



Behaviour Policy

Introduction

Good behaviour on the part of the pupils is necessary for effective teaching and learning to take place. Consequently we regard good behaviour as being very important both to the self-discipline of each pupil and the wellbeing of the whole school community.

A behaviour policy is not just a list of regulations and sanctions but is also a statement of the school's values and beliefs setting out the expected standards of behaviour for teachers, pupils and parents indicating how each pupil can be helped and guided.

Generally discipline should aim to be positive and therefore this behaviour policy is intended to promote pupils's self discipline within a disciplined yet supportive learning environment.

Aims of the behaviour policy

- To help pupils develop a sense of right and wrong as the foundation for relationships, alongside consideration of the rights, feelings and well-being of all others.
- To sustain a friendly, safe and interesting environment that stimulates and encourages the fascination of learning.
- To enable the pupils to make a positive contribution to our school society and to enjoy life, appreciating and coping with its disappointments and triumphs.
- To encourage pupils to become good ambassadors for the school and good citizens in the community.
- To enable success for everyone
- To provide the opportunity for learning to occur in a safe, respectful and caring environment;
- To foster high expectations
- To reward or sanction students

Responsibilities of the pupils

- All pupils are expected to display politeness, good manners, honesty and tolerance.
- The pupils should recognise that some forms of behaviour are unacceptable and that bullying will never be tolerated.
- Pupils will be made aware of and agree to adhere to the Anti-bullying policy that has been put in place.
- Pupils should show respect and be considerate towards others, this includes being supportive of one another in times of need, show



- kindness towards one another, and be prepared to listen to others.
- Pupils should demonstrate respect towards adults and be willing to cooperate with them at all times.
 - Within the classrooms pupils should maintain reasonable volume levels in conversation, use acceptable conversation and be silent when required to be so.
 - Pupils should always work to the best of their ability and behave in a way which will ensure their safety and the safety of others.
 - Pupils should move around the school safely and sensibly, caring for the school building, facilities and the environment beyond.
 - They should also dress appropriately and safely for all school activities remembering that they are ambassadors for the school at all times.

Role of the parents

Parents play a key role in shaping the attitudes that produce good behaviour at school, and we expect that, in accepting a place at Jeanne d'Arc British International School, parents undertake to support our aims and policies.

We encourage an active working partnership with parents in order to promote good behaviour within the school. Parents must be aware that the school will address any behavioural issues that arise on school premises or during school hours.

Parents must not seek to affect the behaviour of, or discipline any pupil who is not their own. They should instead explain to the school any concerns they may have and then their involvement should not go any further.

Parents have a duty to ensure that their pupils do not cause injury or damage to others or to any property and they also have an obligation to promote the general policy and rules of discipline as laid down by the school.

The cooperation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school and which may be sent home, and the supervision of homework.

Parents should also aim to be transparent with the school in the case that their pupil is showing any learning, behavioural or emotional difficulties at home so that all parties can work in conjunction to support the needs of the pupil.

Responsibilities of Teachers

Teachers should be aware that they are continuously acting as role models and thus always set a good example to the pupils.

Teachers should try to emphasise a sense of order and quality through the



building, its decoration and displays of work.

Teachers should set high levels of expectations and help pupils work towards meeting these expectations, so that they may experience satisfaction and a sense of achievement.

They should actively listen to and show respect for the views of pupils and parents and consistently enforce rules about care and tidiness of the whole school.

Good teaching practice and positive teacher/pupil relationships are major contributors to good school discipline. When speaking to pupils, teachers should aim to maintain a calm and controlled approach.

They should avoid writing negative comments on pupils' work, never resort to physical punishment and only physically restrain a pupil when their own or other pupil's safety is at risk.

Teachers should be able to justify their actions in the application of rules, rewards and sanctions as it is important to be consistent and fair.

In the interests of fairness, staff members should exercise their professional judgement and employ the school's regulations sensitively if dealing with pupils with SEND, or a pupil who has an individual plan, to manage their behaviour. All staff members in their relevant departments should therefore be made aware of such pupils by the Head.

Teachers should work with parents to establish a positive working relationship by:

- listening, and responding to parental observations and views
- clearly explaining and justifying their actions
- sharing information with them about their pupil's progress and behaviour at school.
- supporting parents when there are particular difficulties.
- advising parents and providing information regarding help which is available to them.

Teachers should organise their classroom so that teaching and learning is effective by employing sensitive grouping of pupils so that the self-esteem of the less able is not damaged.

They should have clearly defined goals which are known to pupils, to provide challenging, exciting and meaningful learning activities that are matched to the pupils' practical needs, providing motivation to achieve their full potential.

They must assess and record pupils' achievements so that they can be



aware of their own progress, setting clear targets to enable future, identifiable progress.

Good behaviour is expected at all points around school, both within and outside the classroom. Teachers should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them.

Pupils should be rewarded and encouraged for good behaviour by teachers using praise and encouragement whenever possible. Responsibility for the behaviour of all pupils in the school is one which all teachers share.

If a member of staff is concerned about the behaviour their Form Tutor should be informed and the teacher records the incident on the school management system.

If a pupil commits three recorded incidents the teacher will then formally inform the Head, who will interview the pupil, apply sanctions and decide if the pupil's parent should be called in for a meeting.

Corporal Punishment

As part of our commitment to safeguarding and promoting the welfare of all pupils, Jeanne d'Arc British International School does not permit the use of corporal punishment under any circumstances. This includes any form of physical discipline such as hitting, slapping, or inflicting pain as a means of behaviour management.

Our school is committed to fostering a respectful and nurturing environment where positive relationships are at the heart of behaviour management. Staff are expected to model respectful behaviour and use de-escalation techniques, restorative practices, and positive reinforcement to support students in making good choices.

Behaviour concerns will be addressed in line with this policy through fair, consistent, and non-violent strategies. All staff are trained to manage behaviour in a way that preserves the dignity and emotional well-being of every child.

Any breach of this policy will be treated as a serious matter and may result in disciplinary action.

Rewards: Positive Consequences

A reward system has been developed to encourage positive behaviour and good work and to recognise pupils' achievements.

- Verbal praise
- Phone calls and letters home
- ClassDojo points (Bronze, Silver, Gold, etc.)
- Star of the week

- Certificates, Awards and Privileges
- Elected to student council

Sanctions: Negative Consequences

Where the behaviour policy and school rules are not adhered to, there needs to be sanctions imposed. These will vary in some circumstances, due to the age of children, but for the majority, the sanctions will be consistent across the school.

In Nursery-Stage 3- A visual system is in place and teachers use a stop light, happy face, or any other visual cue to help correct behaviour.

From Stage 4 to Stage 12

The process of negative consequences is the same through these stages and the students are aware of them.

1	If a pupil's behaviour cannot be handled in the normal way by the classroom teacher then the teacher will complete the report form detailing the pupil's poor behaviour. That form is then given to the Head.
2	The Head will read the form, talk to the teacher and student and then decide on any further consequences of their poor behaviour.
3	If considered necessary the pupil is given a detention. The detentions are on a Friday afternoon from 14:00 to 16:00. Teachers provide class work for the student to complete. A letter is given to the parents to sign stating the reason for the detention.
4	If a pupil is given two detentions then a warning letter is given to the parents explaining that if their child is given one more detention then there will be a suspension of one day.
5	If a pupil serves three detentions then they are suspended for a day.
6	If a pupil then has three suspensions then they are expelled from the school.
7	Through meetings with the Head and signed letters the parents are always made aware of the situation.

Cell Phones

Students are not allowed to use their cell phones once they enter the school. It is strictly forbidden. Their phones should be off and put away. Parents should not call their child during the day and expect them to answer. A pupil caught using his or her phone will have it taken away. If they refuse to turn it in, we will call the parent and ask them to come pick up the pupil.

In order not to confuse the pupils, teachers will not allow them to use their phones in class for any reason. We are here to help the students learn and phones distract the pupils from

learning.

The “No Cell Phone” rule applies to breaks and lunch time.

1st offence- The phone is confiscated until the end of the day

2nd offence- The phone is confiscated until the parent returns to pick it up

3rd offence- The phone is confiscated for a week.

4th offence- The pupil is asked not to bring a phone to school and if they do it will be confiscated for the remainder of the year.

This policy was written in September 2024 and reviewed in January 2025.
It will be reviewed again in September 2027