

LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES SECONDARY SCHOOL | Pupil behaviour & discipline policy

Created: March 2023

Date of Review:

June 2024

September 2024

Next review:

September 2025

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

Table of contents

Introduction

1. Aims

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

3. Legislation, statutory guidance and non-statutory guidance

4. Roles and responsibilities

5. Pupil behaviour expectations

6. Responding to behaviour

7. Responding to misbehaviour from pupils with SEND

8. Training

9. Monitoring arrangements

10. Related policies

Introduction

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

This policy applies to all secondary pupils of the School:

- All pupils following the French national curriculum, from *sixième* (equivalent Y7) to *Terminale* (equivalent Y13), and
- All pupils in the British Section (Y10 to Y13).

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 secondary school approach to maintaining high standards of behaviour that reflect the values of the School;
- outline the expectations and consequences 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 *Règlement intérieur* (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 hereafter).

The School has adopted a *règlement intérieur* (School Rules) for its secondary pupils. 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) which is published on the School's website.

The *Règlement Intérieur* (School Rules) for secondary school pupils is adopted by the *Conseil d'établissement* each year.

The *règlement Intérieur* (School Rules) complements this pupil behaviour and discipline policy and is to be observed by all secondary school pupils at the School.

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 the 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
- [Circulaire n° 2011-11 of 01/08/2011](#) on punishments, sanctions and alternative disciplinary measures in secondary schools
- [Circulaire n° 2014-059 of 27-5-2014](#) on applying rules and sanctions in secondary schools
- Article [R511-13 of the French Education Code](#) on sanctions applicable to secondary school pupils
- Sections 7 and 12.5 of the [Circulaire n° 0732 of 21/06/2022 relative à l’organisation et au fonctionnement des instances des établissements d’enseignement français à l’étranger relevant de l’AEFE](#) regarding the *Conseil de discipline* and the *Commission Educative* in secondary schools supervised by the AEFÉ.

Department for Education:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014¹; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, and paragraph 9 requires the school to have a written behaviour policy;
- Behaviour in schools: advice for headteachers and school staff (October 2022);
- The *Equality Act 2010*;
- Current version of *Keeping Children Safe in Education*;

¹ <https://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>

- Current advice on use of reasonable force in schools;
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, 2015 (updated April 2020 and September 2024).

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 Proviseure and the Proviseurs Adjoints.

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 rewards and 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 and child protection policy to offer pupils both sanctions and support when necessary;
- ensuring that the behaviour information on CPOMS is reviewed regularly.

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 (CPOMs and/or Pronote);
- 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 CPE (Head of Year) for their child or the child's *professeur principal*/tutor promptly;
- raise any concerns about the management of behaviour with the School directly, whilst continuing to work in partnership with the School;
- 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 that they will receive from staff to help them meet the behavioural standards.

5. Pupil behaviour expectations and general rules to be followed

5.1 Encouraging positive behaviour and expectations of good 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.

As a general rule, good behaviour is expected as the normal way of working for all pupils at all times.

5.2 Attendance and punctuality

Every pupil has a duty of attendance and punctuality. Please refer to the School's attendance policy and *Règlement intérieur* (School Rules).

5.3 Tolerance and respect of the others in body and mind, respect of the equality between girls and boys

Everyone has a duty of 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 their authority as well as towards other pupils and their parents/carers.

5.4 Promoting a calm environment

Pupils should not shout in the corridors or engage in any other noisy activity that could disturb those who are studying or attending lessons.

Between lessons and at all other times pupils will move from one room to another in a quiet and considerate manner.

Study rooms and the library must be treated as places for quiet work and concentration.

5.5 Representing the School in a positive light

Every pupil is expected to uphold the school's reputation and be mindful of representing the School in a positive light both within and outside its grounds. Offensive, provocative or aggressive behaviour is to be avoided at all costs both within and around the School.

Pupils are reminded to behave respectfully towards people both within and outside the School premises, and particularly in the nearby neighbourhood (no littering, loitering, noise or games...). Pupils or groups of pupils who are identified as disturbing the neighbourhood may be the subject of disciplinary measures.

5.6 Staying in classrooms and use of other School premises before and after lessons

Pupils must not remain in classrooms or use classroom equipment without the supervision of a member of staff, except for *première*/Y12 pupils and *terminale*/Y13 pupils, when expressly permitted by Senior Leadership.

Pupils are not allowed to stay in the classrooms, corridors or buildings before and after lessons, or during their breaks.

The School's secondary school pupils are strictly forbidden from using the J.M Barrie playground (Primary playground). Movements through this playground between the Moliere building and the Victor Hugo building must be undertaken at walking pace due to the presence of very young pupils.

5.7 School attire

Whilst there is no uniform, pupils must dress decently and appropriately for school, and the School reserves the right to turn away any pupil at the school gates found to be in violation of this requirement.

Pupils must not wear any emblems or clothing which give a clear reference to politics or religion, or to illicit substances, or which contain offensive words and phrases.

5.8 Smoking, vaping, alcohol and illicit substances

Smoking and vaping are forbidden within the School in compliance with English Law. This ban extends to the vicinity of the School as part of a campaign to educate primary and secondary pupils on the dangers of smoking and vaping.

The possession, sale, exchange or consumption of alcohol or illicit substances is strictly forbidden. Any pupil found to be in possession of, or consuming, these within the School grounds or in the immediate vicinity will be sent home once parents/carers have been contacted. The Proviseure can decide upon a sanction (See Section 6.5 on disciplinary measures).

5.9 Activities resulting in financial gains or losses

Any activity such as betting, games, challenges between pupils which may result in individual financial gain or loss is strictly prohibited within the School.

5.10 Dangerous items and dangerous behaviour

It is forbidden to bring any potentially dangerous item on to the School premises.

During break times pupils are asked to avoid games which could be violent or dangerous. Parents/carers will be held responsible for any accident or damage caused by their child.

5.11 School building, furniture and equipment

Pupils are expected to treat the School buildings, furniture and equipment with respect.

5.12 Mobile devices

- a) In order to prevent addiction to screens and dangerous use (prevention of cyber-bullying), the use of mobile phones and of any connected devices is prohibited within the School premises. Pupils must therefore switch off their mobile phones upon entering the school. Except as otherwise permitted in paragraph b) below, the same prohibition applies throughout school time, including outside the school premises (bus trips, outings). However, in the classroom and during educational activities outside the School, or in the Head of Year offices and at the library, pupils may be allowed to use connected objects if this use is related to the objectives pursued by the adult in charge of the pupils.
- b) *Seconde* to *terminale* pupils (French curriculum), and Y11 to Y 13 pupils (British Section) are allowed to use their mobile phone in the Tolkien courtyard and in their dedicated room. In all the other spaces of the School (courtyards and buildings), the provisions of paragraph a) apply.

5.13 Photographs, audio and video recordings

The image rights of the individual imply that no photograph or audio or video recording of a member of the School community (including staff and pupils) can be taken or used without the agreement of the individual or of their legal representative. This legal obligation applies to all within the school, including pupils.

5.14 Use of School Computers and access to social media at School

Pupils are not permitted to access social media while at School, except when expressly permitted, under the supervision of an adult. Online filtering and monitoring systems are in place and training provided to ensure staff are vigilant about pupils who may be susceptible to online risks.

5.15 harassment or defamatory comments on posts on websites and/or via social media

In accordance with the School's Use of Social Media statement published on the School's website, the Lycée reserves the right to take very strong measures including the exclusion of any pupil identified as being the source of harassment or defamatory comments on posts on websites and/or via social media.

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 and child protection policy.

Please refer to the School's safeguarding and child protection 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.

Parents/carers will be financially responsible for any damage caused by their children, who additionally may incur disciplinary measures for their actions.

6.4 Mobile phones

Pupils who use their mobile phone at school without an express authorisation to do so can have it confiscated by a teacher or supervisory school staff. The pupil's parents or carer - and only them - will be able to retrieve the phone from the relevant CPE (Head of Year). In the event of a repeat offence, the mobile phone may be retained for several days.

6.5 Disciplinary measures

The School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Disciplinary measures assist the School in enforcing the

School Rules, and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

As the School is placed under the direct Management of the *Agence pour l'Enseignement Français à l'Étranger*, disciplinary measures taken by the School have been adopted having regard to prescriptive French legislation on disciplinary measures in secondary schools (see Section 3 above).

Pupil behaviour that disturbs the School's normal operation, is in breach of the School's behaviour and discipline policy or School rules can give rise to one or more of these measures:

a. Punitions scolaires (Punishment)

Punishments tackle minor breaches of discipline, and provide an immediate response to a lack of civility. Punishments can be handed out by teachers, educational assistants, CPE (Head of Year) and School Leadership. They can also be handed out by educational assistants and CPE (Head of Year) upon request from administrative and maintenance staff.

Punishments are handed out having considered the pupil's behaviour, including punctuality; the pupil's academic achievements are not taken into account.

Punishments handed out to a pupil are proportionate to the seriousness of the breach of discipline that triggered the punishment.

Possible punishments are as follows:

- note written in the pupil's Pronote account or *carnet de correspondance* by the teacher;
- additional homework;
- written warning communicated to the pupil's parents/carers by the CPE (Head of Year);
- week-time detention in which the pupil completes some work for the teacher;
- Saturday morning detention in which the pupil completes some work for the teacher;
- carrying out general school duties, with the agreement of the parents/carers (cleaning school tables, floors, dining hall, tidying the library etc.);
- a verbal or written apology can be requested from the pupil;
- provisional withdrawal of the permission to enter and leave the site during the day for *seconde* to *terminale* pupils (French curriculum) or Y11 to Y13 (British Section);
- exceptionally, in case of proven difficulty with a pupil, the teacher can exclude them from the lesson and send the pupil, accompanied by another, to the CPE (Head of Year) in charge. The teacher must systematically complete an exclusion report as soon as possible.

Behavioural or attendance issues cannot be factored into a pupil's assignment's final mark. Lines and 'zeros' for poor behaviour are forbidden.

Parents/carers are informed by the School of punishments handed out to their child.

b. Sanctions

Sanctions are intended to address a **serious** failure or **repeated** failure by a pupil to fulfil their obligations, including aggressive behaviour (e.g.: verbal or physical abuse) or damage to property (e.g.: damage to or destruction of equipment).

Sanctions are handed out by the Senior Leadership or the Disciplinary Board.

The following sanctions can be meted according to the seriousness of the reported offence (ranked in order of seriousness):

1. *Avertissement* (Official warning)
2. *Blâme* (formal reprimand)
3. *Mesure de responsabilisation* (Accountability Measure): consists in participating, outside lessons time, in charitable, cultural or training activities for educational purposes
4. *Exclusion temporaire* (Temporary suspension), for a maximum of 8 school days
5. *Exclusion définitive* (Permanent exclusion)

Sanctions will either take place with immediate effect or be suspended.

Exclusion définitive (Permanent exclusion) may only be decided by the Disciplinary Board chaired by the Proviseure or their deputy. The procedure for referral to the Disciplinary Board, its makeup, its conduct and its characteristics are specified in Section 7 of the *Circulaire n° 0732 of 21/06/2022 relative à l'organisation et au fonctionnement des instances des établissements d'enseignement français à l'étranger relevant de l'AEFE* referred to in Section 3 above, and are summarised in the three paragraphs below:

The Disciplinary Board is composed of the Proviseure, a *proviseur adjoint*, a CPE (Head of Year), the financial & administrative director, 5 staff representatives (4 teachers, 1 administrative staff).

Additionally,

- when the sanction concerns a *Collégien (sixième to troisième, equivalent Y7 to Y10) or a Y10 pupil (British Section)*, the board includes 3 Collège/British section parents/carers (as applicable) and 2 Collège/British Section pupils (as applicable),
- when the sanction concerns a *Lycéen (seconde to terminale, equivalent Y11 to Y13) or a Y11 to Y13 pupil (British Section)*, the board includes 2 Lycée/British Section parents/carers (as applicable) and 3 Lycée/British Section pupils (as applicable).

The Disciplinary Board meets when convened by the Proviseure. The invitation shall be transmitted at least one week before the meeting is held. The Proviseure may suspend the pupil from school until the Disciplinary Board meeting is held. This suspension is not a disciplinary measure but must be justified in writing.

Parents/carers of pupils under 18 (or to pupils over 18, where applicable) can appeal the decision of the Disciplinary Board to the *directeur* of the *Agence pour l'Enseignement Français à l'Étranger*.

Failing satisfactory resolution, parents/carers of pupils under 18 (and pupils over 18 themselves, where applicable) may submit a further appeal (in the form of an administrative appeal) to the Administrative Court of Paris against the decision. The practical arrangements for appeal are set out in the notification of the decision.

A record of sanctions imposed is kept in the pupil's administrative school file, but removed after the duration of one school year, aside from permanent exclusion. A pupil's sanctions do not appear in the school report and school record book presented to exam juries.

c. Preventative and supportive measures

For educational purposes, except in the case of serious offences, the School uses various preventative actions before applying any disciplinary measures. The aim of these actions is to enable the pupils to become aware of the seriousness of their actions. Parents/carers are fully included in this dialogue. To do so, a *Commission Educative* (Educational Board, see Section 12.5 of the *Circulaire n° 0732 of 21/06/2022 relative à l'organisation et au fonctionnement des instances des établissements d'enseignement français à l'étranger relevant de l'AEFE*) may be convened. A *Commission Educative* comprises the pupil involved, their parents/carers, a member of the Senior Leadership, members of staff appointed by the *Proviseure* (including at least one teacher), at least a parent representative appointed by the *Proviseure*, and any other person appointed and deemed relevant by the *Proviseure*. Specific supportive measures may be taken in cases of serious sanctions.

Supportive measures seek to prevent punishable acts from taking place or reoccurring. They are very diverse and include:

- written or verbal agreement on the part of the pupil
- academic tutoring
- measures aiming to maintain schooling despite temporary suspension
- attempts to maintain schooling in the case of permanent exclusion
- measures taken after a permanent exclusion
- putting in place a system of regular monitoring
- referral to a *Commission Educative*

Pupils should expect to receive prompt and warm praise for caring and positive behaviour from each other and staff. Particularly notable behaviour may be recorded on Pronote. Academic effort and/or progress is commended on ongoing formative assessment tasks, termly report cards and through meetings with senior leaders.

6.6 Reasonable force

Despite our commitment to de-escalation in all matters of discipline, 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 child 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.

6.7 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 after discussion with Senior Leaders and parents/carers, if appropriate.

Searching a pupil

French law precludes 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 into school in order to search their child.

If the pupil refuses this parental search, the School reserves the right to contact the Police. In any meeting with an external agency involved in searching a pupil without parental presence, the School will ensure an appropriate adult is present to support the interests of the child.

6.8 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.

6.9 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 and child protection 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

Senior Leadership, CPEs (Heads of Year) and *professeurs principaux*/tutors 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 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 discuss 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'Étranger* 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

The School's secondary school will collect data on the following:

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

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed by the Senior Leadership and/or the Designated Safeguarding Lead (DSL).

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

- at secondary 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 Provisure and the Proprietor at least annually. At each review, the policy will be approved by the Proprietor.

10. Related policies

- Anti-Bullying Policy;
- Safeguarding and Child Protection Policy;
- Staff Behaviour Policy;
- *Règlement intérieur* (School Rules);
- Equal Opportunities;
- Use of social media;
- Attendance policy.