

Elementary school [REDACTED]

## ACTION PLAN 2015- 2016

### School Policy for Improving:

1. Student behavior outside the classroom
2. Quality of teaching

The school management team:

Headteacher [REDACTED]

Deputy Head Teacher 1 [REDACTED]

Deputy Head Teacher 2 [REDACTED]

## School policy for improving the behavior of students outside the classroom

	AIMS	ACTIVITIES / EXPECTED BEHAVIOUR		TEACHERS RESPONSIBLE FOR THE ACTION	TIME PERIOD	EVALUATION
1	Teachers who supervise students during the break time contribute to the improvement of children's relationships during break time by cultivating certain attitudes and solving issues.	During breaks	Pedagogic Supervision (interaction with students) - Which areas are likely to have an increased incidence of violence / bullying?	Teachers who supervise students during the break time	7:30-7:45 During breaks.	Teachers who supervise students during the break time communicate with the department's administrator for issue report.
			Wherever there is a large gathering group of students	Teachers who supervise students		Informing the management team for extreme incidents.  At least five minutes should be devoted at every second staff meeting for comments.

		the educator approaches and gets involved in discussion.	during the break time.		
		Identifying perpetrators / victims / observers in cases of bullying.	Teachers who supervise students during the break time /classroom teacher		
		Approximation of isolated children by teachers who supervise students during the break time. Speculation on their isolation; reporting the issue to the head teacher / in staff meetings	Teachers who supervise students during the break time /classroom teacher		
		Teachers who supervise students during the break time should be visible to students	Teachers who supervise students during the break time		
		Student's supervision which covers the areas of corridors / toilets.	Teachers who supervise students during the break time		
		Daily student's supervision from 7:30-7:45. Monday: 7:30-7:35. Then everyone (teachers and children) in class.	Teachers who supervise students during the break time		

2	Children are able to understand and to identify bullying behavior as well as the perpetrator, the victim and the observers.	Courses	Within the framework of Life Education each class devotes time (1x80 at least) for discussion of how a child behaves if / when it is a victim or bullying observer. Examples of behaviors that make someone who can be designated as a perpetrator are also provided.	Educators who teach Life Education.	First quarter of the year.	During the time-period of each class in the second week of December the operator of each class discusses issues of values that govern the relations between the children at school and bullying issues.
3	The children identify problems in their relations with each other as well as places where most problems occur.		Within the framework of Life Education each class devotes time for discussion - including open interviews with the students (1x80 at least). E.g. How do you feel that you study in our school and why? Where and why do you think that most of the issues occur during in our school breaks?	Educators who teach Life Education.	First quarter of the year.	The results are discussed in staff meeting.
4	The children adopt values that contribute to their emotional development and to the		On the course of Life Education the values that are being taught are: Empathy, Interest for others, Respect, Fairness through workshops and specific examples and applications-dependending on the	Educators who teach Life Education.	Courses- First quarter of the year.  Adopting values -	

	reduction of conflicts between them.		age and maturity of the students.		Year-round.	
			Within the framework of the various courses (Health Education, Life Education, Art etc.) several stuff is prepared by the children such as posters, triptychs or other forms regarding the civilized behavior and the good relationships among students.	Classroom teacher		Exhibition / Presentation of the material which has been set for all the children of the school.
5	The school contributes to the improvement of the students' relationships.	Common gatherings	Reinforcement / Reward of positive behavior in each class during common gatherings	School Management Team	Second quarter of the year.	
		Breaks	Enrichment of the yard games with the usage of toy boxes / development of responsibility and teamwork.	School Management Team	Second quarter of the year.	
6	The children of Grade 6 undertake places so as to supervise the students and to make comments and	Breaks	Student's supervision by the children in the three entrances of the central area and in the southeastern staircase as well.	Children of Grade 6	Second and Third quarter.	Constant. The teachers of student's supervision inform the central student body of the school.

	suggestions					
7	The children clarify the operating rules and they become more responsible by applying them.		In each class the classroom teacher spends five minutes at the beginning of every week so as to remind the children of what they should do when/if they are having any trouble during break times.	Classroom teacher	It develops until November.	Constant. The teacher's of student's supervision inform the central student body of the school.
			Common routines for all the children of the school: I put the bag as soon as I get to school and go down to the permitted areas. I take off the course books before I go out.	Classroom teacher	It develops until November.	Constant.
			Early attendance in classes- before the arrival of the teacher. Signing of the entrance book by a guardian in case of late arrival.	EVERYONE	Always.	Constant.
		Before the start of each class.	Once the children hear the bell ringing for each course they go WALK (not run) to the classroom, calmly but quickly, without any fuss or loud voices and take off their books, notebooks, pencil case	Teachers who supervise students during the break time /classroom teacher	Always.	Constant.

			depending on the program			
8			No child should be waiting on the stairs or in the entrance hall.	Course teacher	Always	Constant.
9	The children formulate the code of conduct of their class and of their school.	Code of conduct.	Each class creates its own (illustrated or with words) depending on the age of the children. (SIMPLICITY - CLARITY)	Children/Classroom teacher	Until November	
			Permanently posted in a conspicuous place order. Signed by the children and their parents.	Children/Classroom teacher	Until November	
			Collection of the 12 codes and drafting a summary for the whole school focusing on 5-6 rules.	Central student body of the school and the school management team.	Until November	
10	Development of the civilized way of departing from school.	After the end of each course.	The teacher of the seventh period often repeats: "Children must leave quietly and quickly from school without shouting and they must take with them all of their belongings, they must never talk to strangers or go with somebody else than the person	Classroom teacher and Course teacher of the 7 <sup>th</sup> period.	First quarter of the year is being developed. It is always being applied.	

			whom they have been settled by their parents to go with.			
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### School policy for improving quality of teaching

	AIMS	ACTIVITIES / EXPECTED BEHAVIOUR	TEACHERS RESPONSIBLE FOR THE ACTION	TIME-PERIOD	EVALUATION
1	The teachers are trained.	Highlighting the importance of the eight factors of the quality of teaching and their five dimensions. Utilization of the school staff / external trainers [REDACTED]	School Management team	Staff sessions.	Constant.
2	The teachers and the school management team must shape the school climate that enhances learning and the positive behavior of the children	Discussion of staff meeting: "How to create a classroom climate that enhances learning and the positive student behavior?" <ul style="list-style-type: none"> <li>• Avoiding the negative competition between students.</li> <li>• Cooperative activities.</li> <li>• Differentiation of learning.</li> <li>• Common goal setting between teacher-child for each child (informing parents)</li> <li>• Opportunities for consolidation.</li> <li>• Initial and formative evaluation.</li> </ul>	EVERYONE	First quarter of the year	QUARTERLY STAFF MEETING. evaluates the policy for quality of teaching
3	Reinforcement	Mutually monitoring courses / teaching	EVERYONE	YEAR-	



	of the staff cooperation; aiming the interaction and the creation of a learning community	observation with free choice of observation's collarbones.		ROUND.	
		Coordination of brotherly / parallel classes aiming the effective teaching	Classroom teachers.	YEAR-ROUND.	
		Co-operative teaching - Co-teaching	EVERYONE		
4	Reinforcement of reflection	Appointment with the head teacher to discuss various issues (e.g. learning and several other problems of students of each class) for promoting effective teaching	School Management Team	Second quarter of the year.	