



## CODE OF CONDUCT

### PRINCIPLES

1. **We expect** all adults, pupils, parents and anyone connected to the school to be kind, honest, considerate, trustworthy, courteous, responsible, co-operative, friendly and hardworking.
2. **We should all** respect each other's feelings and be ready to help each other; give praise and encouragement; be sympathetic to others' needs; try our best; tell the truth; be reliable in carrying out our duties; be polite; show respect for property; be punctual and ready for lessons.
3. **All pupils** should show kindness and courtesy to all members of the school community; work to the best of their ability; ask for help when necessary; listen carefully and involve themselves fully in the life of the school.
4. **Teachers** are expected to promote a happy environment for their pupils; to ensure the safety of their pupils to the best of their ability; to establish high expectations and maintain appropriate behaviour in their lessons; to deliver the best possible lessons to their pupils through careful planning, assessment and relevant feedback; show courtesy at all times in their dealings with parents and fellow members of staff.
5. **Parents** should support the school in the education and discipline of their children; show courtesy at all times in their dealings with all members of staff; observe the given term dates; ensure the punctual delivery and collection of their children; ensure that homework is diligently carried out and returned to the class as required.



## **THE GOLDEN RULES**

**DO BE GENTLE**

***DO NOT HURT ANYBODY***

**DO BE KIND AND HELPFUL**

***DO NOT HURT PEOPLE'S FEELINGS***

**DO WORK HARD**

***DO NOT WASTE YOUR OR OTHER  
PEOPLE'S TIME***

**DO LOOK AFTER PROPERTY**

***DO NOT DAMAGE OR WASTE THINGS***

**DO LISTEN TO PEOPLE**

***DO NOT INTERRUPT***

**DO BE HONEST**

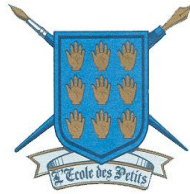
***DO NOT COVER UP THE TRUTH***

**It is the policy of L'Ecole des Petits and L'Ecole de Battersea** to aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and development.

**It is central to the philosophy of L'Ecole des Petits and L'Ecole de Battersea** that all staff should be positive at all times towards the children, towards each other and the school.

**This code of conduct** has been formulated with the safety and well-being of the children in mind and to enable the school to function efficiently as a place of learning.

For the purposes of this policy, discrimination means treating people less favourably than other on the grounds of their age, sex, marital status, sexual orientation, gender reassignment, race, ethnic origin, disability, religion or religious beliefs, whether this be by direct or indirect by applying a provision, criterion or practice, which disadvantages such persons.



## CODE OF CONDUCT

### **Behaviour Codes**

- **Lunch-time and play-time behaviour code**
  - Don't hurt other children with words or deeds.
  - Call other children by their given name.
  - Stand still and quiet at the whistle/ call
  - If someone hurts you or is unkind to you, tell an adult.
  
- **Classroom rules**
  - Keep your hands and feet to yourself.
  - Don't hurt other children.
  - Do as you are told immediately.
  - Work and talk quietly.
  - Get on with your work and finish it.
  - Put your hand up if you want attention.
  - Call everyone by their given name only.
  - Take care of everyone's belongings.



## General Requirements

### 1. Regarding behaviour:

- **Good manners:**

- use simple conventions such as *hello, goodbye, thank you* (in GS and CP speech must be audible), to other adults and classmates alike.
- Say sorry when we have hurt someone (PS) when trying to get by (GS)
- Treat friends with respect, physically and verbally.
- Not to interrupt.

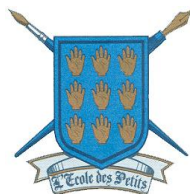
- Behave appropriately (i.e. calmly) in the corridors.
- Go down the stairs with one hand on the bannister (MS), one foot per step (MS), in the right direction (when two classes are moving: bannister side down, wall side up).

- **Tidiness:**

- Put chairs away under the tables by lifting them, cups on the tray after snack time (or by taking turns: for instance a daily/weekly leader).
- Put all equipment/games away in the right place.
- Put tops back on felt tip pens (MS).
- Stick name label on the back of worksheets (MS), top left (throughout MS), on all work (GS).
- It is the teacher's responsibility to check that all is in order when leaving the classroom.

- **Timekeeping:**

- Mutual support amongst all staff to keep to the timetable (ballet, gym, music, playground).
- At the end of the day, the teacher is responsible for ensuring that the children are ready before the school gates open.



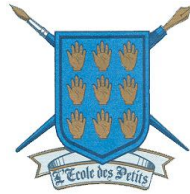
## **2. Regarding conduct**

- Uniform: We like all pupils at L'Ecole des Petits and L'Ecole de Battersea (in classes PS, MS, GS) to wear their smock, and from CP onwards at L'Ecole de Battersea to wear their school uniform when attending school. If a child is not wearing one, the teacher can:
  - Write in the correspondence book to bring it to the parents' attention.The teacher must also check that all smocks and other clothes labelled appropriately.
- Eat and drink appropriately
- Dress oneself: shirts tucked into trousers (MS: pupils start to do this, independently in GS), shoelaces tied (CP: pupils begin to learn this).
- Take clothes off the right way round.
- Put a coat on unaided (during PS), do it up (GS), put a scarf on unaided (GS),
- Take it off unaided (MS), put gloves on (GS).
- Put gym shoes on (no laces) (PS), put shoes and socks back on after dance (MS).
- Sit properly on the chair (legs under the table, without leaning on it, not too far away) (CP).
- Put hand up to speak in class (without calling out).

## **3. Regarding hygiene**

- Wash hands before eating, after going to the toilet.
- Wipe mouth after eating or drinking
- Pull the chain in the toilets (place the lid down - for boys, lift the lid).
- Put hand in front of mouth when coughing or sneezing.
- Blow and wipe nose.

All worth mentioning at the start of year meeting as this can also be learnt and practised in the home.



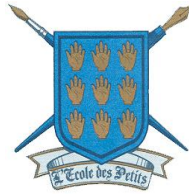
## **Maternelle Learning Requirements**

### **1. Using small tools**

- Writing grip: between the index finger and the thumb, with pressure on the second finger (GS); straight wrist (CP) for right-handers.
- Daily use of scissors and pencils in PS
- Tearing: know how to tear paper (MS)
- Cutting: correct scissor grip (thumb up), cutting in a straight line (GS) around a simple curved shape (GS), a complex shape (CP).
- Colouring: colour without going over the edges (GS), by siling the whole area (MS).
- Colouring and drawing: seek to develop both of these alongside each other, without giving either a preference.
- Sticking: applying glue accurately (in CP: apply four spots of glue or with a Pritt stick along the edges; in MS: spread appropriately).
- Painting or sticking: wipe the gluesticks on the paintbrush to avoid spillage (GS), put the paintbrush back in the right coloured pot (MS), put painting apron on unaided, alternatively ask a friend to do it up at the back, take it off the right way round, hang it on the peg (GS).

### **2. Language**

- Pronounce correctly.
- Express oneself clearly (PS), using small and precise sentences, paying attention to adjectives and gender (GS).
- Describe using details
- Know how to phrase a question (GS).
- Answer in sentences (GS).
- Know the days of the week rhyme (GS).
- Sing a song from memory or a poem (recite or learn a short text by heart) (GS)
- Describe in your own words a text previously studied (GS).
- Voice an idea, thought (GS).
- Use a precise vocabulary to describe objects, feelings, sensations (in concrete, abstract and real terms) (GS).



### 3. Reading

- Handle books with care (MS).
- Understand that we read from left to right (GS).
- Recognise name (in capital letters), in a small case (MS), in joined-up writing (GS).
- Recognise some letters of the alphabet, in particular, vowels (GS) and common consonants (l,m,s,d) (GS), the whole alphabet (letter names and sounds) (CP).
- Recognise most of the names in the class (GS), days of the week in the script and cursive writing (GS), numbers up to 9 (GS), 30 (CP), key words in familiar books (aiming for a small sight vocabulary from shared reading) (CP).
- Know the key words: le, la, les (GS), un, une, des, de, du, dans, et, (a, est) (CP), aujourd'hui, hier, demain (today, yesterday, tomorrow) (CP).
- Read words from picture cues (CP).
- Distinguish between letters and numbers (GS)
- Distinguish between letters and words (GS)
- Understand what a letter is and that a word is made up of letters (in a precise order) (CP).
- Reflect upon the order of letters in a word, and on the order of words in a sentence (CP).
- Know some simple letter sounds (CP) (it is not necessary for children to know blends, for instance, a-n:[a], but they must know n-a:[na]).

### 4. Writing-Handwriting

**Ref:** see inspector's notes which define the required skills according to the level.

- Trace over name in dotted lines (MS).
- Write at least the initial of first name (MS).
- Write own name in script (GS), (for two-worded name, the first part at least), in joined up handwriting with a capital letter (CP).
- Write key words (days, weeks, common key words) (CP).
- Write words using a model (CP).
- Write numbers 1 to 15 (GS), all numbers (CP).
- Draw shapes: circle (MS), square, triangle (GS), rectangle (CP).



## **5. Mathematics**

- Count, recognise, complete a sequence up to 5 (MS), 10 (GS), 30 (CP).
- Know the number rhymes up to 10 (MS), 20 (GS), 30 (CP).
- Sort objects according one criteria (size, colour,...), two criteria (GS), three criteria (CP).
- Understand shape and space: big/small (MS), medium (GS), in/out (MS), inside/outside (GS), up/down (PS), a little/a lot (MS), in front/behind/next to/under (GS), left/right (CP).
- Recognise common 2D shapes: circle, square, triangle (MS), rectangle (GS). Oval (CP).
- Complete a puzzle containing 12 pieces (MS), 30 (GS), 60 (CP).

## **6. Gross Motor skills**

- Complete positions.
- Find a correct position for shooting a ball (CP).
- Improve precision.
- Improve balance.
- Coordinate movements.

(see other documents to ensure progression)

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**Reviewed September 2019**