pupil during the suspension period. This review will include an internal review of provision and process, risk assessments and if needs be, consultation with the Local Authority Designated Officer for Safeguarding for advice.

Once the provision and environment has been reviewed and assessed, the pupil will return to their class setting. The pupil and his/her parents will attend reintegration meetings with the Headteacher, Deputy Headteacher and Class Teacher so that expectations and risk assessments can be shared and understood. The pupil and parents will be expected to confirm their agreement to the reintegration programme before the pupil returns to a whole group setting.

The situation will remain under review and recorded on MyConcern.

The role of the Head and Deputy Head with responsibility for pastoral care

The Head and Deputy Head support the staff by implementing this policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. They keep records of all reported serious incidents of misbehaviour. In all such cases, the Head will inform the child's parents of what has happened. In the event of serious misbehaviour, the Head has the power to exclude a child from attending the class courses or the school for one day.

In the event of repeated misbehaviour or very serious single acts of anti-social behaviour, a child may be excluded from the school.

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 expect parents to inform themselves of the school rules and arrangements and to support their application. We expect parents to support their child's learning, and to co-operate with the school. 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 take actions to help a child improving his/her behaviour, parents should support these actions. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, and if the issue remains unresolved, the Head or Pastoral Deputy. If these discussions cannot resolve the problem, a formal complaint can be lodged.

Monitoring

The Deputy Head with responsibility for pastoral care monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school uses MyConcern to keep records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head/Pastoral Deputy records those incidents where a child is sent to her on account of bad behaviour. The Head keeps a record of any pupil who is suspended for a day, or who is permanently excluded. It is the responsibility of the Board of Directors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

General

This document has been drawn up to clarify the behaviour expectations of the school and to inform parents, guardians and pupils of what that policy is. It is not intended to extend or alter the contractual or other legal rights that exist between the school and parents, guardians or pupils. The contents of this document are statements of intent made in good faith but are not intended to be legally enforceable.