



ΕΛΛΗΝΟΡΘΟΔΟΞΗ ΚΟΙΝΟΤΗΤΑ ΑΓΙΟΥ ΠΑΝΤΕΛΗΜΟΝΟΣ  
**ΕΛΛΗΝΙΚΟ ΚΟΛΕΓΙΟ ΑΓΙΟΥ ΠΑΝΤΕΛΗΜΟΝΟΣ**

**ST. PANTELEIMON HELLENIC COLLEGE**

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# Teaching and Learning / Behaviour Policy



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# 1. Introduction

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

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

- teaching and learning activities enthuse, and foster 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 every student,
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment,
- the learning environment is ordered, the atmosphere is purposeful and children feel safe,
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

## 2. Aims and Objectives

Teaching at St Panteleimon Hellenic College is 'Learning and Pupil Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self esteem, self confidence and feelings of self-worth and help them build positive relationships with other people - both peers and adults.
- Develop children's self-respect and encourage children to respect ideas, attitudes, values and feelings of others.
- To raise standards of achievement in all aspects of pupil development through the school.
- To develop each child's desire to achieve.

- To develop and communicate an ethos of high expectation throughout the school community.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.

### 3. Our Philosophy

**At St Panteleimon Hellenic College we believe that:**

- **Quality learning** is enhanced by a variety of teaching styles and strategies.
- **Quality learning** is a result of quality teaching, which is itself informed by regular **assessment** and oral and written feedback.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- To learn children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

### 4. Ethos

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

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

- Encouraging pupils' voice by involving all pupils in making choices and making them feel their opinion is valued
- Providing exciting opportunities for learning, which enrich the curriculum and include extra-curricular activities, input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

## 5. Teaching and Learning Environment

The environment the children work in plays a crucial role in the way they learn.

We strive to provide a stimulating environment conducive to learning. We achieve this by:

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

\* At the moment St Panteleimon Hellenic School is renting premises in a private Nursery where creating own displays is not permitted although the classrooms are very brightly decorated.

## 6. Effective Learning

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

→ **Visual**

→ **Auditory / orally**

→ **Kinaesthetically**

Therefore, we endeavour to take account of these different learning styles when planning and teaching. Through our planning we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving

- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of the computer for assigned homework
- creative activities including use of all school premises both indoors and outdoors
- attending church as a class on certain days of the year
- listening and responding 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 learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Effective marking and verbal feedback provides an invaluable guidance on how well children are doing and what they need to do in order to improve.

## 7. Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the schools skills based curriculum plan to guide our teaching.

**We base our teaching on our knowledge of the children's level of attainment.** Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Educational Healthcare plans- which are provided by the mainstream schools following our request and requests from parents. We have high expectations of 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 enabling children and their teachers to engage together to form 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 observation of students performance and achievements.

For most effective assessment procedures the teacher:

- needs to involve the students in their learning journey and make them aware of their own achievements;
- makes sure students are clear on what they need to do to improve their work;
- reviews the achievements of each pupil on a regular basis through ongoing observation;
- keeps detailed **assessment records** for the pupils they teach according to school guidelines;
- gives regular constructive feedback to students on their learning.
- Pupils know how well they have achieved and what they need to do to achieve the next steps in their learning. Assessment is viewed as an ongoing process, which takes account of pupils' different rates of learning development.
- Pupils' learning achievements are also recognised through verbal praise, celebration assemblies and school "Well Done" certificates.

### 8.1 Formal Assessment Procedures

The teachers are required to use formal assessment methods at least termly or more frequently based on the strategies recognised by the Cypriot Educational Mission and/or as instructed by Senior Management. As 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 St Panteleimon Hellenic College parent 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 a celebration of the child's achievements, however points for development are also included but phrased carefully in a constructive form. The report also invites a response from parents.

Twice a year there is a formal opportunity for parents to speak to their child's class teacher and discuss the progress (**parents' day**) their child is making and ways in which they can support their child's learning at home. During parents' day, parents are encouraged to look at the work alongside their child and share their targets, significant achievements and teacher response.

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**

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

At St Panteleimon Hellenic College as from September 2021 we will be carrying out two 20 minute Learning Walks and one 30 minute general Lesson Observation throughout the academic year on pre-arranged dates.

**A Learning Walk** can be conducted by the schools' SLT (Senior Leadership Team) and /or members of the Community Committee. The focus of a Learning walk is to observe Health and Safety implementation in the classroom, good classroom standards and Safeguarding guidelines and discuss any issues. Student's 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 it is announced without prior notice



to the staff. St. Panteleimon Hellenic College will conduct Learning Walks in the beginning and in the end of the school year (October, June).

**A Lesson Observation** happens on a set date agreed with the teachers in the Spring term. Teachers are given several weeks of notice. The school's SLT and teacher colleagues can conduct a Lesson Observation by sitting in and observing a classroom lesson for approximately 30 mins. After a Lesson Observation Teachers and TAs will attend feedback meetings to discuss their lessons strengths and weaknesses, and mastermind on ways to improve lessons where needed. School keeps an official record for each Lesson Observation and a copy of it is given to the teacher observed.

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

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

## 10.2 Roles and Responsibilities

### The School's Senior Leadership will:

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

### It is expected that the staff will:

- Ensure that all pupils receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials and following the schools schemes of work.
- Ensure that lesson objectives, success criteria and work requirements are clearly set out and progress is monitored carefully.
- Set high expectations in learning and behaviour.
- Set classroom rules and have clear boundaries.
- Use rewards consistently and sanctions where necessary.
- Ensure that lessons start and end on time.
- Ensure that pupils complete assigned work.
- Regulate the conduct of pupils.
- Make explicit in a constructive and positive way, what behaviour is expected of pupils and what is unacceptable.
- Challenge inappropriate/unacceptable behaviour.
- Demonstrate honesty and integrity.
- Model the behaviours you wish to see in students

### It is expected that pupils will:

- Attend school, be punctual, be organized and have the appropriate equipment for their lessons.
- Do their best at all time, take pride in their work and value education and develop a love of learning.
- Complete their homework.

- Put up their hand if they wish to speak and use appropriate language
- Accept responsibility for their behaviour
- Show respect care and consideration to others.
- Listen when teachers and others are talking.
- Report to a teacher or other adult any bullying behaviour by others
- Show respect for the school environment.
- Follow the school's rules and expectations.

**It is expected that Parents/Carers will:**

- Ensure that their child attends school and arrives on time.
- Ensure that their child has the correct equipment for all of their lessons.
- Contact the school if their child is absent or late.
- Ensure their child behaves appropriately at school.
- Support the school if sanctions are applied to their child for inappropriate or unacceptable behaviour.

**It is expected that the Parents' / Carers' Board will:**

- Support the school in its efforts to address issues related to behaviour management.

## **11. Pupil Management**

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

- There are **established lesson routines** and ways of working e.g. register, morning or arrival activities, lining up, tidying away and wet playtimes (for EYFs).
- **Resources are well-maintained and well-presented.** Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.
- All adults take responsibility for **maintaining high standards of good behaviour** for all children all round their school day, according to our behaviour and discipline guidelines (section 8).
- Teachers take responsibility **for providing a vibrant and engaging curriculum** that supports pupils' active involvement in their own learning.

## 11.1 Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupils. 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 whole class
- Recognition by 'Well-Done' certificates.

## 12. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Staff needs to always remember it is the behaviour not the person that is targeted.

Each case will be dealt with individually, with children being made aware that they are responsible for their own actions and that behaving in certain ways will lead to the use of sanctions involving themselves. 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 discover what has happened/if there is a problem with the work
- a reminder of expected behaviour
- a verbal reprimand
- moving to sit alone in the classroom (usually when its continuous disrupting or other behaviours which disrupt the smooth running of the lesson and disrupt other students from their work)
- withdrawing to another class
- being asked to write a letter of apology

**Note:** For all behaviour related incidences at school, parents will be receiving a “Poor Behaviour Alert Note” which will briefly describe the incident. Three such notes will trigger a formal letter reporting behaviour in school. A record is kept in school of these communication with parents with regards to behaviour.

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

- Redirect to another activity.
- Provide warning to the child about undesired behaviour and state expected good behaviour .
- Write 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 on his/her own.
- Withdraw to another class (between 10-20 minutes to finish work and return back to his class).
- Remove child from the class – place with Headteacher or with another member of staff – no child is to be left unsupervised at any time
- To monitor the frequency of negative behaviour a child’ s name will be written in Class Behaviour Book.
- If child's name occurs in Class Behaviour Book more than 3 times (3 behaviour alert note), a letter will additionally send home to inform the parents.
- Discuss the situation with the whole class, a group of children or the whole school as appropriate.
- Teachers to see the Headteacher at break time to discuss the issue that arose in class.
- Parental involvement .
- Report to the Headteacher for two consecutive weeks
- No member of staff must in anyway physically chastise a child

**REMEMBER:** A lot of disruptive behaviour can be avoided by a well-tailored and engaging lesson.

**NOTE:** See APPENDIX B for examples on how to respond to different levels of challenging behaviour in school.

## 13. Prohibited items

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

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

Any item that could possibly within good reason be harmful to a person or property. The school teacher are by law authorised to search, screen and confiscate any item that falls under the description above.

## 14. Communication and Parental Involvement

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

- If there are concerns about a pupil's behaviour these need to be communicated to everyone working with the child and the school's leadership.
- The class teacher is the key professional in this communication process as they are the initial responsible for the children's welfare.
- Early warnings of concern should be communicated to the Head teacher and discussed with parents consequently.
- The school will communicate policy and expectations to parents and seek parental involvement to maintain good pupil behaviour.

## 15. Monitoring and Evaluation

The Head teacher will evaluate the impact of this policy by reviewing:

- Number and range of rewards for good behaviour each term.
- Numbers of imposed sanctions.
- Instances of undesirable 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
Lesson planning & Behaviour management	Teacher plans lesson very effectively, making maximum use of lesson time.	1 2 3 4
	Teacher coordinates lesson resources well.	1 2 3 4
	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
Effective time management	Introduction - Delivery - Plenary structure during each learning session.	1 2 3 4
	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
Assessment for Learning	Teacher identifies and supports any pupil who is falling behind, and enable almost all to catch up.	1 2 3 4
	Teacher check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.	1 2 3 4
Home Learning	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
	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
Safety Awareness	Pupils love the challenge of learning and develop curiosity to learn more.	1 2 3 4
	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.