



# BEHAVIOUR POLICY



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## Key information

Author: The Board of Trustees

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The role of our School is to support our children in their learning and developing their ability to communicate in the Modern Greek language, to assist them with their exams in Modern Greek (GCSE, A-Level and Certificates of Attainment) and to enhance their connection with their cultural heritage.

We value our children and we want to encourage both their academic achievements and their personal successes. We value respect, communication, honesty and kindness towards those vulnerable and ourselves.

We believe that children thrive in a friendly, calm and disciplined environment that honours the children's effort and educational needs and where it remains uninterrupted by poor behaviour.

We believe that for the happiness and smooth running of our school we must:

- **Foster positive, caring attitudes towards one another and the environment.**
- **Acknowledge that each and every person who joins the community has a personal part to play and each person's characteristics and talents will be valued and enjoyed.**
- **Support each member who needs encouragement and help, in particular nurturing the self-esteem of all. We recognise particularly the importance to children of approval by their peers.**
- **Listen with care to one another's views and opinions and value them.**
- **On occasions, when an injustice or injury has been done, provide time and space in which the “wrongdoer” can reflect on his/her actions and, where relevant, make amends and apologies.**
- **Respond in a polite and thoughtful manner to one another.**

We each fulfil our responsibilities whether as a pupil, teacher or teaching assistant, with regard to:

- **Punctuality**
- **Completing tasks to the best of our ability**
- **Taking responsibility for our buildings and our equipment**
- **Cooperation with other school members.**

We believe that emphasising positive behaviour in school tends to marginalise poor behaviour and decreases the number of misdemeanours. A well managed, orderly environment in school will encourage children to react in a positive, caring way and will help to minimise the potential risk to their overall health and safety.

**School Rules:**

- **When in School, we walk**
- **We look after each other**
- **We are kind**
- **We are helpful**
- **We listen to each other and we respect each other's feelings**
- **We are polite**
- **We are truthful**

We will encourage positive behaviour through the use of constructive feedback formal/informal, private/public and celebrate our pupils academic and personal achievements in special mentions in our School Celebrations .

**Recognising and Managing Inappropriate Behaviour**

Inappropriate behaviour should not be ignored. Children should be given a chance to change their behaviour before formal consequences are enforced. Consequences must be applied in a calm manner, avoiding escalation. They must be consistent and fair and matched to individual needs. e.g. children with specific requirements such as Autism. We must reinforce that children have to make the right choices.

**Consequences include:**

- **Missing playtime and stay in class quietly with a member of staff**
- **Poor behaviour will be recorded in the incident book**
- **Inform the parents in a constructive manner**

Children who display inappropriate behaviour either during lesson time or out on the yard at break will be dealt with initially by their Teachers. Teachers will keep appropriate records in the class incident book year on year and will inform the parents on the day of any incidents.

If the behaviour continues or is serious the issue will be escalated to the Head Teacher. The Head Teacher will keep her own log of behaviour issues and dialogue held with any parties in reference to this. It is the school policy that behaviour issues are dealt calmly and sensitively with the teacher acting as a positive role model to resolve the conflict.

**The role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class

teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Head Teacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour.

If a member of the public should report an incident of behaviour, both positive and negative, witnessed outside or around the School premises the Head teacher will speak to the child and parents concerned. For repeated or very serious acts of anti-social behaviour the Head Teacher in collaboration the Governing Board may permanently exclude a child.

### **The role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy and she collaborates with the governors about disciplinary issues. Both the Board and the Head Teacher must take this into account when making decisions about matters of behaviour. However all final decisions with regards to serious breaches of the behaviour policy i.e. permanent exclusion from school must be agreed upon by the governing body and approved by the Parents Assembly.

### **The role of the Parents**

The School works in collaboration with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to read and support the school rules. We expect parents to support their child's learning, and to cooperate with the school.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to the Head Teacher. If still unhappy then they should speak to the school governors, who may set in motion procedures to deal with the grievance (See Complaints Policy).

### DISCIPLINARY LINE

