



LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES PRIMARY SCHOOLS | Pupil behaviour & discipline policy

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This policy is publicly available on the School website and is available in hard copy on request.

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Introduction

This is the pupil behaviour and discipline policy for the primary schools of the Lycée Français Charles de Gaulle de Londres (the “School”).

This policy applies to all primary pupils of the School, including those pupils in the Early Years Foundation Stage (EYFS) (*maternelle*), on the School’s four sites:

- South Kensington (primary)
- Ecole Marie d’Orliac
- Ecole de Wix
- Ecole André Malraux

This policy also applies:

- during any activity organised by or related to the School (such as school outings and school trips);
- to misbehaviour that occurs whilst pupils are outside the School premises and
 - (i) travelling to and from school; or
 - (ii) in some other way identifiable as a pupil of the School, whether the misbehaviour took place in person, over the telephone or online (including social media), in relation to incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School could be negatively impacted as a result of the misbehaviour. Serious misbehaviour outside of School will be dealt with in accordance with this policy and the School’s Rules.

1. Aims

This policy aims to:

- create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- establish a whole primary school approach to maintaining high standards of behaviour that reflect the values of the School;
- outline the expectations and consequences in terms of behaviour;
- provide a consistent approach to behaviour management that is applied equally to all pupils;
- define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Pupil behaviour and discipline policy and Règlements intérieurs (School Rules)

It is mandatory under the Education (Independent School Standards) Regulations 2014 for the School to have a behaviour policy, and it is mandatory under French legislation for the School to

have a *règlement intérieur* (school rules) that addresses pupils' behaviour and discipline (see Section 3 below).

The School has adopted a *règlement intérieur* (school rules) for each separate *école primaire*. The School's Senior Leadership (as defined in section 4.2 below), and community of staff, parents/carers and pupils adhere to the established routine and code of conduct set out in the *règlement intérieur* (School Rules) for their school, which is published on the School's website.

The *règlement intérieur* (School Rules) for each primary school is adopted by the *Conseil d'école* each year.

Each *règlement intérieur* (School Rules) complements this pupil behaviour and discipline policy. The *règlement intérieur* (School Rules) for each primary school may include their own specific/additional rules of conduct, lists of reprimands etc.

3. Legislation, statutory guidance and non-statutory guidance

The Lycée Français Charles de Gaulle de Londres is required to implement the principles and educational programmes of the French education system, defined by the French Department of Education.

This policy is based on French legislation and *circulaires* and has regard for guidance issued by the Department for Education:

French legislation and *circulaires*:

- [Article L401-2 of the French Education Code](#) makes it mandatory for French Schools to adopt a *règlement intérieur* (school rules) specifying the conditions under which the rights and duties of each member of the school community (including pupils) are respected.
- [article L511-1 of the French Education Code](#): "*Les obligations des élèves consistent dans l'accomplissement des tâches inhérentes à leurs études ; elles incluent l'assiduité et le respect des règles de fonctionnement et de la vie collective des établissements.*" (The duties of pupils consist in carrying out the tasks inherent to their studies; these include attendance and respect for the operating rules and collective life of the school)
- [Article L511-5 of the French Education Code](#) on mobile phones in schools
- French Ministry of Education [Circulaire n. 2014-088 of 9 July 2014](#)

Department for Education:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; in particular paragraph 9 requires the School to have a written behaviour policy
- Behaviour in schools: advice for headteachers and school staff 2022
- The *Equality Act 2010*
- *Keeping Children Safe in Education* (September 2022)
- Use of reasonable force in schools, 2013 (currently being updated 2023)
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, 2015 (updated April 2020).

4. Roles and responsibilities

4.1 The Proprietor

The French State (represented by the Embassy of France, London, via the *Conseiller Culturel*), acting as proprietor, is responsible for monitoring this behaviour and discipline policy's effectiveness.

4.2 The Senior Leadership

When used in this policy, Senior Leadership means the Proviseur and Primary School *Directeurs/Directrices*.

The Senior Leadership are responsible for:

- reviewing and approving this behaviour and discipline policy;
- ensuring that the School environment encourages positive behaviour;
- ensuring that staff deal effectively with poor behaviour;
- monitoring how staff implement this policy to ensure sanctions are applied consistently to all groups of pupils;
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- providing new teaching and supervisory staff with a clear induction into the School's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- ensuring that the behaviour information on CPOMS is reviewed regularly.

Ecole de Wix and Ecole Marie d'Orliac offer a shared bilingual programme with Belleville Wix Academy and Holy Cross Catholic Primary School respectively. Please refer to Appendix 1 regarding the specific arrangements agreed between Senior Leadership and Belleville Wix Academy and Holy Cross Catholic Primary School respectively.

4.3 Teachers and other members of staff

Are responsible for:

- creating a calm and safe environment for pupils;
- establishing and maintaining clear boundaries of acceptable pupil behaviour;
- implementing this behaviour and discipline policy consistently;
- communicating the School's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- modelling expected behaviour and positive relationships;
- providing a personalised approach to the specific behavioural needs of identified pupils;
- recording behaviour incidents promptly (on CPOMS);
- refraining from any behaviour, gesture or word that could convey indifference or contempt towards a pupil or a pupil's parents/carers.

The Senior Leadership will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers should:

- read the School's behaviour and discipline policy and support their child in adhering to it;
- inform the School of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher or *vie scolaire* promptly;
- refrain from using any behaviour, gesture or word that might reflect a lack of respect for the teacher or undermine their authority as well as towards other pupils and their families.

The School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and working with them.

4.5 Pupils

Pupils will be made aware of:

- the expected standard of behaviour they should be displaying at School: (see section 5 below);
- their duty to follow the behaviour and discipline policy;
- the School's key rules and routines;
- the support they will receive from staff to help them meet the behavioural standards.

5. Pupil behaviour expectations and general rules to be followed

5.1 Behaviour Expectations introduced from the Early Years Foundation Stage

As early as *Petite Section*, the concepts of "living together", and understanding the expectations of the School are introduced. These rules are explained as part of the class project. The child gradually learns the meaning and consequences of their behaviour, their rights and obligations, their place in the School setting and more broadly, in social relations.

5.2 Encouraging positive behaviour

The School encourages and promotes good behaviour: calmness, attentiveness, care and respect for others. The pupils' involvement in school life is likely to reinforce their feeling of belonging and promote a serene school environment.

The School's education system is based on neutral and secular values which have to be respected by all in the School.

5.3 General rules

- Good behaviour is expected as the normal way of working for all pupils at all times. Pupils must comply with the behaviour expectations laid down in this policy and the *règlement intérieur* particular to their primary school.
- All pupils have a duty of attendance and punctuality (please refer to the School's attendance policy and *Règlement intérieur* (School Rules)), tolerance and respect for others, and respect of equality between girls and boys.
- In no circumstances will the use of physical, psychological or verbal violence be tolerated. Mutual respect between adults and pupils and amongst pupils constitutes one of the fundamental values of our School community.
- In no circumstances will sexual harassment and violence be tolerated.

- In no circumstances will bullying be tolerated. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Details of the School's approach to preventing and addressing bullying are set out in the School's anti-bullying policy.
- Pupils must refrain from using any behaviour, gesture or word that might reflect a lack of respect for the teacher or undermine his/her authority as well as towards other pupils and their parents/carers.
- Pupils must, in particular, use appropriate language within the School, respect the premises and equipment made available to them, and comply with the hygiene and safety rules that they have been taught.
- The use of mobile phones is prohibited within each primary school premises. Such permission will only be granted in exceptional circumstances by the *directeur/directrice* of the relevant primary school to CM1 (Y5) and CM2 (Y2) pupils only.

6. Responding to behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the class.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged;
- develop a positive relationship with pupils, which include:
 - greeting pupils in the morning/at the start of lessons;
 - establishing clear routines;
 - communicating expectations of behaviour;
 - highlighting and promoting good behaviour;
 - dealing with low-level disruption;
 - using positive reinforcement.

6.2 Safeguarding

Certain behavioural issues, including child-on-child abuse, sexual violence or harassment, can lead to sanctions in accordance with this policy, but may also constitute safeguarding concerns, and the School will follow the School's safeguarding policy to address such concerns.

Also, the School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The School will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the School will follow its safeguarding policy. Please refer to the School's safeguarding policy for more information.

6.3 Damages to or loss of School equipment

When a book of the School has been damaged or lost by a pupil, it must be replaced by the pupil's parents/carers.

The cost of repairing defaced School buildings or damaged School furniture and equipment caused

by a pupil will be met by their parents/carers.

6.4 Disciplinary measures

Pupil behaviour that disturbs the School's normal operation is in breach of the School's behaviour and discipline policy or *règlement intérieur* (School Rules) can give rise to one or more of these measures:

6.4.1 Réprimandes (Reprimands)

In the classroom or in the School more generally, reprimands should be graduated.

For example, in the classroom, the teacher may warn a pupil once or twice before punishing them.

Reprimands, and more generally disciplinary measures taken in accordance with this policy, should never in any way affect the moral or physical integrity of the pupil.

6.4.2 Réparations (Reparations)

Reparations can be symbolic (words of apology, handshake...).

When it is possible, the School can ask a pupil to repair the damage done.

Reparations can also take the form of community service (a useful task for the School or the class: tidying up, cleaning up, etc.).

Lines for poor behaviour are forbidden.

6.4.3 Privations de droits (withdrawals of rights)

In the classroom as well as in the School, it is possible to withdraw a pupil's rights in a partial and/or graduated way, such as the withdrawal of their right to circulate in the classroom, their right to circulate outside the classroom, their right to carry out a responsibility, their right to autonomy, their right to speak (temporarily), their right to go to break (provided such withdrawal is partial)...

6.4.4 Exclusions (Internal Exclusions)

Exclusions, like reprimands, can be graduated.

Initially internal to the class (temporary withdrawal from participation in a discussion or an activity), pupils can also, in the most serious instances, be removed to another class or to another part of the School.

In any case, the pupil must at no time be left alone without supervision.

6.4.5 Équipe éducative (educational team)

When the behaviour of a pupil seriously and permanently disrupts the functioning of the class despite the pupil's parents/carers having been consulted, an *équipe éducative* (educational team) must meet to address the pupil's situation.

6.5 Reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain pupils. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

6.6 Confiscation, searches

Confiscation

Any prohibited items found in a pupil's possession will be confiscated.

The School will also confiscate any item that is harmful or detrimental to school discipline.

Confiscated items may be returned to pupils or their parents/carers after discussion with Senior Leaders and parents/carers, if appropriate.

Searching a pupil

French law precludes school staff searching a pupil. If however it is suspected that a pupil is concealing a prohibited item and has refused to hand it over, the pupil will be kept in isolation and the parents/carers will be requested to come to the School in order to search their child.

If the pupil refuses this parental search, the School reserves the right to contact the Police.

6.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the School will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the School will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Senior Leadership will make the report.

The School will not interfere with any police action taken, but will ensure that an appropriate member of staff is present. However, the School may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.8 Malicious allegations

- Where a pupil makes an allegation against a member of staff, the School will implement the allegations of abuse against staff policy. If that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the pupil in accordance with this behaviour and discipline policy.
- Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the pupil in accordance with this behaviour and discipline policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the School (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, the School will implement the safeguarding policy.

7. Responding to misbehaviour from pupils with SEND

7.1 Recognising the impact of SEND on behaviour

The School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, the School will consider them in relation to a pupil's SEND, although the School recognises that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Where a pupil with SEND has misbehaved, teachers should consider whether the pupil understood the rule or instruction, was unable to act differently as a result of their SEND or has a tendency to act aggressively due to their SEND.

If a teacher has any concerns about applying a disciplinary measure to a pupil with SEND they should speak to the Designated Safeguarding Lead (DSL).

7.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The *Directeur/directrice* of the relevant primary school may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met, and will convene an *équipe éducative* if necessary.

When acute needs are identified in a pupil, the School may liaise with external agencies, and will plan support programmes for that pupil. The School will work with parents/carers to create the plan and review it on a regular basis.

8. Staff Training / professional development

8.1 Statutory training

The School sends its staff invitations to attend statutory training (whether in person or online).

8.2 Voluntary training

The School invites all members of staff to express their professional development needs, and discusses their individual training needs during their staff performance management interview.

- Once a year, staff are invited to enter their development needs on the *Agence pour l'Enseignement Français à l'Etranger* training platform.
- Outside of this window, if new training needs are identified, staff may complete a training form provided by the School for all such training needs.

9. Monitoring arrangements

9.1 Monitoring and evaluating school behaviour

Each primary school at the School will collect data on the following:

- behavioural incidents, including removal from the classroom;
- attendance;
- incidents of confiscation.

The data will be analysed by each primary school *directeur/directrice* and/or the Designated Safeguarding Lead.

The data will be analysed from a variety of perspectives including:

- at primary school level;
- by age group;
- by class;
- by time of day/week/term.

The School will use the results of this analysis to make sure it is meeting its duties under the *Equality Act 2010*.

9.2 Monitoring this policy

This behaviour and discipline policy will be reviewed by the Proviseur and the Proprietor at least annually. At each review, the policy will be approved by the Proprietor.

10. Related policies

- Anti-Bullying Policy;
- Safeguarding Policy;
- Staff Behaviour Policy;
- Allegations of abuse against staff policy
- *Règlement intérieur* (School Rules);
- Equal Opportunities;
- Attendance policy.

Appendix: Specific arrangements at Ecole de Wix and Ecole Marie d'Orliac

Ecole de Wix is a primary school based on a site shared with Belleville Wix Academy, and a shared bilingual programme is offered by both schools.

Ecole Marie d'Orliac is a primary school based on a site shared with Holy Cross Catholic Primary School, and a shared bilingual programme is offered by both schools.

Ecole de Wix and Belleville Wix Academy, and Ecole Marie d'Orliac and Holy Cross Catholic Primary School respectively, have a shared understanding in relation to behaviour and discipline:

- Pupils are subject to the behaviour and discipline policy (and *règlement intérieur* / School Rules) of the school they are registered with;
- Each school recognises that there is an overriding duty for the schools to co-operate to ensure that they promote the welfare, and protect the safety, of children. Where the pupils are part of the shared bilingual classes and misbehave, both head teachers work together to achieve a mutually acceptable decision and approach.