

# BEHAVIOUR and DISCIPLINE POLICY

Reviewed and updated 22nd November 2023

## 1. RULES / EXPECTATIONS – RÈGLES DE VIE / ATTENTES

L'école bilingue's aim is to promote good behaviour by developing children's understanding of the importance of mutual respect and tolerance, as well as to help them become responsible citizens who contribute positively to society.

Adopting behaviours that are respectful to others and becoming aware of fundamental values are at the heart of everyday life. Civic education is therefore an everyday concern and a school subject: *ENSEIGNEMENT MORAL & CIVIQUE*.

- *L'école bilingue a pour ambition de contribuer à l'épanouissement des enfants en développant leurs aptitudes et leurs talents, ainsi que de former des citoyens respectueux des règles de vie en société.*

*Il s'agit-là d'adopter des comportements respectueux des autres et de prendre conscience des valeurs civiques. L'éducation civique est donc une préoccupation de tous les jours et constitue même une discipline : ENSEIGNEMENT MORAL & CIVIQUE.*

Children learn: - *Les enfants apprennent donc à:*

- to be autonomous - *développer leur autonomie vis à vis des personnes et des choses*
- to listen and communicate with others (Children and Adults) - *écouter et communiquer avec autrui (adulte ou enfant)*
- to respect and value differences - *respecter autrui et valoriser les différences*
- to share - *partager*
- to socialise - *socialiser/s'intégrer à un groupe*
- to respect the school environment and their surroundings (toys, furniture, nature) - *respecter l'environnement (jouets, matériel, nature)*
- to speak/express their opinion - *prendre la parole/exprimer leur opinion*
- to listen to others and debate - *écouter ceux des autres et débattre*

Rules are discussed and put in place with the children at the beginning of the school year. They include:

- *Les règles de vie sont discutées et appliquées dès le début de l'année. Elles incluent :*

### a. MAIN SCHOOL RULES / SYMBOLISED BY A HAND- REGLES PRINCIPALES / SYMBOLISEES PAR UNE MAIN

The main message is: "Always be...the best you can!". - *Le message principal est: "Sois toujours...au Meilleur de tes capacités!" => "High five" (English) or "Tope là" (French)*

Thumbs-up recognizes validates a great personal effort (encouragement) or a success. - *Le pouce est la reconnaissance d'un bel effort personnel (encouragement) ou d'un succès.*

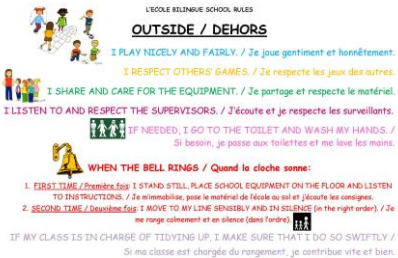


## ALWAYS BE:

- CLEAN AND TIDY / SOIGNEUX ET ORDONNE
- KIND AND HELPFUL / GENTIL ET SERVIABLE
- POLITE AND RESPECTFUL / POLI ET RESPECTUEUX
- SAFE AND SENSIBLE / PRUDENT ET RAISONNABLE
- THE BEST YOU CAN / AU MAXIMUM DE TES CAPACITES

### **b. SPECIFIC SCHOOL RULES – REGLES SPECIFIQUES**

<p>L'ÉCOLE BELLAIR SCHOOL RULES <b>CLASSROOM / EN CLASSE</b></p> <p>I AM ON TIME. / Je suis à l'heure. </p> <p>I LISTEN, LEARN AND SHARE. / J'écoute, j'apprends et je partage. </p> <p>I PUT MY HAND UP BEFORE SPEAKING. / Je lève la main pour parler. </p> <p>I ASK FOR HELP. / Je demande de l'aide. </p> <p>I SIT NICELY. / Je m'assois correctement. </p>	<p><b>CLASSROOM / EN CLASSE</b></p> <ul style="list-style-type: none"> <li>- I PUT MY HAND UP BEFORE SPEAKING. / JE LEVE LA MAIN POUR PARLER.</li> <li>- I LISTEN, LEARN AND SHARE. / J'ECOUTE, J'APPRENDS ET JE PARTAGE.</li> <li>- I SIT NICELY. / JE M'ASSIEDS CORRECTEMENT.</li> <li>- I AM ON TIME. / JE SUIS A L'HEURE.</li> <li>- I ASK FOR HELP. / JE DEMANDE DE L'AIDE.</li> </ul>
<p>L'ÉCOLE BELLAIR SCHOOL RULES <b>TOILETS / TOILETTES</b></p> <p>I WAIT MY TURN IN LINE. / J'attends mon tour en file indienne. </p> <p>I FLUSH THE TOILET. / Je tire la chasse d'eau. </p> <p>I WASH MY HANDS. / Je me lave les mains. </p> <p>I TURN OFF THE TAP. / Je ferme le robinet. </p> <p>I LEAVE THE SINK AREA CLEAN. / Je laisse l'évier propre. </p> <p>I THROW PAPER TOWELS IN THE BIN. / Je jette l'essuie-main dans la poubelle. </p>	<p><b>TOILETS / TOILETTES</b></p> <ul style="list-style-type: none"> <li>- I FLUSH THE TOILET. / JE TIRE LA CHASSE D'EAU.</li> <li>- I LEAVE THE SINK AREA CLEAN. / JE LAISSE L'EVIER PROPRE.</li> <li>- I TURN OFF THE TAP. / JE FERME LE ROBINET.</li> <li>- I WASH MY HANDS. / JE ME LAVE LES MAINS.</li> <li>- I THROW PAPER TOWELS IN THE BIN. / JE JETTE L'ESSUIE-MAIN DANS LA POUBELLE.</li> <li>- I WAIT MY TURN. / J'ATTENDS MON TOUR.</li> </ul>
<p>L'ÉCOLE BELLAIR SCHOOL RULES <b>MOVING AROUND THE SCHOOL / SE DEPLACER DANS L'ÉCOLE</b></p> <p>I WALK QUIETLY. / Je marche calmement. </p> <p>I KEEP WALKWAYS CLEAR (BAGS, COATS...). / Je libère l'accès (sacs, manteaux...). </p> <p>I GIVE WAY TO ADULTS. / Je laisse la priorité aux adultes. </p> <p>I HOLD THE DOOR OPEN FOR OTHERS. / Je tiens la porte aux autres. </p>	<p><b>MOVING AROUND THE SCHOOL / SE DEPLACER DANS L'ÉCOLE</b></p> <ul style="list-style-type: none"> <li>- I WALK QUIETLY. / JE MARCHE CALMEMENT.</li> <li>- I KEEP WALKWAYS CLEAR (BAGS, COATS...). / JE LIBERE L'ACCES (SACS, MANTEAUX...).</li> <li>- I GIVE WAY TO ADULTS. / JE LAISSE LA PRIORITE AUX ADULTES.</li> <li>- I HOLD THE DOOR OPEN FOR OTHERS. / JE TIENS LA PORTE AUX AUTRES.</li> </ul>
<p>L'ÉCOLE BELLAIR SCHOOL RULES <b>DINING AREA / CANTINE</b></p> <p>I LISTEN TO AND RESPECT KITCHEN STAFF (PLEASE, THANK YOU...). / J'écoute et je respecte le personnel de cantine (merci, s'il vous plaît...). </p> <p>I SPEAK QUIETLY. / Je parle doucement. </p> <p>I EAT SENSIBLY. / Je mange proprement. </p> <p>I TRY EVERYTHING ON MY PLATE. / Je goûte tout ce qu'il y a dans mon assiette. </p> <p>I PUT MY HAND UP AND WAIT PATIENTLY. / Je lève la main et attends patiemment. </p> <p>I CLEAN UP SPILLAGES. / Je nettoie ce que j'ai renversé. </p>	<p><b>DINING AREA / CANTINE</b></p> <ul style="list-style-type: none"> <li>- I LISTEN TO AND RESPECT KITCHEN STAFF (PLEASE, THANK YOU...). / J'ECOUTE ET JE RESPECTE LE PERSONNEL DE CANTINE (MERCİ, S'IL VOUS PLAİT...)</li> <li>- I SPEAK QUIETLY. / JE PARLE DOUCEMENT.</li> <li>- I TRY EVERYTHING ON MY PLATE. / JE GOUTE TOUT CE QU'IL Y A DANS MON ASSIETTE.</li> <li>- I PUT MY HAND UP AND WAIT PATIENTLY. / JE LEVE LA MAIN ET ATTENDS PATIEMMENT.</li> <li>- I CLEAN UP SPILLAGES. / JE NETTOIE CE QUE J'AI RENVERSE.</li> <li>- I EAT SENSIBLY. / JE MANGE PROPREMENT.</li> </ul>

	<p style="text-align: center;"><b>OUTSIDE / DEHORS</b></p> <ul style="list-style-type: none"> <li>- I PLAY NICELY AND FAIRLY. / JE JOUE GENTIMENT ET HONNETEMENT.</li> <li>- I RESPECT OTHERS' GAMES. / JE RESPECTE LES JEUX DES AUTRES.</li> <li>- I SHARE AND CARE FOR THE EQUIPMENT. / JE PARTAGE ET RESPECTE LE MATERIEL.</li> <li>- I LISTEN TO AND RESPECT THE SUPERVISORS. / J'ECOUTE ET JE RESPECTE LES SURVEILLANTS.</li> <li>- IF NEEDED, I GO TO THE TOILET AND WASH MY HANDS. / SI BESOIN EST, JE PASSE AUX TOILETTES ET ME LAVE LES MAINS.</li> </ul> <p>WHEN THE BELL RINGS: - <i>QUAND LA CLOCHE SONNE:</i></p> <ul style="list-style-type: none"> <li>• I TIDY UP QUICKLY, - JE RANGE RAPIDEMENT LE MATERIEL.</li> <li>• I LINE UP QUIETLY AND SENSIBLY. - <i>JE ME RANGE EN SILENCE ET CALMEMENT.</i></li> </ul>
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Other rules include: - *D'autres règles incluent:*

Communal Areas	In the classroom	Outside the school premises	Playground/Garden
Listen to the teacher Walk Share Speak slowly Respect furniture (tables...) and school belongings (toys...) Wait, be patient Tidy up Respect rules in toilets (wipe, flush, wash hands) Take care of books and put them back in the library.	Listen to the teacher. Work Raise a hand before speaking Listen to each other Tidy up after each activity Have fun while learning Help each other Look for information Try to understand Remain calm Listen Ask to go to the toilets	Listen to the teacher Stay in group/in line Stay away from the road Be watchful Look for potential dangers (poles, bicycles...)	Listen to the teacher Run Play Jump, climb Have fun Shout (but not too loudly) Laugh

## **2. PRAISING & REWARDS – ENCOURAGEMENTS & RECOMPENSES**

Children are encouraged to behave well at school.

All school staff are requested to use positive vocabulary to encourage children and promote good behaviour : “Well done”, “Thank you”, “Very good”, “Continue”, “Great”, “Brilliant”, “How nice”...

*Les enfants sont encouragés à bien se comporter. Le personnel de l'école utilise un vocabulaire visant à promouvoir une attitude citoyenne et respectueuse des autres du type : « S'il te plait », « Bravo », « C'est très bien », « Continue », « Merci », « Comme c'est gentil »...*

### **a. THE ROCKET – LA FUSEE**

For marking work & assessing progress, teachers use a system symbolised by a rocket, as children are encouraged to “reach for the moon”! This system is-also often used for behaviour.

*Pour évaluer et noter, les enseignants utilisent un système symbolisé par une fusée afin d'encourager les enfants à « décrocher la lune » ! Ce système est également souvent utilisé pour le comportement.*





#### TRAFFIC LIGHT SYSTEM

SYMBOLISED BY A ROCKET: "REACHING FOR THE MOON"/ "DECROCHER LA LUNE"

STAR & COLOURS:

★  EXCELLENT! 

●  GOOD /  BIEN (Some French teachers might choose to differentiate "bien" from "très bien" by adding a sign +)

●  ALMOST THERE /  ASSEZ BIEN

●  LET'S LOOK AT THIS AGAIN /  A REVOIR

#### **b. CLASSDOJO POINTS**

Based on positive discipline, the ClassDojo application, which we also use for communication with parents, allows teachers to allocate achievement points to children: each individual good deed (effort, support, progress...) is rewarded-with points for the class as a whole. When the goal set by teachers is reached, the whole class receives a reward (party/games...). Individual <-> Team



*Basé sur la discipline positive, la plateforme ClassDojo utilisée comme outils de communication avec les parents, permet aux enseignants d'attribuer des points aux enfants : chaque bonne action (effort, assistance, progrès...) est récompensée par des points pour l'ensemble de la classe. Quand l'objectif fixé par l'enseignant est atteint, toute la classe reçoit un privilège (fête/jeux...). Individuel <-> Collectif*

#### **c. REWARD TREE / ARBRE FIERTES**

Teachers reward one child per class every week for "something they did well".

The child is given a leaf which specifies the reason why he/she is rewarded.

The naked tree is gradually covered with leaves. Children are looking forward to receiving a leaf that they proudly stick on the tree during the Assembly, every Wednesday.



*Chaque semaine, les enseignants récompensent un enfant par classe pour " quelque chose qu'elle/il a bien fait".*

*Lors de l'Assemblée, les élèves reçoivent une feuille avec les raisons pour laquelle il / elle est récompensée. L'arbre nu est progressivement recouvert par les feuilles. Les enfants sont impatients de recevoir une feuille qu'ils collent fièrement sur l'arbre lors de l'Assemblée, tous les mercredis.*

### 3. SANCTIONS

Unfortunately, the use of encouragement is not always enough to help the child identify/recognise their mistakes and try to remedy/right them. It is therefore necessary, in parallel, to pinpoint the error, to sanction it and to explain it.

*/ L'utilisation d'encouragements ne suffit pas à aider l'enfant à identifier ses erreurs et à tenter d'y remédier. Il faut donc, en parallèle, designer l'erreur, la sanctionner et l'expliquer.*

L'école bilingue rejects the use of corporal punishment as well as the threat of corporal punishment. Here are outlined the measures taken in case of unacceptable behaviour.

Stage 1 => Teachers use different tools: - *Plusieurs stratégies sont ainsi utilisées :*

- Warnings - *Avertissements*
- Individual discussion => Acknowledging and fixing the problem...- *Discussion individuelle => Reconnaître et résoudre le problème...*
- Sanction => Removal of privilege/activity or Time out/Thinking time – *Sanction => Retrait de privilège/activité ou Temps de réflexion*
- Class meetings to put strategies together as a group which will help solve recurring problems affecting the class dynamic – *Réunions de classe afin de trouver, ensemble, des stratégies pour résoudre des problèmes récurrents affectant la dynamique de classe.*

Stage 2 => If this does not suffice, teachers will request a meeting with parents. / *Si cela ne suffit pas, les parents sont convoqués à une réunion.*

Stage 3 => If the problem persists, the teacher will discuss with the head teacher to set up a disciplinary meeting with the staff, the parents and the child.

During this meeting, disciplinary measures will be decided upon, temporary or permanent exclusion will have to be considered. - *Si le problème perdure, l'enseignant en discutera avec la direction qui pourra décider d'une commission disciplinaire réunissant : le corps éducatif, les parents et l'enfant.*

*Cette commission décidera de mesures plus radicales pouvant conduire, cas extrême, à l'exclusion de l'enfant pour une durée déterminée ou permanente.*

#### Temporary and permanent exclusions

In the event that a pupil's misbehaviour is sufficiently serious or persistent, it may be necessary to exclude a pupil from the School. Such behaviour may include:

- Physical violence to staff or pupils
- Persistent bullying
- Consistently poor behaviour over a sustained period
- Persistent disruption of the learning of others

The exclusion may be temporary for a fixed term (i.e. suspension) or permanent (i.e. expulsion).

Suspension (fixed term exclusion): The Headteacher may suspend a child for serious misbehaviour or, as a precaution:

- if necessary to safeguard other pupils pending a meeting of the Conseil de Discipline, or
- pending the results of an investigation. An investigation of a complaint or allegation about serious misbehaviour will normally be coordinated by the Headteacher and/ or appropriate members of senior staff. Parents will be informed as soon as possible. In these circumstances, the pupil will always be given the opportunity to give their account of events. Staff involved will prepare written statements as soon as possible after the incident has taken place. As part of the investigation the pupil may also be interviewed informally by a member of staff (and an adult witness) to establish whether there are grounds for the reported complaint and/or a formal investigation. The findings of the investigation are presented to the Head for consultation and consideration.

Suspension (pending an investigation): While an investigation into a pupil's conduct is carried out, a pupil may be suspended from school by the Headteacher and required to stay at home.

A suspension may not exceed 8 consecutive days a particular incident in addition to any suspension decided as a precaution (up to a maximum of 45 school days in a single academic year).

During a suspension, pupils still receive their education and the Headteacher will take steps to ensure that work is set and marked for pupils [during the first five school days of a suspension.]

Permanent exclusion: The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the School Rules and this Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

This policy links with the following:

Anti-Bullying Policy

Child Protection and Safeguarding Policy

ICT/Online Safety Policy