



La Petite Ecole Française

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Headteacher: Rebecca Stewart

Admin Head: Alix de Saint Quentin

PROMOTION OF GOOD BEHAVIOUR POLICY

1. Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter antisocial behaviour.

The school strictly prohibits corporal punishment. Corporal punishment must never be used, threatened or implied.

Smacking, slapping or shaking should never be used to punish children and nor should the child be threatened with corporal punishment. There are no circumstances in which such a punishment can be justified.

Member of staff responsible for behaviour management issues: Rebecca Stewart – Headteacher

2. Legislation, statutory requirements and guidance

This policy is based on [Schedule 1 of the Education \(Independent School Standards\) Regulations 2014](#), including:

- Paragraph 7, which requires the school to safeguard and promote the welfare of pupils

Headteacher: Rebecca Stewart

Admin Head: Alix de Saint Quentin

Reviewed: RS/DM/ADS 24/09/26

- Paragraph 9, which requires the school to have a written behaviour policy
- Paragraph 10, which requires the school to have an effective anti-bullying strategy
- The policy also has regard to relevant legislation and Department for Education (DfE) guidance, including:
 - [Equality Act 2010](#)
 - [Behaviour in schools: advice for headteachers and school staff](#)
 - [Searching, screening and confiscation: advice for schools](#)
 - [Keeping Children Safe in Education \(KCSIE\) 2026](#)
 - [Use of reasonable force and restrictive interventions in schools](#)
 - [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

3. Behaviour expectations

The school expects all pupils to demonstrate respect, kindness and consideration towards others. Pupils are expected to:

- listen carefully and follow instructions from staff
- treat others with respect and use appropriate language
- take responsibility for their actions and choices
- care for the school environment and resources
- allow others to learn without disruption
- behave safely during lessons, playtimes, lunchtimes, trips and other school activities

Behaviour expectations apply throughout the school day, including classrooms, communal areas, playgrounds, educational visits and when representing the school.

4. Definitions

Misbehaviour

Misbehaviour includes behaviour that disrupts learning, affects the wellbeing of others, or does not meet the school's expectations. This may include:

- disruption during lessons or activities;
- failure to follow reasonable instructions;
- inappropriate language or behaviour;
- behaviour that affects the learning or safety of others.

Serious misbehaviour

Serious misbehaviour includes behaviour that may cause harm, significantly disrupt the school community, or place others at risk. Examples include:

- bullying or discriminatory behaviour;
- child-on-child abuse, including sexual harassment, sexual violence, misogyny or misandry;
- physical aggression or fighting;
- vandalism or theft;
- possession of prohibited items.

Any behaviour that may constitute a safeguarding concern will be managed in accordance with the Safeguarding Children Policy.

Bullying

Bullying is repeated behaviour intended to hurt, harm, intimidate or humiliate another person. Bullying can be physical, verbal, emotional, social, discriminatory or online. The school does not tolerate bullying, and all reported incidents are investigated and managed in accordance with the Anti-Bullying Policy.

5. Roles and Responsibilities

5.1 Proprietor

The Proprietor is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 Headteacher

The Headteacher is responsible for implementing this behaviour policy consistently throughout the school, setting clear expectations for behaviour, supporting staff in its implementation, ensuring staff receive appropriate guidance and training, monitoring behaviour incidents and taking appropriate action in response to serious behaviour concerns.

The Headteacher keeps records of serious incidents of misbehaviour and may suspend or permanently exclude a pupil where this is necessary and proportionate. The Proprietor will be informed of any suspension or permanent exclusion.

5.3 Class teachers

Class teachers are responsible for promoting positive behaviour within their classrooms, applying this policy consistently and supporting pupils to meet the school's expectations. They model respectful behaviour, establish clear classroom routines, encourage positive relationships and record significant behaviour concerns.

Class teachers address behaviour concerns in the first instance using appropriate classroom strategies and consequences. Where concerns persist, or where behaviour may indicate a safeguarding, SEND or welfare concern, they seek support from the Headteacher and other relevant staff.

Class teachers communicate regularly with parents regarding pupils' progress, behaviour and wellbeing in line with the school's communication arrangements. They will contact parents where there are concerns about a pupil's behaviour, welfare or progress, and work collaboratively with families to support positive outcomes.

Staff receive appropriate guidance and training to support positive behaviour management, including understanding pupil needs, de-escalation strategies and the appropriate use of restrictive interventions where necessary.

5.4 Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school's 'pack de rentrée', and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school's proprietor, Devika Malik. If concerns cannot be resolved informally, parents may follow the school's Complaints Procedure.

We want our children:

- 1 To be happy and feel confident in school
- 2 To choose good behaviour all the time
- 3 To be assertive yet respectful

6. Promoting positive behaviour, rewards and consequences

6.1 Encourage good behaviour

We positively encourage and reward appropriate behaviour. Good behaviour is recognised and actively encouraged through daily class management, class and school rules, circle time and the application of reward systems. Unacceptable behaviour is discouraged through the same routes and by the application of consequences. Rewards and consequences are applied consistently by all staff, in all year groups across the school. We treat all children equally and fairly to ensure that they are valued, happy, safe and able to learn effectively.

We know that the quality of teaching and learning has a direct impact on good behaviour. Therefore, we aim to make our lessons lively, stimulating which engage and interest the children and effectively meet their individual needs.

We acknowledge the important role that we play as a school in helping children to learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults.

We want to reward those children who demonstrate our core values in all aspects of their life, always choosing to work hard and behave well. Rewards include:

- Foundation Stage One stickers
- Class Points
- Special privileges discussed with class teacher

6.2 Strategies to reward good behaviour

To encourage positive behaviour, staff will provide a good role model to children and employ a variety of strategies within the classroom. These will include:

- Making our expectations clear to the children e.g. No put downs are acceptable!

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- Using positive and specific praise for appropriate behaviour
- Recognising good social behaviour and rewarding it appropriately
- Organising the classroom environment to promote effective learning
- Minimising the potential for disruption
- Being aware of race, gender and learning issues in their responses to children's behaviour, respecting cultural differences, and avoiding stereotypes
- Being sensitive to children's individual needs in a learning or social context
- Being alert to bullying behaviour (see Anti-Bullying Policy)

As a school, all staff will:

- Ensure that any feedback is constructive and highlights how a positive outcome can be achieved
- Demonstrate the positive behaviour we wish to see at all times
- Encourage children to be responsible for their own behaviour

The school acknowledges all the efforts and achievements of children, both in and out of school.

6.3 Behaviour system

The school uses a behaviour monitoring system called "Behaviour Keys". The table "My behaviour keys" will be filled in every Friday by the teacher and will be in the Yellow book. We will kindly ask parents or carers to review it and sign it. There are 3 keys:

- the listening key
- the respect key
- the work and care key

When class rules are broken, your child will get a warning. After 3 warnings, there will be a cross in the monitoring table displayed in class. After a certain number of crosses, the key changes colour. Key colours: Between 0 and 2 crosses: green key; 3 crosses: orange key; 4 or more crosses: red key.

The school uses a graduated approach to support pupils in meeting behaviour expectations and maintaining a safe and positive learning environment. Consequences are applied fairly, consistently and proportionately to each individual situation.

1st Step:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. Occasionally, children may be asked to stay in at break times or lunch times to complete or redo a task.
- If a child is disruptive in class, the teacher finds the best solution to help understand why he/she is disruptive and strategies are put in place to help and support the child.
- If a child misbehaves repeatedly, staff may provide the pupil with a supervised opportunity to regulate their behaviour away from the immediate classroom activity before reintegrating them into learning.

2nd Step:

- If a child gets red keys for 2 weeks, teachers will contact parents and the Headteacher will be informed.

- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the appropriate consequences are put in place. Parents will be notified.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

3rd Step:

- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. We recognise that positive behaviour reinforcement needs to continue in the home environment, so it is key to work together with the parents.
- If a child gets red keys for more than 3 weeks, a meeting with parents, the teachers and the Headteacher will be organised, called "équipe éducative".

4th Step:

- Suspension or permanent exclusion may be considered as a last resort:
- If a child's serious or persistent misbehaviour continues to affect the education and well-being of others or the safety of other children cannot be guaranteed due to the behaviour of the child in question.
- A serious incident involving physical/verbal abuse has arisen as a result of the child's serious or persistent behaviour.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class and if necessary, reinforces it during "PSHE lessons".

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. For more information, please see our 'Anti-bullying policy'.

In very extreme circumstances, exclusion procedures, both suspension and permanent exclusion, may be brought into force. When deciding upon the length of the suspension the Headteacher will consider the incident, previous exclusions and all strategies used prior to the incident. Work will be provided for the excluded child to complete at home. Following a suspension, there will be a re-integration meeting involving the school, child and parent(s).

7. Supporting pupils with additional needs

The school recognises that some pupils may require additional support to manage their behaviour due to special educational needs, disabilities, communication difficulties, medical needs or other circumstances. Staff will seek to understand the underlying reasons for behaviour and implement appropriate strategies and reasonable adjustments where required.

8. Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil needs help or protection

- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We 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, we will follow our Safeguarding Children Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

9. Restrictive interventions, including reasonable force

The school recognises that there may be exceptional circumstances where restrictive interventions, including reasonable force, are necessary to maintain the safety of pupils, staff or others.

Any use of restrictive intervention will be:

- a last resort;
- proportionate and reasonable in the circumstances;
- used only for the shortest time necessary;
- never used as a punishment.

Staff will take account of pupils' individual needs and vulnerabilities, including SEND, medical needs and other relevant circumstances.

Any incidents involving restrictive intervention, restraint or seclusion will be recorded, reviewed and managed in accordance with the school's Use of Restrictive Interventions Policy.

The school does not use seclusion as a routine behaviour management strategy. Any exceptional circumstances involving restrictive interventions will be managed in accordance with the Use of Restrictive Interventions Policy.

10. Use of mobile phones by pupils

Pupils must not bring mobile phones or smartwatches into school. Devices brought to school without permission may be confiscated and returned in accordance with the school's behaviour procedures. The school does not accept responsibility for loss, damage or theft of prohibited devices. Parents may be asked to collect confiscated devices where appropriate.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding Children Policy
- Use of Restrictive Interventions Policy
- Mobile Phones, Cameras and Recording Devices Policy
- Anti-Bullying Policy
- Online Safety and Acceptable Use Policy

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Behaviour records are reviewed regularly to identify patterns, trends, pupils requiring additional support and whether groups of pupils may be disproportionately affected.

The Headteacher keeps a record of any pupil who is suspended or permanently excluded.

It is the responsibility of the Headteacher to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Proprietor at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher and Proprietor.