Policies and Procedures

Behaviour and Discipline Policy

Issue date 11-11-2022
Reviewed Annually
Circulation: Governors
All staff
School Website
Parents on request
Status: Current
Written by: Evgenia Kritikou
Approved by: Aikaterini Papagianni
To be reviewed: 11/11/ 23

Behaviour and Discipline Policy

Mission Statement

At the Greek School we believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. All school staff and students are entitled to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our firm belief that good behaviour, self-discipline and respect need to be consistently and positively encouraged and valued.

Aims

This policy aims to:
- provide the basis for the development of a positive, whole-school ethos towards discipline
- create an environment which encourages and reinforces good behaviour
- define clearly acceptable standards of behaviour
- encourage consistency of response to both positive and negative behaviour
- promote self-esteem, self-discipline and positive relationships
- promote mutual respect amongst all and prevent bullying
- ensure that the school's expectations and strategies are widely known and understood
- define the expectations that we have of each member of the school community
- provide guidance and support for school staff when dealing with inappropriate behaviour

Standards of behaviour

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the pupil's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the pupil's developing ability to conform to our behavioural goals.

The pupil's bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Relationship to other policies

This policy should be read in conjunction with the Anti-Bullying policy.

Roles and responsibilities

The Head teacher will:
- Work with all members of the school community to ensure high standards of behaviour at all times

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.
- Ensure that lesson objectives, success criteria and work requirements are clearly set out and progress is monitored carefully.
- Ensure that lessons start and end on time
- Make explicit in a constructive and positive way, what behaviour is expected of pupils.
- Provide pupils with a good role model.

It is expected that pupils will:
- Attend school, be punctual, be organised and have the appropriate equipment for their lessons.
- Do their best at all times, take pride in their work and value education and develop a love of learning.
- Show respect care and consideration to others.
- Listen when teachers and others are talking.
- 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 arrive 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.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, and success criteria, understood by the pupils, and differentiated to meet the needs of pupils of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the pupils to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and pupil to avoid resentment.

Rules and procedures

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour.

Rules and procedures should:
- Be kept to a necessary minimum.
- Be positively stated, telling the pupils what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on punishments. 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
- Stickers, stars
- Recognition by whole class
- Recognition by the whole school (assembly) (including out of school achievements)

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. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:
- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment.

- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval through withdrawal of privilege, to referral to the Head teacher and notifying parents. Most instances of poor behaviour are relatively minor and can be adequately dealt through minor sanctions. It is important that the sanction is not out of proportion to the offence or the age of the pupil.

Undesirable behaviour is discouraged by:

- Loss of privileges
- Detention(to spent some time to the thinking spot at the schoolyard)
- Telephone call to parents
- Incident record book

Where the anti-social, disruptive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.
When dealing with misbehaviour and applying sanctions always ensure pupils are aware that it is the behaviour that is unacceptable and not a personal issue with the pupil.

Methods of delivering sanction

- Shouting should NOT be used unless to avoid a pupil being injured e.g. in the playground.
- A pupil should not be humiliated or ridiculed, e.g. making them explain their actions in front of the class or parents. A pupil's feelings should be considered and respected at all times.
- It is pivotal to make sure a pupil understands that it is the behaviour that is not acceptable and not a personal dislike of a particular pupil.
- Pupils should not be sent out of class on their own. Being sent to the Head teacher should be monitored carefully preferably during break time unless urgent attention is needed, when the Head teacher is invited in classroom.
- Avoid use of the word "naughty" (or other similar words) as labelling a pupil this way can stay with them long after their behaviour has improved.
- Remember that pupils should be given a chance to explain why they have misbehaved. Check if they have been provoked and speak to other pupils involved.
- Make the sanction fit the offence and age of the pupil.

- Always encourage and praise good behaviour.
- In case of continued misbehaviour, seek further guidance from the Educational Counsellor.
- Be aware that there may be underlying reason e.g. special needs
- Keep in touch with parents and inform them if a pupil's behaviour does not improve. Seek their cooperation in dealing with the problem at home as well as in School.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause of concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the Class Teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before further steps are required.

A positive partnership with parents is crucial in order to maintain trust and develop a common approach to behaviour expectations for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further sanctions will be discussed with the parents.

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
- Number of sanctions
- Monitoring of bullying, action taken and support provided

This policy was updated on the 11st of November 22.
Signed of all members of Teachers stuff