

# Behaviour Policy

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*Reviewed: May 2025*

## 1. Introduction

At École Jacques Prévert, we believe that excellent behaviour underpins effective teaching and learning. All members of the school community—staff, pupils, and parents—work together to promote a safe, respectful, and purposeful environment where all children can thrive.

We expect high standards of behaviour at all times. Disruption to learning is addressed promptly and effectively, ensuring that every child can make the most of their education. Consistent boundaries, clear routines, strong relationships, and a restorative approach underpin our pastoral care.

Teachers establish positive classroom cultures by setting clear expectations, modelling respectful behaviour, and using consistent strategies to support pupils in making the right choices. The Leadership Team plays a visible and active role in supporting staff to maintain standards throughout the school.

Misbehaviour is rare and dealt with swiftly. Staff use professional judgement to respond proportionately and sensitively, considering each child's individual needs and context. Serious or repeated concerns are recorded on *MyConcern* and monitored by the Safeguarding Team (DSL and DDSL).

Teachers are prompt to identify pupils at risk of underachieving due to poor behaviour and work with the leadership team, parents and specialists to change pupils' attitudes.

## 2. Our Core Values and 'SABRE' Learning Superpowers

The wellbeing and personal development of every pupil is central to life at Jacques Prévert. Through our pastoral programme and bilingual environment, we cultivate emotional literacy, empathy, and resilience.

Our **SABRE Learning Superpowers** (Safe and Sound, Autonomy, Benevolence, Respect, Effort) are embedded across the curriculum and school life:

- Pupils are ready to learn and take responsibility for their behaviour.
- Pupils feel safe, respected, and able to express themselves.
- Pupils approach challenges with confidence and persistence.
- Pupils resolve conflict peacefully and show kindness to others.
- Pupils reflect on their actions and learn from mistakes.

### Our Learning Superpowers



We foster a **growth mindset** and celebrate effort as well as achievement. Pupils are encouraged to try, to fail, and to try again.

### Positive reinforcement may include:

- Specific verbal praise
- Learning Superpower stickers
- “Star of the Week” certificates (in English)
- Entry into the Gold Book, with recognition in assembly
- Golden Time or other class-based privileges

## 3. Promoting Positive Behaviour

All staff promote a calm and respectful climate by:

- Setting and reinforcing consistent expectations
- Using routines and signals to support transitions and focus
- Maintaining positive relationships with pupils and parents
- Recognising and rewarding effort, kindness, and resilience

- Addressing low-level disruption early and calmly
- Restoring relationships through reflective conversation

We aim to help children understand the impact of their behaviour and empower them to make positive choices.

## 4. Responding to Behaviour Concerns

We adopt a graduated approach to behaviour, rooted in the belief that all behaviour is a form of communication.

In class and/or around school, the following staged response applies:

1. **Reminder:** A gentle reminder of the expected behaviour, linked to the relevant value or Superpower.
2. **Warning:** A clear warning, explaining consequences if the behaviour continues.
3. **Consequence:** Loss of privilege (e.g. change of seat, missed part of break, or time-out).
4. **Reflection:** The pupil reflects with an adult—this may include a restorative conversation, an apology, or an act of repair.  
At this stage, the Deputy Head (Pastoral) and/or Headteacher should also be informed. The pupil may be sent to the office, either before correcting their behaviour or after, depending on the situation.
5. **Referral:** Escalation to the Deputy Head (Pastoral) or Head. They will inform the pupil's parents of the situation and work together to prevent any further incidents.
6. **Support Meeting:** Should behaviour continue to be regularly disruptive, a meeting will be arranged involving the pupil, their form teacher, and the Deputy Head or Headteacher. The aim is to establish a more formal support plan and provide regular assistance to address the underlying issues.

In cases of unsafe, threatening, or serious behaviour, steps may be skipped, and immediate leadership involvement sought.

All significant incidents are recorded on MyConcern. Repeated low-level disruption may result in a *fiche de suivi* (daily monitoring card) and support plan. **In cases of persistent misbehaviour or particularly serious incidents that compromise safety or significantly disrupt the functioning of the school, a pupil may face exclusion.**

## 5. Inclusion and Additional Needs

We recognise that some pupils may need additional support to meet behaviour expectations. This may be due to:

- Neurodivergent profiles (e.g. ADHD, autism)
- Emotional or social difficulties
- Language barriers
- Challenging experiences or trauma

Reasonable adjustments are made where needed. The school works closely with parents and external professionals to implement strategies and support plans that meet the needs of individual pupils.

## 6. Break and Lunchtime Behaviour

Pupils are expected to behave responsibly and respectfully during break and lunch times. Supervisors are trained in behaviour management and safeguarding and work as part of the wider school team.

All incidents are followed up and communicated to the relevant class teacher and supervisors' coordinator. Pupils are encouraged to seek adult help if they feel unsafe or upset.

## 7. Preventing and Responding to Bullying

Bullying is not tolerated in any form. Our school defines bullying as **the repeated, intentional harming of one person by another, where there is a power imbalance**. It may be physical, verbal, emotional, or online.

We adopt a whole-school, proactive approach to anti-bullying:

- All pupils are taught how to recognise, prevent, and report bullying.
- We use the “Le Message Clair” system to help pupils express how they feel and resolve small conflicts before they escalate.
- The annual **Anti-Bullying Week** includes workshops, assemblies, and themed lessons.
- All bullying concerns are investigated thoroughly and recorded.
- Parents are informed and involved in next steps.
- Victims are supported and perpetrators are helped to change their behaviour.

See the full **Anti-Bullying Policy** for more details.

## • 8. Safeguarding and Serious Behaviour Incidents

Some behaviours—such as aggression, extreme emotional distress, or sexually harmful behaviour—may indicate a safeguarding concern.

Staff must report these immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. Where necessary, a risk assessment is undertaken, and outside agencies may be involved.

The school may use a **fixed-term suspension** (internal or external) as a protective measure for the individual or others. This is always a last resort and part of a wider plan to safeguard and support the pupil.

## 9. Supporting Emotional Regulation

We understand that some children find it difficult to regulate their emotions. We support emotional development through:

- Weekly **PSHE lessons** led by the Deputy Head (Pastoral)
- **Circle times** and assemblies focused on wellbeing and respectful behaviour
- **Learning Superpower cards** to reinforce values
- **“Time for You” sessions** for pupils who are anxious, overwhelmed, or in need of 1:1 emotional support with Deputy Head (Pastoral)

Pupils are taught calming techniques, problem-solving skills, and how to ask for help.

## 10. Parental Partnership

Parents are key partners in promoting positive behaviour. We maintain open, honest communication and encourage families to:

- Reinforce the school's values at home
- Speak to the teacher or Deputy Head Pastoral or Headteacher if concerns arise
- Work with us to implement strategies when needed

We aim to build a supportive dialogue between home and school. If we have concerns about a pupil's welfare or behaviour, we will communicate with parents promptly to ensure a shared understanding and collaborative approach.

## 11. Monitoring and Review

The policy is reviewed annually by the Deputy Head (Pastoral) and the Headteacher, taking into account:

- Feedback from staff, pupils, and parents
- Analysis of behaviour records on *MyConcern*
- Safeguarding updates and best practice

The effectiveness of the policy is also reviewed at least yearly as part of the school's wider evaluation of wellbeing and school climate.

## Conclusion

At École Jacques Prévert, we are proud of the respectful, inclusive, and caring ethos we have created. Our pupils behave well because they feel safe, valued, and supported. They take pride in their learning, their behaviour, and their contribution to the school community.

Through clear expectations, positive reinforcement, and a commitment to pastoral excellence, we help our pupils grow into confident, responsible, and compassionate young people.