

HAZELWOOD COLLEGE



Behaviour Policy

In Hazelwood Integrated College we are dedicated to the twin aims of promoting social and religious integration and pursuing educational excellence. We accomplish this by being forward thinking, promoting innovative practices, and by living and practising our values daily. To this end we are dedicated to nurturing an increasingly active and integrated community of students, teachers, staff, parents, governors, and neighbours in the wider sense.

Our Principles

1. The Hazelwood community believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary, We seek to create a caring, learning environment in the school by:

- promoting good behaviour and establishing an orderly environment;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Our values:

2. We reflect the diversity of our community and celebrate the positive attributes of all of our traditions. We continually seek ways to integrate students of different religions, cultural and political traditions, social backgrounds, genders, and abilities; thereby enriching the college and society.

3. We believe in the right of every person to be valued and treated with respect. We encourage mutual respect by insisting that every personal right is accompanied by appropriate responsibilities, and that every responsibility carries associated rights. We also foster respect for the environment in which we live and learn.

4. We promote a student centred and holistic form of learning. We aim to enable each student to realise her or his own potential, and we encourage each student to contribute to an ethos of learning and personal achievement.

5. We recognise the pioneering role of parents in establishing the college. We encourage parents to contribute to the governance of the college, and to support the college in the education and development of their children.

6. We value the commitment and dedication of staff, and we recognise their crucial role in developing our students and our ethos. We are committed to support staff in their educational and pastoral roles and providing them with opportunities to enhance their contribution to the college while developing their professional pride, skills, and autonomy.

7. In Hazelwood Integrated College we believe the college has a valuable role to play in the wider community. We aim to be a force for reconciliation, to support lifelong learning; and to provide opportunities for community development.

Roles and Responsibilities

8. The Board of Governors of Hazelwood will establish, in consultation with the principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour,

9. The principal will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the principal.

10. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

11. The Board of Governors, principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality, They will also ensure that the concerns of students are listened to and appropriately addressed.

12. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

13. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations, Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

14. The procedures arising from this policy have been developed by the principal in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community,

Recognition

15. A school ethos of encouragement and expectation is central to the promotion of good behaviour. Recognition of good behaviour is one means of achieving this. Recognition has a motivational role in helping students to realise that good behaviour is valued, and is clearly defined in the procedures (rewards). Integral to the notion of showing recognition is an emphasis on praise both informal and formal to individuals and groups.

Strategies

16. Strategies are needed to respond to inappropriate behaviour,

17. A range of strategies are clearly defined in the procedures and their use will be characterised by clarity of why they are being applied and what changes in behaviour are required to avoid further movement through the referral system. The procedures make a clear distinction between the strategies applied for minor and major offences.

Staff development

18. The Board of Governors will ensure that there is appropriate high quality staff development provided on all aspects of behaviour management to support the implementation of the policy

Interrelationship with other school policies

19. In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, will be established.

Involvement of outside agencies

20. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Review

21. The principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head will keep the Board of Governors informed.

22. The Board of Governors will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the principal, staff and parents.

23. The outcome of the review will be communicated to all those involved, as appropriate.

Aims

To provide a high standard of curricular and extra-curricular education for all our students regardless of gender, physical or academic ability, religion and socio economic background in a safe and secure environment where teachers can teach and pupils can learn so that the full potential of all can be realised.

To nurture respect for environment, both inside and outside school. This includes respect for all personal and communal property and the quality of our surroundings.

To promote and maintain high standards of personal behaviour and appearance both inside and outside class and whilst travelling to and from school.

To instill in all members of our community a respect for the Integrated ethos of the College and as much as possible to see attitudes in keeping with this ethos worked into our lives.

To develop a community where all members feel valued, where their views can be appropriately, expressed and listened to, and where they can find friendship and support in all circumstances.

To ensure that there is high quality communication and partnership between home and school.

There is a clear understanding that rights and responsibilities are connected. In order to enjoy rights we must all fulfill our responsibilities. In that context everyone's basic responsibility should be to uphold the rights of others. The school community has high expectations of all its members in that respect.

The Code of Behaviour applied

We are friendly and caring:

We work in teams.

We share ideas and equipment.

We treat all members of our community with dignity and respect.

We speak politely, open doors for teachers, visitors and each other.

We are kind and generous.

We respond to teachers' instructions promptly:

We are punctual to lessons, stand quietly in single file outside the classroom and wait to be admitted by the teacher.

We comply with teacher's instructions promptly and cheerfully.

We understand that inconsiderate behaviour such as shouting out, answering out of turn or persistent talking disrupts the work of others.

We gain the teachers attention by raising our hand and waiting in turn

We listen quietly and attentively

We work hard and achieve:

We aim for 100 percent attendance.

We are punctual to school each morning.

We are punctual to every class.

We come to school with all necessary books and equipment.

We make our appointments (e.g. Medical, dental etc) where practicable, outside school hours.

We take our holidays outside school term times.

We present absence notes immediately upon return to school.

We rest and nourish our bodies so we can work effectively in school.

We complete all our homework on time and to the best of our ability.

We take pride in our school, classrooms and ourselves:

We avoid tampering with fire alarms, extinguishers, fire hoses and emergency doors as they are there for our safety,

In school buildings we walk on the left hand side of the corridors.

Around the school we keep to the pathways, use the correct stairs and stay within bounds.

We only eat at breaktime and lunchtime and only in the appropriate supervised areas.

We use bins or pockets for waste paper and we lift any litter dropped accidentally immediately.

We report any damage immediately.

We take care of school furniture, noticeboards, displays of work and other equipment.

We try to visit toilets exclusively at break and lunch time.

We wear the full school uniform with pride and respect.

We show respect for all acts of worship.

We work and play safely:

We move quietly and orderly between classes.

We discourage smoking in or in near proximity to the school when we are in school uniform.

We keep cigarettes, matches or illegal substances away from our school.

We aim to keep Hazelwood College is a 'drugs free zone'. Alcohol and illegal drugs are strictly banned.

We behave in a way that ensure the safety of others and reject any act of violence.

Only year 12 and above are allowed to leave the school premises at lunchtime.

We seek permission to leave the school premises during the school day.

We avoid areas that are out of bounds.

We switch off our mobile phones during teaching time.

Our expectations

The Code of Behaviour is the standard by which the behaviour of our pupils is judged. We discourage behaviours, which disrupt the education of others and are

proactive in teaching the behaviours we value. Pupils will be educated so that they know the behaviours, which may be reasonably expected of them.

There are stepped strategies for supporting staff in the teaching of behaviour. See **appendix 2a**. for guidance on levels and behaviour as agreed by the staff with suggested responses shown in **appendix 2b**.

Appendix 3 shows a schematic diagram of referral procedures for quick reference.

While the appendix demonstrates the support structures for the EBD child separately it must be emphasised that this is additional to the support offered by the normal referral route.

On the spot measures for low intensity misbehaviour

- subject teachers will use basic classroom management strategies for minor incidents such as those indicated in the **appendix 2a**.

These can take the form of non-verbal cues, verbal reprimands, moving seat etc as outlined in **appendix 2b**.

Delayed measures

-a pupil may be required to return at a more convenient time to carry out some 'catch up' action such as completing a piece of work. The level and type of intervention should be appropriate to the behaviour where possible e.g. Community service.

Referral to Class Tutor

- for **persistent** low intensity/moderate intensity misbehaviours the Class Tutor should be involved through the use of the Behaviour module on Sims. The Class Tutor should monitor the student's behaviour and regularly review the record of referrals. The class tutor may also refer to the class record book to spot patterns of behaviour.

Referral to the Head of Department/ faculty -

- in the case of subject specific behaviour, e.g. failure to produce homework or meet the standards set out by the department the student should also be referred to the Head of Department/faculty through the behaviour module for action related to the standards required within their subject. The Head of Department may decide that the student catch up on missed work. This should be organized and supervised within the particular department.

Referral to the Year coordinator

-In the case of a pupil who does not respond satisfactorily to the above strategies or in the case of high intensity misbehaviour (see **appendix 2a**) the Year Coordinator should become involved. The Year Coordinator may also offer support to staff if there is a pattern of referrals emerging with regard to a particular student's behaviour. If this constitutes ongoing concern the Year coordinator can request SENCO support by completing an initial concerns proforma. This equates to stage 2 in the 'code of practice'. Once on the register the SENCO can put in place appropriate support measures for the student.

Parental Involvement - parents will be contacted and a record kept to inform them of the school's concern regarding their child's behaviour and the support offered to date. This should be attached to the students behaviour log. The Year Coordinator will

monitor the pupil's behaviour e.g. through a Daily Report or Target Diary. The SENCO can also devise a behaviour plan with targets and expected outcomes

Parental Interview

- if behaviour remains unchanged parents will be invited to school for interview by the Year Coordinator. The parents will be requested to partner the school in the support of the student. The student may at this stage be referred to the SENCO for stage three of the 'code' where external support is sought.

Involvement of the Vice Principal

- Pupils will be referred by the Year Coordinator to the Vice-Principal directly only for very serious high intensity misbehaviour (**appendix 2a**) or for failure to respond to the previous steps taken in the procedures outlined above. This is a very serious development in the support procedure and parents will be invited to attend the school and will be made aware of the remaining levels of support the school can offer. At this stage a number of decisions may be taken in addition to the support already in place. e.g.

Withdrawal from a specified number of classes.

Referral to outside agencies e.g. SPSS Behaviour Support Unit, Educational Psychologist, E.W.S., pathways, etc..

Vice principal report,

Parents requested to take responsibility for their child's behaviour on a particular day

Recommend suspension.

Involvement of the Principal

- the Principal may decide, that it is necessary to suspend the student; that is, requires the student not to be sent to school for a specified period of time, pending a meeting between the Principal and the parents to negotiate the terms and level of support needed for re admittance.

Board of Governors

- in an extreme case where the offence/ behaviour is so serious and/or so persistent that the school community cannot be reasonably expected to tolerate it further, and/or all levels of support have been exhausted, the Principal may refer the case to the Board of Governors. It is then up to the Board to decide if the student be permanently expelled from the College.