



ΕΛΛΗΝΟΡΘΟΔΟΞΗ ΚΟΙΝΟΤΗΤΑ ΑΓΙΟΥ ΠΑΝΤΕΛΗΜΟΝΟΣ
ΕΛΛΗΝΙΚΟ ΚΟΛΕΓΙΟ ΑΓΙΟΥ ΠΑΝΤΕΛΗΜΟΝΟΣ

ST. PANTELEIMON HELLENIC COLLEGE

Διευθυντής: Πρωτοπρ. Κωνσταντίνος Παπαγεωργίου

660 Kenton Road, **Harrow**, MIDDX. HA3 9QN

Τηλ. 020 - 8732 2833 E-mail : headteacher@stphc.co.uk

Teaching and Learning / Behaviour Policy



Reviewed by Ms Varvara Masourou: 18/12/2021

To be updated on 18/12/2022

Contents Page

1. Introduction	2
2. Aims and Objectives	2
3. Our philosophy	3
4. Ethos	3
5. Teaching and Learning Environment	4
6. Effective Learning	4
7. Effective Teaching	5
8. Assessment, Recording & Reporting	6
8.1 Formal Assessment Procedures	6
8.2 Reporting to Parents	7
9. Learning Walks, Lesson Observations, and Staff Feedback.....	7
10. Behaviour & Discipline.....	8
10.1 Standards of Behaviour.....	8
10.2 Roles and Responsibilities	9
11. Pupil Management	10
11.1 Rewards	11
12. Sanctions	11
13. Prohibited items.....	13
14. Communication and Parental Involvement	13
15. Monitoring and Evaluation	14
APPENDIX A _Lesson Observation Rating Form.	15
APPENDIX B_ Examples of Levels of Behaviour Challenges in Class.....	16

1. Introduction

We argue that learning should be a rewarding and enjoyable experience for all; it should be fun and creative. Through our teaching we equip children with the necessary skills, knowledge and understanding to be able to make conscious choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to live happy and fulfilling lives.

At the St Panteleimon Hellenic College we believe that children learn best when:

- teaching and learning activities excite, and enhance curiosity and enthusiasm for learning,
- learning activities are well planned, ensuring progress in the short, medium and long term,
- learning activities match the skills and needs of each student,
- the assessment updates teaching so that there is provision for support, repetition and expansion of learning for each child, at each level of performance,
- the learning environment is orderly, the atmosphere is purposeful and the children feel safe,
- there are strong links between home and school, and the importance of parent' s involvement in their children's learning is recognised, valued and developed.

2. Aims and Objectives

Teaching at the St. Panteleimon Hellenic College focuses on “**student-centered learning**”, which means that every element of the whole school and classroom practice is designed with an understanding of how children learn best in their heart.

- Enable children to gain confidence, ingenuity, enquiring and independent learning.
- Encourage children's self-esteem, confidence and help them build positive relationships with other people - both peers and adults.
- Develop children's self-esteem and encourage children to respect the ideas, attitudes, values and feelings of others.
- Increase standards of success in all aspects of student development through school.
- Develop the desire of every child to achieve.
- Ensure that students make the most of their learning time for their educational progress.

- Develop and communicate an ethic of high expectations throughout the school community.
- To provide children with a purpose and a framework for their learning.
- Promote a caring and considerate attitude towards each other in the community.

3. Our Philosophy

At the St. Panteleimon Hellenic College we believe that:

- **Quality learning** is enhanced by a variety of teaching styles and strategies.
- **Quality learning** is the result of quality teaching, which is enhanced by regular **assessment** and oral and written feedback.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- In order for children to learn, they must participate in their learning and understand what they need to do to improve.
- All staff have high expectations of children regarding their learning.
- All children should be encouraged to develop exploratory minds.
- Children should be encouraged by all staff to become more and more independent learners.
- Parents and carers have a critical and constructive role to play in the development of their children's learning.

4. Ethos

We believe that a stimulating school environment creates the climate for learning and an exciting classroom promotes the independent use of resources and high quality work by children. At the St. Panteleimon Hellenic College we try to create a positive learning environment through:

- Promoting a caring and considerate environment where all children feel safe.
- Provide good role models through the way we interact with all adults and children, at all times and in all places.
- Development of classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable for them to make mistakes and be challenged by their learning.

- Encourage students' voices by involving all students in making choices and making them feel valued
- Provide exciting learning opportunities that enrich the curriculum and include extracurricular activities, elements from the wider community, including religious speakers, artists and sports representatives.

5. Teaching and Learning Environment

The environment in which children work plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning. We achieve this with:

- Creating defined areas in the classrooms and keeping the classrooms tidy.
- Organising environments that set an example for children.
- When possible* by changing our displays regularly to ensure that the classroom reflects the topics that the children are studying;
- When possible*, creating classroom environments that incorporate a range of displays that are bright, stimulating and celebrating children's work, as well as literacy and numeracy work walls that promote children's current learning.
- Providing drinking water to all classes and encouraging healthy snacks at playtime in order to contribute to good physical and mental health.

* Currently the St. Panteleimon Hellenic School rents part of its premises in a private Nursery where the creation of its own displays is not allowed, although the classrooms are very brightly decorated.

6. Effective Learning

We acknowledge that people learn in many different ways and recognise the need to develop strategies that allow all children to learn in the best way that suits them:

- **Visual**
- **Auditory / orally**
- **Kinaesthetically**

Therefore, we try to take these different learning styles into account when designing and teaching. Through our design we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving

- research and discovery
- team work
- work in pairs
- independent work
- work of the whole class
- ask and answer questions
- use the computer for homework
- creative activities including the use of all school premises both indoors and outdoors
- church attendance as a class on certain days of the year
- listening and answering activities (recorded material)
- debates, role plays and oral presentations
- visitors to enhance learning

We involve children in the learning process and encourage them to develop self-assessment skills so that they can take greater responsibility for their own learning. We make regular course evaluations so that we can modify and improve our teaching and also inform future planning. Effective marking and verbal feedback provide invaluable guidance on how well children are doing and what they need to do to improve.

7. Effective Teaching

In teaching, we focus on motivating children and building their skills, knowledge and understanding of the curriculum. We use the skills-based school curriculum to guide our teaching.

The teachers of the St. Panteleimon Hellenic College **base their teaching on the knowledge about the level of performance of the children.** Our prime focus is to further develop children' s knowledge and skills. We try to ensure that all the tasks set are appropriate for each child's skill level. When planning work for children with special educational needs, we take due account of the information and objectives contained in the children's Educational Healthcare plans- which are provided by the general schools at our request and at the request of the parents. We have high expectations from all children and we believe that their work should be of the highest possible standard.

8. Assessment, Recording & Reporting

Assessment should be at the heart of the educational process by enabling children and their teachers to work together to be an integral part of planning, teaching and learning.

Assessment for learning is an ongoing process and should happen through:

- QAs during the lesson
- homework marking and feedback
- formal assessments made at various times during the year
- constant monitoring of student' s performance and achievements.

For the most effective assessment procedures the teacher:

- it should involve the students in their learning journey and inform them of their own achievements;
- Ensure that students are clear about what they need to do to improve their work;
- Examines each student' s achievements on a regular basis through continuous observation;
- keeps detailed **assessment records** for students who teach according to school instructions;
- regularly gives constructive feedback to students on their learning.
- Students know how well they have done and what they need to do to take the next steps in their learning. Assessment is considered as a continuous process, which takes account the different rates of learning development of students.
- Students' learning achievements are also recognised through verbal praise, celebration assemblies and "Well Done" school certificates.

8.1 Formal Assessment Procedures

Teachers are required to use formal assessment methods at least termly or more often based on the strategies recognised by the Cypriot Educational Mission and/or in accordance with the instructions of the Senior Management. From 2021 Year 4, Year 5 and Year 6 will begin to be assessed using End of Year Examinations, as well as base-lining tests appropriate to the curriculum being taught.

8.2 Reporting to Parents

At the St Panteleimon Hellenic College parents receive a detailed report of the child's progress twice a year (mid-term in January, end of term in June).

The tone of the report is always positive and celebrates the child's achievements, however points for development are included but they are carefully worded in a constructive way. The report also calls on parents to respond.

Twice a year there is a formal opportunity for parents to talk to their child's class teacher and discuss their child's progress (**parents' day**) and ways they can support their child's learning in home. During parents' day, parents are encouraged to look at the work next to their child and share the goals, important achievements and response of the teachers.

Explain to parents how they can support their children with homework (homework evening, reading and maths evenings, transition afternoons).

9. Learning Walks, Lesson Observations, and Staff Feedback: measuring impact on pupils' progress and effectiveness of teaching

Teacher work, planning, schemes of work, individual learning objectives, homework routines, books and marking all have an impact on children's learning progress and individual learning progress. For this reason, the work of teachers is closely monitored in our school in an effort to improve standards as well as to improve our practice and to provide effective planning.

At the St. Panteleimon Hellenic College from September 2021 we will carry out two 20-minute Learning Walks and a general observation of a course lasting 30 minutes Lesson throughout the academic year on predetermined dates.

A Learning Walk can be conducted by the SLT (Senior Leadership Team) of the school and /or by members of the Community Committee. The focus of a Learning walk is to monitor the implementation of Health and Safety in the classroom, good classroom standards and Safeguarding guidelines and discuss any issues. Students may be asked about what they are learning and may be asked to show their books and previous work. A Learning Walk can take place any Saturday in the month that is announced without prior notice to the staff. The St. Panteleimon Hellenic College will conduct Learning Walks at the beginning and at the end of the school year (October, June).

A Lesson Observation is made on a set date agreed with the teachers during the Spring term. Teachers are notified for several weeks. The school SLT and teacher colleagues can conduct a Lesson Observation while sitting and observing a lesson in the classroom for about 30 minutes. After a Lesson Observation, Teachers and TAs will attend feedback sessions to discuss the strengths and weaknesses of their lessons, and find ways to improve the lessons where needed. The school keeps an official record for each lesson Observation and a copy is given to the observed teacher.

NOTE: See APPENDIX A for a list of typical characteristics for lesson rating during an Observation.

10. Behaviour & Discipline

10.1 Standards of Behaviour

All the staff of the St. Panteleimon Hellenic College make a special effort to create good working relationships with all the children in the class and to be positive role models for them.

- We treat children with kindness and respect.
- We treat them fairly and give them equal opportunities to learn.
- We set and agree with the children a school code of conduct.
- We expect all children to comply with these rules that we jointly invent to promote the best learning opportunities for all.
- We use positive language and maintain a positive attitude.
- We praise the children for their efforts.
- We insist on good order and behaviour at all times.
- When children misbehave, follow the instructions for sanctions as described below.
- We ensure that all tasks and activities that children do are safe.
- We always aspire and focus on students' strengths while supporting them to overcome their weaknesses.
- When support staff are involved we develop Teaching Assistants effectively, according to the needs of the students.
- We cultivate a school environment with respect for the Christian Orthodox ethos.

10.2 Roles and Responsibilities

The Senior Leadership of the School will:

- Work with all members of the school community to ensure high standards of behaviour at all times.
- Hold students and staff accountable for school policy behaviour

It is expected that the staff will:

- Ensure that all students receive a broad, balanced and encouraging curriculum in the appropriate level, using appropriate materials and following the school curricula.
- Make sure that lesson objectives, success criteria and work requirements are clearly defined and that progress is closely monitored.
- Set high expectations for learning and behaviour.
- Set rules in the classroom and have clear boundaries.
- Use consistent rewards and sanctions where necessary.
- Make sure the lessons start and end on time.
- Make sure that pupils complete the tasks assigned to them.
- Regulation of students' behaviour.
- Explain in a constructive and positive way what behaviour is expected of students and what is unacceptable.
- Cause inappropriate/unacceptable behaviour.
- Show honesty and integrity.
- Model the behaviours you want to see in students

Students are expected to:

- To attend school, to be precise, to be organized and to have the appropriate equipment for their lessons.
- To do their best they can at all time, to be proud of their work and to appreciate education and to develop a love of learning.
- To complete their homework.
- Raise their hand if they want to speak and use the appropriate language

- Accept responsibility for their behaviour
- Show respect care and attention to others.
- Listen when teachers and others speak.
- Report to a teacher or other adult any bullying behaviour by others
- Show respect for the school environment.
- Follow the rules and expectations of the school.

Parents/Carers are expected to:

- Make sure their child goes to school and arrives on time.
- Make sure their child has the right equipment for all their lessons.
- Contact the school if their child is absent or late.
- Make sure their child behaves properly at school.
- Support the school if sanctions are applied to their child for inappropriate and unacceptable behaviour.

It is expected that the Parents/ Carers Council will:

- Support the school in its efforts to address behavioural issues

11. Class Management

We recognize that well-managed classrooms are characterised by a number of other features, which we strive to achieve:

- There are **established lesson routines** and ways of working e.g. sign up, morning or arrival activities, lining up, tidying up and wet playing times (for EYFs).
- **Resources are well maintained and well presented.** Teachers prepare for lessons, including the organisation and preparation of teaching aids / resources.
- All adults are responsible for **maintaining high standards of good behaviour** for all children throughout their school day, in accordance with our Behaviour and Discipline Guidelines (section 8).
- Teachers take responsibility for **providing a vibrant and engaging curriculum** that supports students' active participation in their own learning.

11.1 Rewards

We focus on rewards for enhancing good behaviour, rather than failures.

We believe that rewards play a motivating role in helping pupils see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is gained by maintaining good standards as well as by particularly remarkable achievements. This applies to both adults and students. Rates of praise for behaviour should be as high as for work.

Various methods of encouragement are used:

- Verbal praise
- Written praise in marked work
- Recognition by the whole class
- Recognition from "Well-Done" certificates.

12. Sanctions

Although rewards are central to encouraging good behaviour, there is realistically a need for sanctions to record disapproval of unacceptable behaviour and to protect the safety and stability of the school community.

Staff should always remember that the behaviour is targeted and not the individual.

Each case will be dealt with individually, with children knowing that they are responsible for their actions and that their behaviour in specific ways will lead to the use of sanctions that concern them. Minor breaches of discipline are usually dealt with by the class teacher **in a caring, supportive and fair manner, with some flexibility regarding the age of the child.**

Initial responses to inappropriate behaviour may include:

- talk to the child – try to find out what happened/if there is a problem with the work
- a reminder of the expected behaviour
- a verbal reprimand
- moving to sit alone in the classroom (usually when persistent disturbance or other behaviours that disrupt the smooth running of the lesson and prevent other students from their work)
- withdrawal to another class
- is asked to write an apology letter

Note: For all incidents related to school behaviour, parents will receive a “Poor Behaviour Alert Note” which will briefly describe the incident. Three such notes will trigger a formal letter-reporting behaviour at the school. The school keeps a record of this communication with the parents about the behaviour.

However, we recognise the need for a range of behavioral management strategies and sanctions or disciplinary measures so that all teacher can benefit from a calm, safe and motivating learning environment. For this reason, one or a combination of the following can be used, depending on the needs and age of the child:

- Redirect to another activity.
- Warn the child of unwanted behaviour and state the expected good behaviour.
- Write the child's name on the board to act as a visual reminder, without disrupting the flow of learning for others.
- Move the child from a group to work alone.
- Withdraw to another class (between 10-20 minutes to finish work and return back to his class).
- Remove the child from the classroom – position with the Head teacher or another staff member – no child is to be left unattended at any time
- To monitor the frequency of negative behaviour, a child' s name will be written in the Class Behaviour Book.
- If child's name occurs in Class Behaviour Book more than 3 times (3 Behaviour Notice Note), an additional letter will be sent home to inform the parents.
- Discuss the situation with the whole class, with a group of children or with the whole school as appropriate.
- Teachers to see the Headteacher during the break to discuss the issue that arose in class.
- Parental involvement .
- Report to the Headteacher for two consecutive weeks
- No staff member should under any circumstances physically punish a child

REMEMBER: Many annoying behaviours can be avoided by a well-tailored and exciting lesson.

NOTE: See APPENDIX B for examples of how to respond to different levels of provocative behaviour at school.

13. Prohibited items

The following items are called “Prohibited Items” and their presence on school premises or if found on an individual student will result in the highest penalties and consequences:

- Knives
- Firearms/weapons
- Illegal drugs 10
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or inappropriate images
- Stolen items

Any item that could possibly be harmful to a person or property.

The school teacher is by law authorised to search, inspect and seize any item that falls under the above description.

14. Communication and Parental Involvement

We need to maintain a good level of clear communication with our students’ parents in order to promote high standards of behaviour.

- If there are concerns about a student's behaviour, they should be communicated to everyone who works with the child and to the school leadership.
- The class teacher is the key professional in this communication process as he is the primary responsible for the well-being of the children.
- Early concern warnings should be communicated to the Head teacher and discussed with parents accordingly.
- The school will communicate policies and expectations to parents and seek parental involvement to maintain good student behaviour.

15. Monitoring and Evaluation

The Head teacher will assess the impact of this policy by considering:

- Number and range of rewards for good behaviour each term.
- Numbers of sanctions imposed.
- Cases of unwanted behaviour, action taken and support provided to the students involved.

APPENDIX A Lesson Observation Rating Form

Area	Features	Level
Subject Knowledge	The teacher demonstrates good subject knowledge using multiple ways to deliver the subject taught.	1 2 3 4
	The teacher uses examples and makes subject taught relevant.	1 2 3 4
	The teacher uses questioning effectively to support learning.	1 2 3 4
	Teacher demonstrates understanding of the ways pupils think about subject content.	1 2 3 4
	Teacher plans lesson very effectively, making maximum use of lesson time.	1 2 3 4
	Teacher coordinates lesson resources well.	1 2 3 4

Lesson planning & Behaviour management	The lesson objectives are clearly set , built upon previous lessons and are assessable and assessed during the lesson.	1 2 3 4
	There is differentiation in planning and delivery of lesson where needed.	1 2 3 4
	Teacher ensures engagement and understanding of all pupils.	1 2 3 4
	Students are aware of what they are learning and involved in it.	1 2 3 4
	Teacher uses age and ability appropriate resources.	1 2 3 4
	Introduction - Delivery - Plenary structure during each learning session.	1 2 3 4
Effective time management	Teacher provides adequate time for practice to embed the pupils' knowledge, understanding and skills securely.	1 2 3 4
	Teacher introduces subject content progressively and constantly demand more of pupils.	1 2 3 4
	Teacher identifies and supports any pupil who is falling behind, and enable almost all to catch up.	1 2 3 4
Assessment for Learning	Teacher check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.	1 2 3 4
	Teacher provides pupils with incisive feedback about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	1 2 3 4
Home Learning	There is homework set in every lesson that helps to consolidate learning.	1 2 3 4
	Teacher uses positive attitudes and encourages pupils to work hard.	1 2 3 4
	Pupils love the challenge of learning and develop curiosity to learn more.	1 2 3 4
Safety Awareness	The classroom is tidy, pupils are properly equipped, seating is well arranged.	1 2 3 4
	Teacher demonstrates awareness of Health & Safety, Safeguarding and Behaviour Policy throughout the lesson.	1 2 3 4

1 - **Very good level** : Evidence on multiple occasions throughout the lesson, constant, present, student safety and welfare ensured.

2- **Good level** : Evidence on several occasions throughout the lesson, student safety and welfare ensured

3- **Satisfactory**: Scarce or inconsistent evidence , student safety and welfare ensured- room for improvement and ability to improve.

4- **Inadequate**: Evidence not present at all, no provision visible, inappropriate environment, negligence .

APPENDIX B

Examples of Levels of Behaviour Challenges in Class:

Level One – leading to Warning if behaviour continues

- Low level disruption in class
- Calling out
- Consistently off-task
- Chewing/eating in class

- Passing notes
- Misuse of practical equipment
- Graffiti on books, equipment or furniture
- No or incorrect equipment
- Littering
- Use of mobile phone in class – item will be kept in School Office
- Wearing jewellery in contravention of school rules – item will be kept in School Office

Level Two : leading to 'time out' or sanction & parental involvement

- Persistent concerns over 'Level 1' behaviours.
- Repeated refusal to follow instructions.
- Repeated disruption to learning.
- Use of inappropriate language.
- Undermining/personal/discriminatory comments directed at staff.
- Repeated personal or discriminatory comments directed at other pupils.
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values

Level Three – leading to internal exclusion or fixed term exclusion

- Direct swearing or being rude at a member of staff.
- Violence or intimidation directed at any member of the school community or the wider community.
- Out of control behaviour.
- Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours.
- Misuse of substances e.g. alcohol or drugs anywhere on school premises.