

Les Poussins (Milton Keynes) CIC



Behaviour Policy

Pupil Expectations

All students are expected to follow our behaviour statement RESPECT which underpins our values at Les Poussins.

R – Respecter les autres, les objets, le mobilier et les règles de l'école. (Respect others, objects, furniture and rules of the school.)

E – Écouter l'enseignant et ses camarades sans interrompre. (Listen to the teacher and your peers without interrupting.)

S – Se tenir convenablement en classe afin de ne pas perturber le cours. (Behave properly in class so as not to disturb the class.)

P – Prendre soin de notre environnement y compris nos affaires, notre classe et notre école. (Take care of our environment including our belongings, our class and our school).

E – Essayer, toujours de faire de son mieux. (Always try to do your best.)

C – Contribuer et participer activement à l'enseignement. (Contribute and take an active part in the learning).

T – Traiter les autres de la manière dont on veut être traité. (Treat others as you would like to be treated.)

Par ailleurs, nous attendons des enfants : (Additionally, we expect students:)

- qui parlent français toute la matinée. (to speak French all morning.)
- qui arrivent à l'heure. (to arrive on time.)
- qui amènent leurs fournitures et manuels. (to come equipped.)
- qui éteignent leurs téléphones et les rangent dans leur sac. (to turn off their phones and put them in their bags.)
- qui fassent et rendent les devoirs demandés. (to do and hand-in homework.)

Staff Expectations

Staff will be expected to:

- speak French at all times.
- arrive on time to their lessons.
- create a swift and purposeful start to the lesson.
- reinforce clear expectations of behaviour.
- show respect for other staff and students (no shouting).
- refrain from any unnecessary physical contact with students (hugging, kissing, patting shoulder, hand-holding, etc.).*
- deliver a suitably planned and structured lesson which meets all individual needs.
- deal with incidents of inappropriate behaviour by following the school's procedures.
- promote and reinforce positive behaviour in the classroom.
- follow the break time procedure.

*With regards to maternelle, children of this age still often rely on physical contact for comfort and reassurance. Please ensure this comes from the child and is appropriate.

Break Time Procedure for Staff

At the start of break time, teachers should direct all pupils outside to their designated area where they will be expected to eat their snack. Food is not to be consumed in the classrooms. Teachers are expected to speak French at all times whilst on break duty and should also encourage students to do so. Additionally, teachers must supervise student behaviour. Should any incidents occur, teachers should follow the behaviour policy accordingly.

<https://docs.google.com/document/d/1SK6N949sIsd4gUGEU4n68j3FCUnNTEu4tgIxLFJO1-E/edit?usp=sharing>

Parent and Guardian Expectations

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour.
- inform staff of any concerns.
- respond to concerns raised by members of staff.
- ensure pupils come to school correctly equipped and prepared to work.
- encourage pupils to speak French at home and complete their homework.

Committee Expectations

The committee are expected to:

- be present on Saturday mornings (minimum of 3 committee members).
- support teachers and students alike.
- take any concerns seriously.
- carry out designated duties in a timely manner, including safeguarding duties.

Positive Reward System

It is important that both achievement and good behaviour are rewarded as such there is a rewards system in place that recognises both. This reward system is called LE LOTO des Poussins.

The two main ways of doing this are by giving praise and awarding stamps.

Praise should be given out regularly during lessons to motivate pupils.

Stamps should be awarded regularly inside and outside lessons.

Examples of when to award stamps include but are not limited to:


- Good Work
- Improved Work
- Good Effort
- Prompt Response to Instruction
- Use of French Outside of Lessons
- Good Behaviour
- Good Manners

Le Système de Recompense


Ma grille à tamponner

Les Poussins – CP1 – 1er trimestre

Devoirs ou travail sérieux = 1 coup de tampon
Des récompenses en chemin, un certificat à la fin !

Super départ !	Très bien !	Bientôt une gomme !	
Continue !	Tes efforts paieront !	Bientôt une récompense !	
Tu es un exemple pour les autres !	Bravo !	Bientôt une récompense !	
Ne t'arrête pas là !	Excellent !	Bientôt un certificat !	

En plus de la qualité de mon travail, j'ai démontré ces qualités ce trimestre :

J'ai parlé uniquement en Français à chaque leçon.	J'ai été à l'écoute des adultes et de mes camarades.	J'ai continué à essayer, même quand au départ c'était difficile.	
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Ma grille à tamponner

Les Poussins – CP1 – 2ème trimestre

Devoirs, présentation ou travail sérieux = 1 coup de tampon
Des récompenses en chemin, un certificat à la fin !

Super départ !	Très bien !	Bientôt une gomme !	
Continue !	Tes efforts paieront !	Bientôt une récompense !	
Tu es un exemple pour les autres !	Bravo !	Bientôt une récompense !	
Ne t'arrête pas là !	Excellent !	Bientôt un certificat !	

En plus de la qualité de mon travail, j'ai démontré ces qualités ce trimestre :

J'ai parlé uniquement en Français à chaque leçon.	J'ai été à l'écoute des adultes et de mes camarades.	J'ai continué à essayer, même quand au départ c'était difficile.	
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Ma grille à tamponner

Les Poussins – CP1 – 3ème trimestre

Devoirs, présentation ou travail sérieux = 1 coup de tampon
Des récompenses en chemin, un certificat à la fin !

Super départ !	Très bien !	Bientôt une gomme !	
Continue !	Tes efforts paieront !	Bientôt une récompense !	
Tu es un exemple pour les autres !	Bravo !	Bientôt une récompense !	
Ne t'arrête pas là !	Excellent !	Bientôt un certificat !	




En plus de la qualité de mon travail, j'ai démontré ces qualités ce trimestre :

J'ai parlé uniquement en Français à chaque leçon.	J'ai été à l'écoute des adultes et de mes camarades.	J'ai continué à essayer, même quand au départ c'était difficile.	
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Certificat de comportement

Ce certificat est remis à :

Pour avoir démontré les qualités suivantes :

-  J'ai parlé uniquement en Français à chaque leçon.
-  J'ai continué à essayer, même quand au départ c'était difficile.
-  J'ai été à l'écoute des adultes et de mes camarades.

Remis par Moïra Lim

Date :



Procedures for Dealing with Unacceptable Behaviour

Les Poussins (Milton Keynes) CIC
Behaviour Policy 2.0
September 2024

It is the responsibility of teachers to deal with **minor incidents** which occur in the classroom. Teachers should do so by following the three-strike system in order to give students the opportunity to correct their behaviour. The three strikes are as follows:

1. Reminder
2. Warning
3. Removal from the Classroom

Members of the committee are available throughout the morning to remove pupils from lessons where there is **serious disruption**. Teachers should send a sensible pupil to the staff room who will notify a member of the committee. These incidents need to be recorded to enable the committee to deal with the matter.

More serious incidents can be dealt with by the teacher. However, in the event of a more violent or disturbing situation, please remove the rest of the class from the classroom and direct them to the staff room.

Serious incidents must be recorded on an Incident Statement and passed to a Director. After the Director has dealt with the matter, the incident is recorded and ultimately filed on record.

A Director is the only member of staff who can sanction a **permanent exclusion** from the school. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal.

Sanctions

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly and exclusion used when no other alternatives are available.

Minor Incidents

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; using phone; not following instructions; incomplete class work; no homework; lack of equipment.

Sanctions could include:

- verbal reprimand
- short cooling off period outside the classroom (maximum 5 minutes)
- moving seat
- email home

Persistent Incidents OR Incidents of Medium Severity

These incidents must be recorded and passed to a Director. Unacceptable behaviour in this category might include: persistence of the minor incidents listed above; rudeness to staff; verbally aggressive behaviour to another pupil; being continually off-task; continually refusing to participate.

Director's sanctions include:

- meeting with pupil
- contact with parents by phone or email

Serious Incidents

Serious incidents are dealt with by a Director and might include: truancy from school and lessons; extreme rudeness to staff; aggressive behaviour; smoking; refusal to comply with other sanctions; theft; bullying.

Director's sanctions include:

- meeting parents/guardians
- removal from school

Very Serious Incidents

These incidents are dealt with by a Director/safeguarding Lead. They include: persistence of the serious incidents listed above; serious incidents of bullying; sexual contact; racial and/or sexual harassment; fighting; bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive); involvement with drugs or alcohol; physical aggression to a member of staff.

Director's Sanctions include:

- permanent exclusion
- police involvement

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Behaviour Incident Report Form

Report Date:	<i>DD/MM/YYYY</i>
Name of Person Completing the Report:	<i>Full Name</i>
Role:	<i>Teacher/Assistant</i>

Incident Date:	<i>DD/MM/YYYY</i>
Person(s) Involved:	<i>Full Name(s)</i>

What happened?	
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Where?	
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Was anything damaged?	<i>(Y/N – if yes, list what was damaged)</i>
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Was anyone injured?	<i>(Y/N – if yes, where on their body)</i>
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Witness(es):	<i>Full Name(s)</i>
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