

BEHAVIOUR MANAGEMENT POLICY

Lycée Français International Georges Pompidou

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1- Preamble

The Lycée Français International Georges Pompidou (LFIGP) is committed to ensuring a calm, safe and supportive school environment that is conducive to learning.

This Behaviour Management Policy sets out the school's expectations regarding student behaviour, as well as the educational and disciplinary responses that may be implemented when rules are not respected.

It is based on three fundamental principles:

Fairness: each situation is considered individually and dealt with impartially.

Consistency: responses are adapted to the situation, the behaviour observed and the context.

Graduated Response: measures are proportionate to the seriousness and repetition of the behaviour.

Graduated responses are a general principle. However, particularly serious behaviour may justify a direct response at the highest disciplinary level, without going through the previous stages.

2 – Behaviour Expectations

Every student is expected to behave respectfully and responsibly within the school.

This includes:

- respecting adults and other students;
- respecting the rules of collective life;
- respecting school premises, equipment and other people's property;
- following instructions given by adults;
- maintaining behaviour that is compatible with a positive learning environment;
- using digital tools and mobile phones appropriately;
- participating responsibly in school life.

Students must also understand that their actions have consequences and that they may be required to repair any harm caused or reflect on the consequences of their behaviour.

3– Different levels

Level 1 – Occasional Misconduct and Minor Incidents

Objective

The first level aims primarily to prevent, explain and address inappropriate behaviour through simple educational measures.

Examples of behaviour concerned

This level may include:

- repeated talking or disruption;
- forgetting equipment or materials;
- failure to complete work;
- occasional lateness;
- inappropriate behaviour in class;
- occasional failure to follow instructions.

Possible Responses

Depending on the situation, staff may:

- give a verbal reminder;
- remind the student of the relevant rule or instruction;
- issue a verbal warning;
- record a note on Pronote;
- temporarily confiscate an item when necessary.

The objective is to enable the student to understand their mistake and immediately adopt appropriate behaviour.

Progression to Level 2

A situation may progress to Level 2 when inappropriate behaviour continues despite reminders and measures already implemented.

As an indication, repeated remarks or three reminders concerning the same behaviour may lead to a more structured educational response.

Level 2 – Educational Consequences

Objective

The second level aims to promote student responsibility, restore a clear framework and support the student in understanding the consequences of their behaviour.

Behaviour concerned

This level may include:

- repeated lateness despite previous reminders;
- unjustified absences or leaving school without authorisation;
- inappropriate comments;
- moderate disrespect towards an adult;
- failure to honour a commitment;
- minor damage to equipment;
- deliberately refusing to submit work or homework.

Possible Responses

Depending on the situation and its repetition, different measures may be implemented:

- detention;
- assigned work;
- collective-interest work;
- reflective work;
- written reflection on responsibility and the consequences of the behaviour;
- temporary placement in a supervised study area with assigned work;
- a written commitment signed by the student and their parents;
- temporary exclusion when justified by the circumstances.

The measures implemented should enable the student to become aware of their behaviour and engage in a process of improvement.

Progression to Level 3

Progression to the disciplinary level may be considered after five educational consequences during the academic year or when an incident is considered serious following an assessment of the situation. The number of measures is an indicator of repeated behaviour and does not replace an individual assessment of each situation.

Level 3 – Disciplinary Sanctions

Objective

The third level concerns serious incidents requiring a disciplinary response in order to protect individuals, ensure safety and respect within the school environment, and address behaviour that is incompatible with school rules.

Such situations involve the School Leadership Team and may, depending on their nature, require the appropriate procedures to be followed with the KHDA.

Examples of serious incidents

This level may include:

- insults or serious disrespect;
- physical violence between students;
- physical or verbal bullying;
- deliberate damage to property;
- behaviour that deliberately places others at risk;
- discriminatory remarks.

This list is not exhaustive. The seriousness of behaviour is assessed according to the facts, their consequences, their repetition and the context.

Possible Disciplinary Sanctions

Depending on the seriousness and repetition of the incidents, different sanctions may be imposed:

- **Written Disciplinary Warning**

A first disciplinary warning may be issued to the student and their family in order to formally acknowledge the seriousness of the situation.

- **Second Warning and Commission**

In the event of repeated behaviour or a situation requiring a stronger response, a second warning may be accompanied by the establishment of a commission.

- **Behavioural Commitment Contract**

A commitment contract may be implemented in order to formalise the school's expectations and the commitments made by the student.

- **Exclusion**

Internal or external exclusion may be imposed for a period of 1 to 5 days, depending on the seriousness of the incident and the decisions taken by the school.

- **Additional Measures**

Depending on the nature and seriousness of the situation, additional measures may be considered, including:

- a report to the KHDA;
- a decision of non-renewal of enrolment.

The sanction imposed must take into account the seriousness of the incidents, their repetition and the individual circumstances of the student.

4– Implémentation Principles

Behaviour management is based on an approach that is educational, consistent, progressive and protective.

All members of staff are expected to:

- apply the rules consistently;
- maintain a professional and respectful approach;

- explain to the student the behaviour expected of them;
- distinguish between the student and their behaviour;
- promote responsibility and restorative action where possible;
- ensure the safety and respect of the entire school community;
- share the necessary information with the relevant people.

Each situation must be assessed carefully and with professional judgement. The response provided must be appropriate to the seriousness of the incidents, their repetition and the circumstances.

5– Educational Purpose

The LFIGP Behaviour Management Policy has, above all, an educational purpose.

The objective is not solely to sanction inappropriate behaviour, but to enable the student to:

- identify their mistake;
- understand the consequences of their actions;
- take responsibility for their behaviour;
- make amends where possible;
- adopt more appropriate behaviour;
- develop their independence and their ability to respect the collective framework.

The response provided should therefore enable the student to learn from their mistakes, understand the school's expectations and grow within a structured, consistent and protective environment.

This policy is implemented in accordance with the school's Internal Regulations and the applicable requirements under the school's contractual framework with the KHDA.