

Update: August 2020

Review: September 2021

BEHAVIOUR POLICY

Introduction

Teachers, parents and carers at 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 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 cour de récréation 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. 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 Jacques Prévert is a positive learning environment where pupils can flourish and learn.

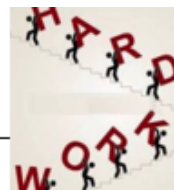
The Directrice and Deputy with responsibility for pastoral care set the tone, but all staff are engaged in ensuring high standards. Parents receive regular communications detailing both positive and negative occurrences for their child. Students understand Jacques Prévert's behaviour policy and know it will be implemented rigorously by 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 students at risk of underachieving due to poor behaviour and work with SLT, parents (and where necessary, specialists) to change these pupils' attitudes. We strive for pupils who are happy to talk about how much they enjoy school and their lessons. Our pupils are proud to attend Jacques Prévert, are committed to their learning and do not want to let their school down through poor behaviour.

ORGANISATION



SELF
DISCIPLINE

At Ecole Jacques Prévert, we
value:



**AT ECOLE JACQUES PREVERT,
WE ARE:**

THIS MEANS THAT:

ORGANISED

- We are **ORGANISED** with books, homework and equipment
- We are ready to learn.

SAFE

- 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.

KIND-

- 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.

RESPECTFUL -

- 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.

HARD WORKING AND RESILIENT-

- We are motivated to try our best.
- We learn from mistakes and have a growth mind-set.

SELF-DISCIPLINED-

- We control our impulses so we can listen, absorb and think.
- We are 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
- Praising and rewarding good choices
- Celebrating achievements

★ POSSIBLE REWARDS FOR CHILDREN DISPLAYING SCHOOL VALUES ★

- Dojo points and Star of the Week
- WOW wall (exceptionally good work will be displayed on a WOW wall)
- Entry into Ecole Jacques Prévert's Gold Book (for exceptionally demonstrating one of our school values) with letter sent home to parents and appearance in newsletter
- Golden Time
- Star jar

➡ **PROCESS FOR SANCTIONS**

1. Give clear warning referring to the school value contravened.
2. Second warning followed by prompt action (e.g. pupil to move places, lose a Dojo point, move down behaviour ladder((MS&GS)) etc.)
3. If poor behaviour continues, sanction for poor choice relevant to incident (e.g. double homework for failure to be HARD-WORKING; Cleaning the desks for vandalism and failing to show RESPECT for school property etc.).
4. At this stage, also inform Deputy Head responsible for pastoral care or Head Teacher. Pupil sent to office.
5. Letter home to parents from Deputy Head responsible for pastoral care or Head Teacher.

N.B. Staff to communicate with one another regarding children seen not following the rules.

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 step 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). Sanctions should be given in accordance with breach of our school values and in a manner which is firm and matter-of-fact.
- 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.
- The class teacher will discuss the school rules of behaviour with each class. The school rules outlined above are displayed on the wall of all classrooms to be referred to regularly.

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 misbehavior which they find that they cannot control. They are also responsible for recording incidents of serious misbehavior on MyConcern.



À l'École Jacques Prévert, nous privilégions :

À L'ÉCOLE JACQUES PRÉVERT, NOUS SOMMES :	CE QUI VEUT DIRE QUE :
<u>ORGANISÉ.E.S</u>	<ul style="list-style-type: none"> Nous sommes <u>ORGANISÉ.E.S</u> dans nos devoirs. Nous <u>PRENONS SOIN</u> de nos manuels/livres, de nos outils de travail et des équipements de l'école, et veillons à toujours avoir notre matériel. Nous sommes <u>prêt.e.s</u> à apprendre.
<u>PRUDENT.E.S</u>	<ul style="list-style-type: none"> Nous utilisons les outils informatiques <u>PRUDEMENT</u> et sommes <u>conscient.e.s</u> des possibles mauvaises utilisations. Nous parlons à un adulte si nous ne nous sentons pas en <u>SÉCURITÉ</u>. Nous marchons calmement et en silence dans les escaliers et entre les salles de classe. Nous entrons en classe dans le calme et le respect.
<u>BIENVEILLANT.E.S</u>	<ul style="list-style-type: none"> Nous trouvons des solutions raisonnables pour résoudre les problèmes et utilisons un langage positif quand nous parlons entre nous. Nous nous traitons mutuellement avec <u>BIENVELLANCE</u>, en disant la vérité quelle que soit la situation.
<u>RESPECTUEUX/SES</u>	<ul style="list-style-type: none"> Nous <u>RESPECTONS</u> les locaux, l'équipement et le travail de ceux et celles qui nettoient et s'occupent de notre école. Nous quittons les salles de classe dans l'état dans lequel nous aimerions les trouver. Nous <u>RESPECTONS</u> nos camarades et nous soutenons mutuellement dans notre apprentissage. Nous accordons à nos maîtres et maîtresses le respect qu'ils/elles nous donne en suivant rapidement les instructions, en les écoutant et en patientant jusqu'à ce que nous puissions partager nos idées.
<u>TRAVAILLEURS/SES ET PERSÉVÉRANT.E.S</u>	<ul style="list-style-type: none"> Nous sommes <u>motivé.e.s</u> et faisons toujours de notre mieux. Nous apprenons de nos erreurs et cherchons perpétuellement à nous améliorer.
<u>AUTO-DISCIPLINÉ.E.S</u>	<ul style="list-style-type: none"> Nous contrôlons nos impulsions pour pouvoir écouter, apprendre et penser. Nous faisons preuve d'<u>AUTO-DISCIPLINE</u> pour travailler dans le meilleur cadre d'apprentissage possible. Nous assumons la responsabilité de nos actions.

LES MAITRESSES ET MAITRES ENCOURAGENT LES VALEURS DE L'ÉCOLE EN :

- ★ Posant des attentes claires et cohérentes
- ★ Illustrant les valeurs attendues aux élèves et entre collègues
- ★ Louant et récompensant les bons choix
- ★ Célébrant les réussites
- ★ RÉCOMPENSES POSSIBLES POUR LES ENFANTS RESPECTANT LES VALEURS DE L'ÉCOLE ★

- Points Dojo et Étoile de la Semaine
- Mur « Bravo ! » (les travaux exceptionnels seront affichés sur un mur « Bravo ! »)
- Entrée dans le Livre d'Or de l'École Jacques Prévert (pour ceux ou celles incarnant les valeurs de l'école de façon extraordinaire) avec une lettre aux parents et une apparition dans la newsletter
- L'Heure Dorée
- Pot d'étoiles



PROCESSUS D'APPLICATION DES SANCTIONS :

1. Donner des avertissements clairs en se référant à la valeur de l'école qui a été enfreinte
2. Deuxième avertissement suivi d'une action rapide (par exemple : l'élève change de place, perd un point Dojo, descend sur l'échelle du comportement (MS et GS), etc.).
3. Si le mauvais comportement continue, sanctionner proportionnellement à l'incident (par exemple : double charge de devoirs à défaut d'être TRAVAILLEUR/SE ; nettoyer les bureaux après vandalisme ou manque de RESPECT envers la propriété de l'école, etc.).
4. À ce stade, informer le/la Deputy Head responsable du *pastoral care* ou la Directrice. Élève envoyé.e au bureau.
5. Lettre envoyée aux parents par le/la Deputy Head responsable du *pastoral care* ou par la Directrice.

N.B. L'équipe doit communiquer le nom des élèves enfreignant les règles.

En cas de comportement inacceptable (par exemple : comportement mettant cet.te élève ou les autres en danger), aller directement à la troisième étape du processus.

L'équipe doit communiquer le nom des élèves qui se montrent agressifs envers les autres ou qui harcèlent les autres dans la cour de récréation et rapporter les faits au/à la Deputy Head responsable du *pastoral care*. Le maître ou la maîtresse parlera à l'enfant en question et notera l'incident dans *MyConcern*. En cas de récidive, le/la Deputy Head responsable du *pastoral care* contactera les parents pour discuter de la situation.

- L'équipe doit gérer le comportement des élèves en accord avec le processus établi, objectivement et sans émotion excessive. Les sanctions doivent être données en accord avec le degré de gravité de l'infraction vis-à-vis des valeurs de l'école et de manière ferme et neutre.
- Les informations concernant le bien-être et les besoins spécifiques des élèves doivent être partagées avec toute l'équipe, y compris les enseignants spécialistes (BCD, Anglais, musique), pour s'assurer que toute l'équipe est bien informée lorsqu'elle a affaire aux élèves.

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

The Head and Deputy 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 school for one day.

In the event of repeated misbehaviour or very serious single acts of anti-social behaviour, the Head may permanently exclude a child, but only after a minimum of three members of the Board of Directors of the school have been consulted and have approved this course of action.

If the parents or guardians wish to appeal against the decision of the Head to permanently to exclude a child from the school, the following procedure will be adopted:

- The child will remain excluded from the school until and unless he or she is reinstated as a result of this appeal procedure.
- The parents must apply in writing to the Chair of the Board of Directors of the school for the Head's decision to be reconsidered.
- The Chair of the Board, or a Board member to whom he or she delegates the task, will arrange a meeting attended by the following people: three members of the Board of Directors, a teacher from the school who does not currently teach the child, a representative of the Parent's Association (APEEF), the child's parents, the Head and the child's class teacher.
- The school will use its best endeavours to ensure that the meeting is held within 7 days of the receipt of the parents' written application, so long as school holidays do not intervene. If they do, the meeting will be held within 7 days of the beginning of the new term or half term.
- The meeting will listen to the parents' reasons for suggesting that the Head's decision should be reversed, and then to the Head's reasons for maintaining it. The child's class teacher may also speak. The parents will have a right to reply to the points made by the Head and the class teacher.
- The final decision will be taken by the three members of the Board, the teacher who does not teach the child and the representative of the APEEF by a majority vote taken either immediately after the meeting or as soon as reasonably possible. The decision of those five people is final for all purposes. A decision to reinstate the child may be made subject to conditions – for example as to future behaviour.

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 use reasonable sanctions to punish a child, 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, and if the issue remains unresolved, the Head or Pastoral Deputy. If these discussions cannot resolve the problem, a formal complaint should 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 policy 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.