
June | 24

HAZELWOOD
INTEGRATED COLLEGE



Promoting Positive Behaviour Policy

STATEMENT

Summary:

This policy has been compiled in consultation with Heads of Department and the Senior Leadership Team.

Additional Notes

Policy Number: 2012/08/28

History:

Drafted: 28th August 2012
by Maurice Fitzsimons

Updated: August 2013
by Maurice Fitzpatrick

Updated: August 2014
by Tracy Beare

Updated: January 2016
by Áine Leslie

Updated: June 2016
by Áine Leslie

Updated: June 2018
by Áine Leslie

Updated: June 2019
by Áine Leslie

Updated: June 2020
by Áine Leslie

Updated: March 2021
by Peter Thompson

Updated: December 2021
by Áine Leslie

Updated: June 2025
by Áine Leslie

PROMOTING POSITIVE BEHAVIOUR

The Promoting Positive Behaviour Policy has been formulated having consulted with the students, parents, governors and all staff and researching best practice elsewhere. It provides an agreed course of action to promote effective teaching and learning and the worth and values of all members of the school community. We aim to provide a healthy learning environment and will encourage everyone to follow the Code of Conduct fairly and consistently.

Our Mission

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

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

- 1) 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. We give the nine key groups (Section 75 of the NI Act 1998) consideration when creating a policy.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) 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.

- 6) 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

- 1) 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,
- 2) The Principal and the SLT 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 and the SLT.
- 3) Staff, including teachers, support staff, Board of Governors 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.
- 4) 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.
- 5) 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.
- 6) 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.
- 7) See Appendices 1A to 1D.

PROCEDURES

The procedures arising from this policy have been developed by the Principal in consultation with the staff. The procedures will make clear to the students 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

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

Strategies are needed to respond to inappropriate behaviour,

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 will confiscate dangerous and illegal items. Such items will not be returned to students/families. Staff will liaise with authorities on safe disposal.

See Appendices 3A, 3B, 3C

STAFF DEVELOPMENT

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

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

The school works collaboratively 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

The Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Promoting Positive Behaviour Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal/SLT will keep the Board of Governors informed.

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.

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

AIMS

- 1) 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 students can learn so that the full potential of all can be realised.
- 2) 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.
- 3) To promote and maintain high standards of personal behaviour and appearance both inside and outside class and whilst travelling to and from school.
- 4) To instil 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.
- 5) 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.
- 6) 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 our rights, we should fulfil 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 support the Hazelwood Lesson

We work hard and achieve:

- We aim for attendance of 95%, or more.
- We are punctual to school each morning.
- We are punctual to every class.
- We come to school with all necessary books, equipment and Student Planners.
- We make 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 break-time and lunchtime and only in the appropriate supervised areas.
- We use bins or pockets for wastepaper, and we lift any litter dropped accidentally, even if it is not ours.
- 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 fireworks, 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.
- No Year Group is 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 students is judged. We discourage behaviours, which disrupt the education of others and are proactive in teaching the behaviours we value. Students 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 **Appendices 3A, 3B and 3C.** for guidance on levels and behaviour as agreed by the staff with suggested responses.

Appendix 2A 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 classroom management strategies for minor incidents such as those indicated in **Appendix 3B.**

These can take the form of non-verbal cues, verbal reprimands, moving seat etc. as outlined in **Appendix 3C.**

Delayed measures

A student 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. detention, community service, homework club, parental interview, report card, restorative conversations, etc.

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

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 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. Follow the Curriculum Procedures for: Student Concerns & Underachievement (**Appendix 2D**)

Referral to the Head of Year

In the case of a student who does not respond satisfactorily to the above strategies or in the case of high intensity misbehaviour (see **Appendices 3A, 3B and 3C**) the Head of Year should become involved. The Head of Year 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 on-going concern the Head of Year can request AEN Assistant Principal support by completing an initial concerns proforma. This equates to Stage 1 in the 'Code of Practice'. Once on the register the AEN Assistant Principal can put in place appropriate support measures for the student. (**Appendixes 2A and 4**)

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 student's behaviour log. The Head of Year will monitor the student's behaviour e.g. through a Daily Report or Target Diary. The AEN Department 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 Head of Year. 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 AEN Assistant Principal for stage two of the 'code' where external support is sought.

Involvement of the Senior Leadership Team

Students will be referred by the Head of Year to a member of SLT directly only for very serious high intensity misbehaviour (see **Appendices 3A, 3B and 3C**) 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 or Internal Suspension from a specified number of classes.
- Referral to outside agencies e.g. SPSS Behaviour Support Unit, Educational Psychologist, EWS, Pathways, etc.
- SLT Report.
- Parents to take responsibility for their child's behaviour on a particular day(s) in agreement with staff involved.
- Suspension.

Involvement of the Principal/SLT

The Principal/SLT 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/SLT 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.

ABSCONDING PROCEDURES

The purpose of these procedures is to set out clearly the process that will take place should a pupil abscond from the College.

We actively work to provide a secure, safe environment so that we are a school where pupils want to come to enjoy learning with others as part of a caring community. We recognise it is unlikely pupils will try to abscond from the College, however, this procedure will ensure we are ready to deal with this eventuality should it occur.

What is meant by Absconding?

A pupil will have absconded if they deliberately leave College premises without permission.

Roles and Responsibilities

- 1) The class teacher is responsible for completing SIMS register at start of each class.
- 2) The Principal (or deputising teacher in her absence) and SLT are responsible for decisions made when a pupil absconds from the College.
- 3) The class teacher is responsible for caring for the pupil (until the pupil leaves the premises).
- 4) Parents/carers of pupils are responsible for supporting the work of the College. They are responsible for encouraging their child to keep to College procedures and policies.
- 5) Once the College has informed the parents/carers that their child has absconded, parents/carers are responsible for actively supporting the College with the subsequent procedures and actions.

Procedures

If a pupil is suspected of leaving College grounds without permission, the following actions will be taken:

- 1) If the pupil appears to be missing but there is no evidence that he/she has left the site, the class teacher/staff member alerts office staff by email or telephone. The class teacher inputs N code on SIMS.
- 2) Office Staff will alert a member of SLT/MLT. SLT/MLT will arrange a quick but thorough search of the site, this should be conducted by available teaching/non-teaching staff. ***This should not exceed ten minutes.***
- 3) Office Staff will contact parents/carers to establish further information and to explain procedures.
- 4) If there is no doubt the pupil has absconded, office staff will contact the pupil's parents/carers to inform them and call the police. In the case of a LAC child ***or student on the Child Protection register***, Social Workers and Foster Carers will be informed ***by a member of the Safeguarding Team***. Staff will not chase or follow the pupil.
- 5) If the pupil is within an easy distance of the College, staff are not to engage in conversation as the pupil might be in a distressed state and unable to act in a controlled manner.
- 6) If the pupil returns of his/her own will, parents/carers and (if necessary) the police will be informed. Parents/carers will be requested to make arrangements to collect the child.
- 7) If the pupil absconds for a second time in the same academic year, a range of measures will be put in place in collaboration with the pupil's parents/carers. This will require a sanction deemed suitable by the Principal / SLT and possible suspension.

RECOGNITION

The College aims to recognise all of its students when they exhibit the values and standards set out above. When they fulfil their responsibilities, approval should result (**Appendix 3A**)

It follows therefore that we should reward, for example the following:

- Punctuality i.e. never coming late to school
- Coming full prepared for work
- Good standard of uniform
- Excellent effort
- Excellent work
- Excellent progress
- Excellent attendance
- Involvement in extra-curricular activity
- Service e.g. litter collection, helping in Open Days and Parents' Evenings, Anti-bullying Forums, Library Assistants, Student's Council, European Heritage Weekend etc.
- Age-appropriate merit awards in Junior and Senior Schools.

Promoting Good Behaviour

The overall aim is that the students should fulfil these standards and responsibilities because they recognise that it is the right thing i.e. the motivation should become intrinsic to them and not simply for extrinsic reward.

Students respond to expressions of approval, and it is important that various experiences of this can be and are part of the life of all our students.

There follows an outline of the recognition we use in the College.

Recognition in the Classroom

These are examples of good practice in this area given by staff during Staff Development events and are listed for reference:

- Verbal praise in class, privately, to other staff
- Jobs/responsibilities
- Reward as focus of lesson
- Positive body language
- Additional time in class e.g. IT
- Comfort breaks -during a double/triple lesson
- Reading for Pleasure time
- Music while you work in agreement with staff
- Displaying work
- Comments/Merits in Student Planner and Class Record Book
- PE awards
- Certificates/Parental Recognition Notes and Postcards
- Mentions at weekly Assemblies / Website / Social Media
- Tutor/HOY notice boards/Attendance boards/ plasma screen

Tutor Time

The Class Tutor and LLW teachers should take every opportunity during registration/classes to celebrate the achievements of members of his/her class individually and collectively.

The culture should be developed whereby students reporting positive achievements and experiences to the Tutor build up the identity of the class as achievers in the broadest sense.

Assemblies

Whole school and Year group assemblies are used to celebrate achievement in the full range of activities taking place in the college. These include both special achievements and more day-to-day achievements.

Ensure that the overall emphasis is overwhelmingly positive.

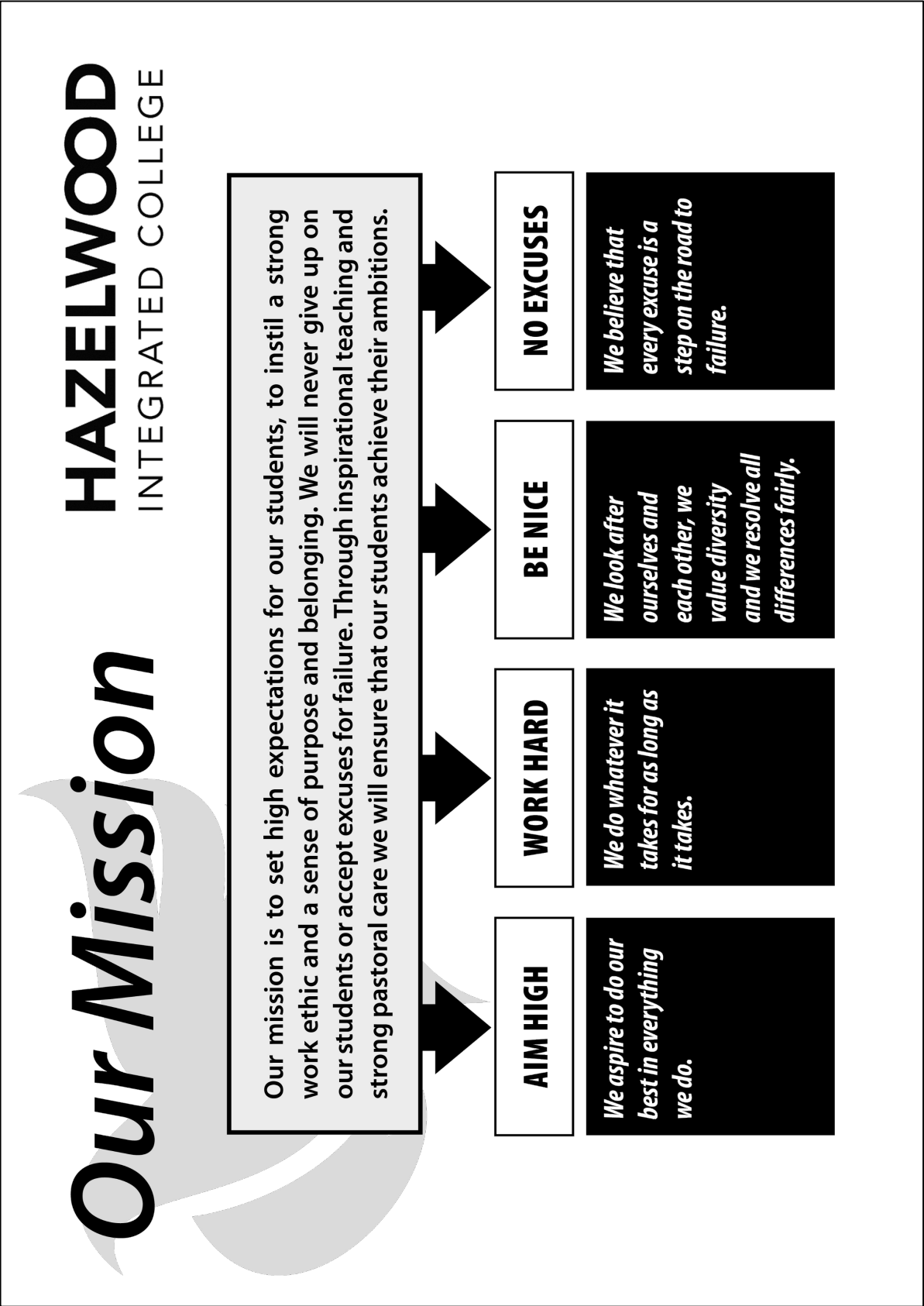
Special monthly Assemblies to celebrate achievement are held in all Year groups to emphasise achievement. The format should be kept under review to ensure they are meaningful. They should be attended by a Vice Principal/SLT member.

Other Suggestions for Development

Research suggests that it is important to have visible displays of achievement. This can be done through use of noticeboards, displays of artwork, the main stairway in Graymount House, magazine, website, social media, local media etc.

SCHOOL REWARD SYSTEM

The School Reward System is based on *Our Mission*:



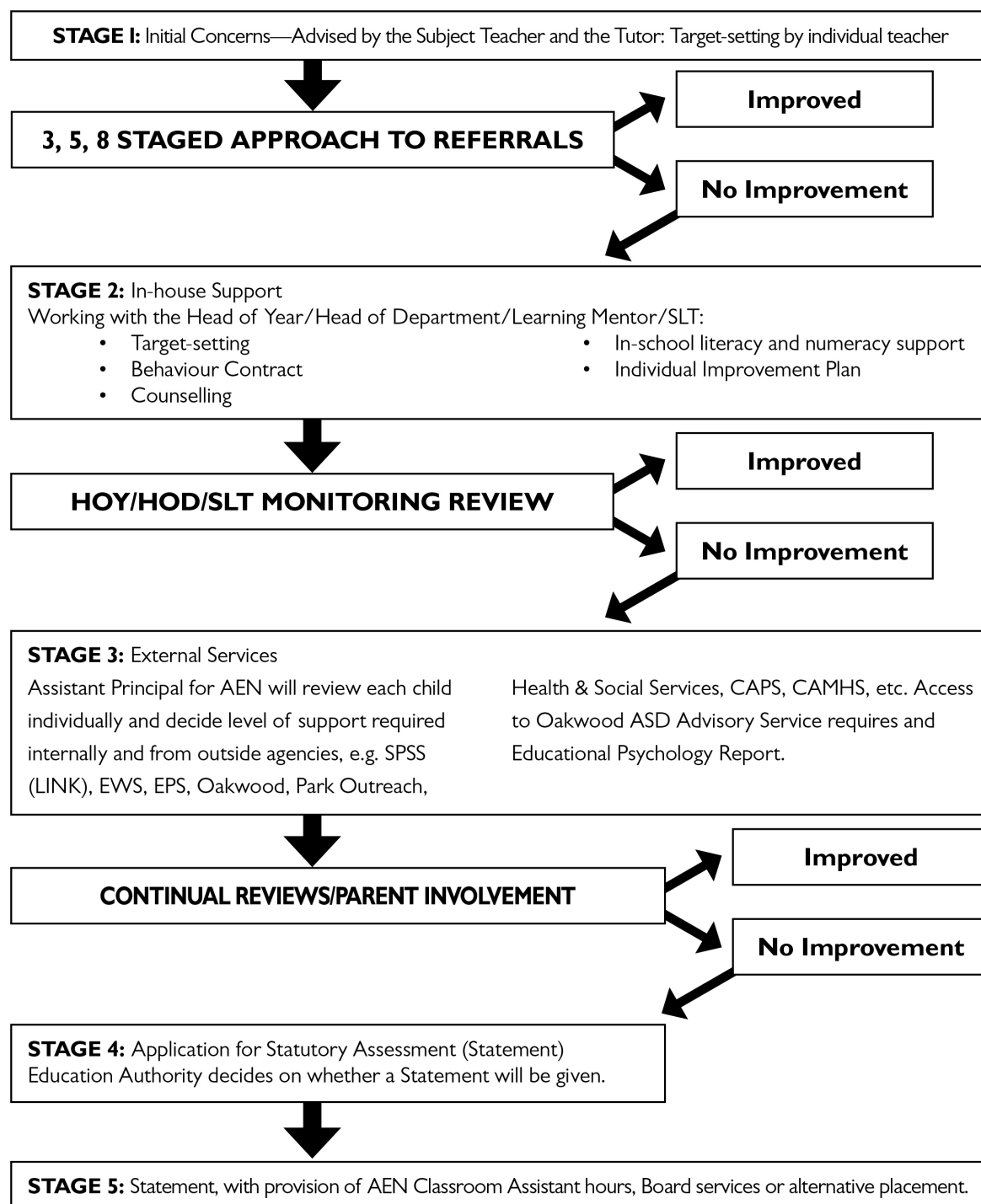
TEACHING STAFF		
ROLES	RIGHTS	RESPONSIBILITIES
<p>To teach the curriculum equally to all and to the best of ability.</p> <p>Pastoral care of students/ delivery of the pastoral care programme.</p> <p>To meet the individual needs of pupils.</p> <p>To encourage good social behaviour.</p> <p>To be a team player.</p> <p>To help students to become independent learners To act in 'loco parentis'.</p> <p>To teach and uphold the school rules.</p> <p>To be a good role model.</p> <p>To be available for parental consultation.</p> <p>To encourage and motivate student's to learn</p>	<p>To be valued as an individual and in own specific role.</p> <p>Respect from pupils, colleagues and parents.</p> <p>Support with difficult situations (e.g. HOY, AP, HOD and SLT).</p> <p>Personal development and training.</p> <p>To work in a safe and secure environment.</p> <p>To carry out professional duties free from all physical, verbal and emotional threat.</p> <p>To be listened to.</p> <p>To be treated equally and fairly.</p> <p>To be free from stress.</p> <p>Protected non-teaching/preparation time.</p> <p>To be supported in handling 'difficult' behaviours.</p> <p>To have my welfare taken into consideration</p>	<p>To teach all pupils equally, fairly and with respect.</p> <p>To teach to the best of my ability.</p> <p>To be accountable for my work in all aspects of school life.</p> <p>To address issues which may be a block to the child's development e.g. bullying.</p> <p>To ensure the safety of pupils and colleagues at all times.</p> <p>To ensure that effective teaching and learning is taking place.</p> <p>To create a stimulating learning environment.</p> <p>To ensure effective classroom management and promote and teach positive behaviour.</p> <p>To support my peers.</p> <p>To affect change for the overall betterment of my working environment and the young people in my care.</p> <p>To ensure children learn in an atmosphere of tolerance, respect and mutual understanding</p>

PARENTS		
RIGHTS	RESPONSIBILITIES	
<p>Clear communication from the school.</p> <p>A safe, supervised environment.</p> <p>Regular information on their child's progress.</p> <p>Access and approachability.</p> <p>High quality teaching.</p> <p>Equality of treatment.</p> <p>Complaints dealt with quickly and sympathetically.</p> <p>To be informed at once of any problem concerning their child.</p> <p>To have their child's full potential encouraged.</p> <p>Provision of moral and spiritual guidance for their child.</p>	<p>To ensure attendance and punctuality.</p> <p>To ensure their child is well rested and fed.</p> <p>To provide a stable supportive home life.</p> <p>To teach respect for teachers.</p> <p>To encourage participation in extracurricular activities.</p> <p>To teach respect for property and the environment.</p> <p>To ensure that the school's values and ethos are taught at home.</p> <p>To read all correspondence from the school.</p> <p>To make early contact the school with any medical or other relevant problem or information.</p> <p>To support discipline policy and measures taken by the school.</p>	<p>To ensure that their child is prepared for work.</p> <p>To ensure tidiness and correct uniform.</p> <p>To teach good discipline at home.</p> <p>To encourage hard work and the importance of education and learning.</p> <p>To provide up to date contact information.</p> <p>To know the school's ethos and policies.</p> <p>To be involved as fully as possible in the life of the school e.g. through Parents' Council.</p> <p>To inform staff of concerns.</p> <p>To attend parental consultation meetings.</p> <p>To ensure homework is completed on time.</p> <p>To check the Student Planner regularly and communicate through it and sign it.</p>

PUPILS		
RIGHTS	RESPONSIBILITIES	
<p>To be taught to a high standard in a safe, healthy secure environment.</p> <p>To be treated with respect.</p> <p>To be valued listened to and acknowledged.</p> <p>To have personal property respected.</p> <p>To have opportunities to develop spiritually, academically, morally, culturally and physically.</p> <p>To be free from verbal, emotional and physically abuse.</p> <p>To be rewarded for good work.</p>	<p>To attend and be punctual</p> <p>To come to school prepared for work.</p> <p>To show respect for self, others and property.</p> <p>To ask for help when necessary.</p> <p>To be responsible for your actions.</p> <p>To behave well on school buses.</p> <p>To always give your best efforts.</p> <p>To look out for younger pupils.</p> <p>To respect all teachers and non-teaching staff.</p>	<p>To follow the code of conduct and be aware of the consequences of actions.</p> <p>To adhere to school rules</p> <p>To be ambassadors for our school.</p> <p>To report bullying/harassment.</p> <p>To look after your property.</p> <p>To do all homeworks on time.</p> <p>To be polite at all times.</p> <p>To keep the school clean.</p> <p>To listen and cooperate.</p> <p>To speak up when something is wrong.</p>

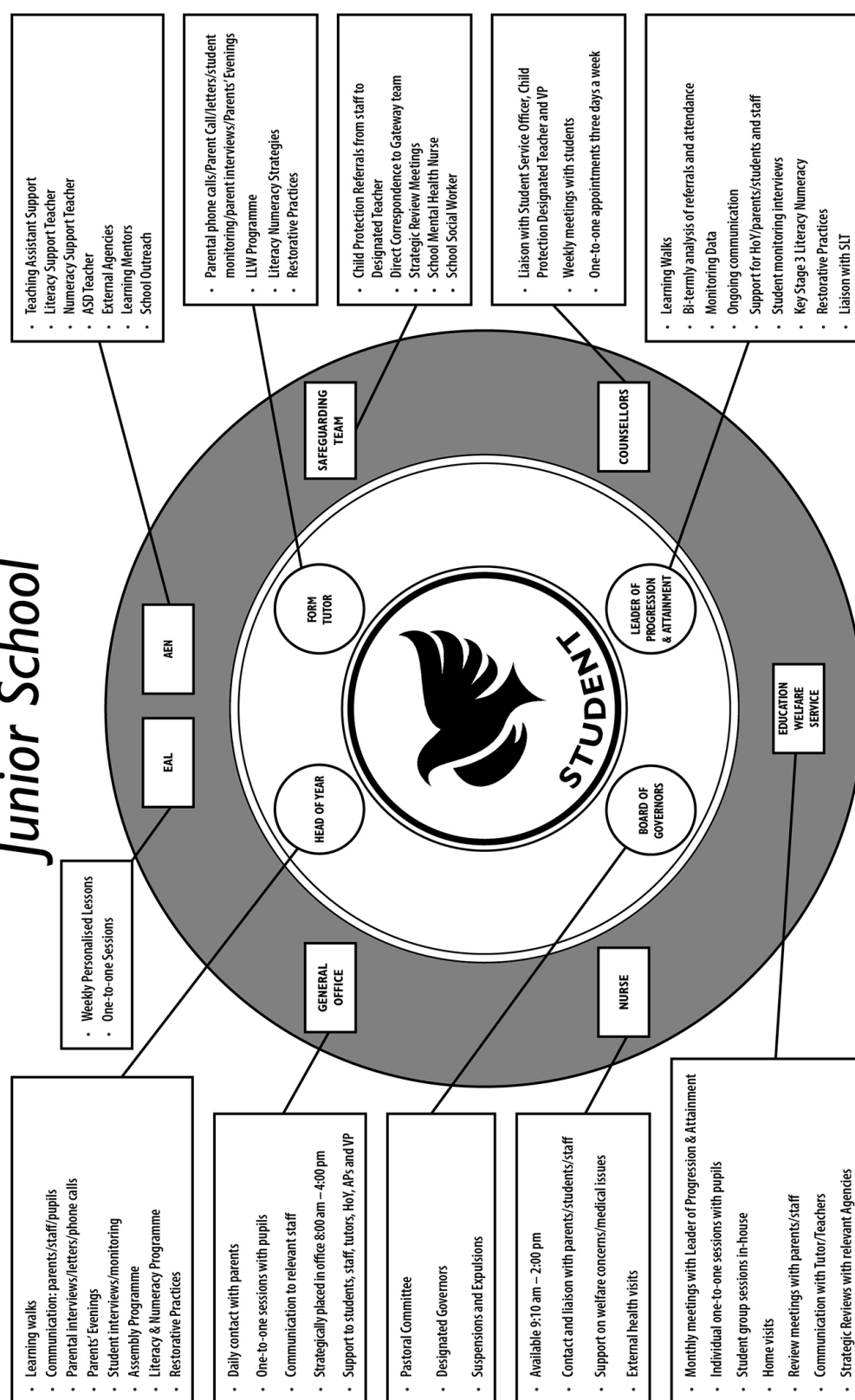
BOARD OF GOVERNORS		
ROLES	RIGHTS	RESPONSIBILITIES
<p>Ensure statutory obligations are met.</p> <p>Support staff, SLT and principal in developing and implementing agreed policy. To serve on sub committees as appropriate</p> <p>To assist with the administration, well being and overall running of the school.</p> <p>To ensure the aims and objectives of the school are met.</p> <p>To promote the school as an effective educational institution.</p> <p>To promote and develop the integrated, co-educational, child centred, comprehensive ethos of the college.</p> <p>To accept legal responsibility for the good governance of the College.</p> <p>To be a decision maker.</p> <p>To develop the strategic direction of the College in partnership with the SLT and staff.</p> <p>To report to governors issues/concerns from those whom I have been elected to represent</p>	<p>To be fully informed on board based policy matters.</p> <p>To receive a fair hearing on any points being made.</p> <p>To be responded to courteously and rationally.</p> <p>To receive regular and up to date information.</p> <p>To receive information on time.</p> <p>To be free to contemplate and decide as I feel necessary.</p>	<p>To ensure fairness in dealing with pupils, parents.</p> <p>To participate at all levels of governance.</p> <p>To attend all meetings where possible.</p> <p>To be non-judgemental in all my dealings.</p> <p>To uphold and maintain the good reputation of the College.</p> <p>To be open, honest and fair.</p> <p>To share my talents and experience deemed to be useful to the school.</p> <p>To ensure that our policies are integrated into our overall ethos</p> <p>To be independent</p>

Flowchart for Behaviour Intervention & Support

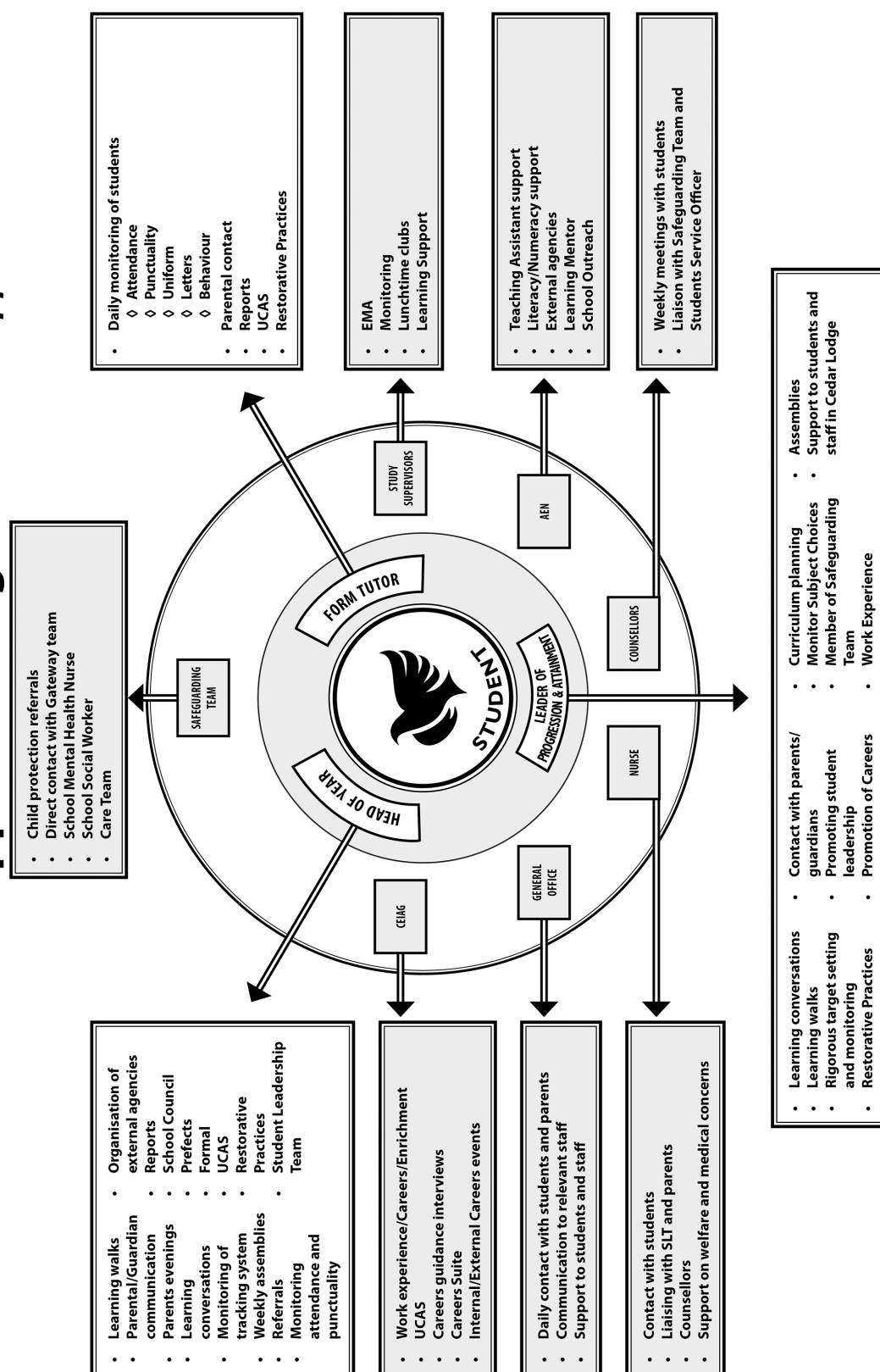


Intervention & Support Strategies

Junior School



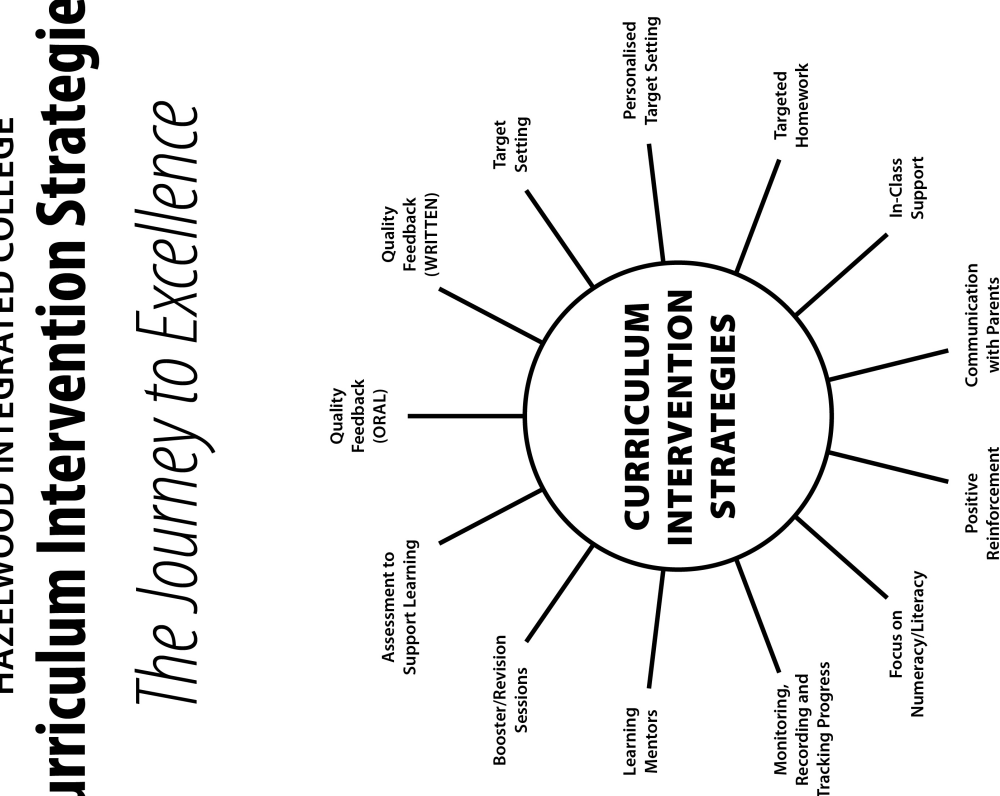
Intervention & Support Strategies: Senior & Upper School



HAZELWOOD INTEGRATED COLLEGE

Curriculum Intervention Strategies

The Journey to Excellence



* = High impact intervention for low cost

IN-CLASS SUPPORT
<ul style="list-style-type: none"> 1-to-1 Coaching/Guidance Learning Mentors Classroom Assistants Peer Assisted Learning*

PERSONALISED TARGET SETTING*
<ul style="list-style-type: none"> Dialogue between teachers and students Thoughtful/probing questions based on learning Challenging, smart targets Building on learning achieved Develop confidence in thinking Agree, set targets, review progress

TARGETED HOMEWORK
<ul style="list-style-type: none"> Timely, accurate developmental feedback Dialogue — strengths, areas of development and steps to improve Students fully engaged in learning

FOCUS ON LITERACY & NUMERACY
<ul style="list-style-type: none"> Annotated feedback in students' work in line with standard marking codes and Marking & Annotation Policy Dictionary of subject key terms

COMMUNICATION WITH PARENTS
<ul style="list-style-type: none"> Phone calls, letters, Parent Call to inform parents of targets, issues and strategies for improvements Reports to parents — Interim and Summative Parental Interviews with specific targeted pupils by subject teachers

LEARNING MENTORS
<ul style="list-style-type: none"> Staff/SLT member identified to support student if necessary — individual/groups Post 16 students Targets set and reviewed regularly

MONITORING, RECORDING AND TRACKING SUCCESS
<ul style="list-style-type: none"> Use of Benchmark data to improve learning Use of SIMS Tracking Grids — October/December–January/Easter and June Interim and Summative reports

QUALITY FEEDBACK (ORAL)*
<ul style="list-style-type: none"> Personalised, motivating and stimulating Instant response, informal reply Dialogue — encouraging students to ask questions Positive and specific Reviewed continually in class

QUALITY FEEDBACK (WRITTEN)*
<ul style="list-style-type: none"> Annotated periodically in line with standard marking codes/standardised stamper Focus on key learning objectives Identify what students do to improve May lead to oral discussion Required comment/action by pupil Log improvement and record of progress

TARGET SETTING
<ul style="list-style-type: none"> Use attainment data to focus plans on raising standards of pupil attainment Build upon prior attainment and achievement Identify and focus teaching on areas of under-performance Support improved learning outcomes for underachieving groups of pupils

ASSESSMENT TO SUPPORT LEARNING
<ul style="list-style-type: none"> Relevant, motivating, engaging and challenging Shared learning intentions and success criteria Plan next step in learning High quality feedback

BOOSTER/REVISION SESSIONS
<ul style="list-style-type: none"> Focus on teaching exam technique and revision skills Easter/Summer schools Weekly revision classes

POSITIVE REINFORCEMENT
<ul style="list-style-type: none"> Continual praise and encouragement Student rewards for personal progress and achievement



HAZELWOOD PILLARS: BEHAVIOUR FOR LEARNING

RELENTLESS ROUTINES	FIRST ATTENTION FOR BEST CONDUCT	CONSISTENCY AND CALM	STEPPED INTERVENTIONS
<p>Visible <i>corridor presence</i> before class</p> <p>Students walk on the <i>right</i></p> <p>Students <i>lined up and settled</i>.</p> <p><i>Greet</i> students by name as they enter the room.</p> <p><i>Manage</i> any uniform / behaviour issues which don't meet the school <i>expectations</i> before the student gains entry to the room.</p> <p>Ensure students are <i>ready to learn</i> – equipment ready, planners on desks, bags off, positive body language (facing front, sitting up straight).</p> <p>The <i>Hazelwood Lesson</i>.</p> <p><i>End and Send</i> – Uniform check, desks clear, bags ready and chairs tucked in. Release on the bell - not before.</p> <p>Visible <i>corridor presence</i> after Class</p>	<p><i>Set clear expectations</i> for behaviour for learning – <i>Unity of Purpose</i>.</p> <p>Actively seek opportunities to highlight and <i>praise positive behaviour and effort</i>.</p> <p>Give as little attention as possible to undesirable behaviour – <i>positive v negative recognition</i>.</p> <p>Remind of <i>boundaries</i> before setting off on a task.</p> <p>Ensure the last thing students hear is <i>positive</i>.</p> <p>Award <i>achievement points</i> on SIMS.</p> <p>Send positive <i>postcards / certificates</i> home.</p> <p>Make <i>positive calls</i> / request positive texts go home.</p> <p>Distribute department / year group prizes / awards</p>	<p><i>When dealing with disturbances</i> DELAY: Learning time is too valuable. Wait to resolve issues if you can by delaying until the end of the lesson or a natural hiatus. PRIORITISE LEARNING. DIVERT: Divert attention off the issue by changing the tone, energy, or pace of the lesson. For example: ■ Quick fired questions to refocus. ■ A knowledge check for attention – e.g. use of whiteboards, traffic light cards etc ■ Quick competition between one side of the room and the other. DIVE into the work: Don't allow negative behaviour to hijack the lesson. Refocus on the work. If students cannot settle begin stepped interventions. *refer to Pivotal Behaviour tip links</p>	<p><i>Remind of expectations</i> – remind the pupil with a tone of support. Caution – speak as privately as possible with a calm voice, again remind the pupil of expectations. Last Chance – Give a calm last chance reminder. Nearest Neighbour – calmly ask the young person to step outside to talk. If you feel they cannot settle move them to your nearest neighbour. Re-engage – give the pupil another chance to re-enter and engage in learning. Sanction – you may need to apply a sanction before the lesson ends. Refer to the behaviour management framework. Restore – This can vary depending on the situation. Use restorative practice when the student is in a state of calm. This could be after class, break, lunch, after school etc. * <i>SIT on call</i> – For SERIOUS breaches of the behaviour policy or if stepped interventions have been exhausted. When the lesson has finished you should apply the Sanction and Restore steps.</p>

EXAMPLES OF MISBEHAVIOUR		
STAGE 1 & 2 <i>(Class Teacher/Form Tutor)</i>	STAGE 3 <i>(Head of Year /Head of Department)</i>	STAGE 4 & 5 <i>(Head of Year / Head of Department / SLT / Principal)</i>
Eating, drinking, chewing gum. Talking to neighbour. Interrupting teacher. Burping, breaking wind. Passing notes. Producing a mobile phone or other Smart Device. Uniform infringement. Lateness to class. Lack of equipment. No homework. Dropping litter. Fidgeting/tapping feet or pen etc. Swinging on seat. Getting out of seat without permission. Disrupting learning.	Any low-level behaviour that persists after correction becomes moderate. Disrupting others learning. Poor effort in class. Graffiti. Non-directional swearing. Laziness. Lack of care with school property. Questioning a teacher's judgement. Back chatting. Refusing to co-operate. Failure to respect official school function/event.	Any moderate level behaviour that persists after correction becomes serious. Physical violence—actual or threatened. Bullying. Aggressive and directional bad language. Stealing. Vandalism. Truancy. Drug abuse. Smoking/vaping Sexual harassment. Sectarianism. Racism. Pornography. Sexism. Challenging teachers' authority. False accusations about a teacher. Refusing to cooperate. Absconding



BEHAVIOUR FOR LEARNING FRAMEWORK

STAGE 1

Class Teacher / Form Tutor

Given when a student is:

- Not meeting the expected Behaviour for Learning / Code of Conduct as outlined in the Promoting Positive Behaviour Policy.

STAGE 2

Class Teacher / Form Tutor

Given when a student is:

- Repeating a Stage 1 offence.
- Showing a lack of significant improvement following intervention at Stage 1.
- Demonstrating more concerning / persistent behaviour issues (inside and outside the classroom).

STAGE 3

HOY / HOD

Given when a student is:

- Showing a lack of significant improvement following interventions at Stage 2.
- Displaying more serious behaviour / more persistent behaviour issues (inside and outside classroom).

STAGE 4

HOY / SLT

Given when a student is:

- Persistently repeating offences at Stages 1–3.
- Demonstrating serious / concerning / dangerous / intimidating / bullying behaviour.
- Behaviour which is seriously hindering the learning of others.

STAGE 5

SLT / VP / Principal

Given when a student is:

- Persistently displaying behaviour at Stages 1–4.
- Showing a lack of improvement despite stage 4 interventions.
- Failure to comply with Stage 3–4 intervention
- Demonstrating serious / concerning / dangerous behaviour or behaviour which is hindering the learning of others.

Class Teacher

Relentless Routines.
Clear Expectations.
Delay – Divert – Dive In.

Stepped Interventions.
Restorative Conversation (after class / break / lunch).

Possible sanctions: follow up discussion, lunch detention, after school session, Department target report card etc.

Contact Parent / Carer to discuss.

Record on SIMS with action stated and HOY/FT informed of referral/action taken.

Form Teacher

Relentless Routines.
Clear Expectations.
Possible Sanctions.

(non-verbal reminders/give choices/outline expectations and consequences / rethink seating plan/Pastoral sanctions).

Contact Home if a pattern is emerging of low level behaviour.

Restorative Conversation (after class / break / lunch).

Use of record book to monitor progress.

Record on SIMS/follow up in form class of referral.

Class Teacher

Repeat Stage 1. Inform HOD / . Inform FT.

Note sanctions on department target card if applicable.

Possible Sanctions (Department target/report card/ Department sanction like detention).

Restorative Conversation at Lunch or after school detention (with parental notice given).

In-school or online interview with parent/guardian and student-targets set.

Possible Sanctions (Report Card – monitor behaviour/ break-lunch detention / HOY Detention).

Use of record book to monitor progress.

Initial concerns Form filled out.

SLT on call. Follow up before the next lesson.

Form Teacher

Repeat Stage 1. Inform HOY. Restorative

Time or after school detention (with parental notice given).

In-school or online interview with parent/guardian and student-targets set.

Possible Sanctions (Report Card – monitor behaviour/ break-lunch detention / HOY Detention).

Use of record book to monitor progress.

Initial Concerns filled out.

SLT on call.

Follow up before the next lesson

HoD

Class teacher - record incident on SIMS and contact home.

HOD to support a Restorative Conversation with referring class teacher.

HOD Detention. HOD Meeting with Parent/student. Subject Report Card.

Temporary move/ Withdrawal from class to work with HOD.

Verbal or written apology.

Check point follow up. Referral to school based Care Team who will assess need for external support.

(Outreach / Link Centre external support. Referral/Link Centre agency work).

Refer to EWS. Referral/Outside agency work).

Cooling off (agreed with parents)

HOY

Form Tutor, to record incident on SIMS and contact home.

HOY to support a Restorative Conversation with referring form tutor.

HOY Detention. HOY/FT Meeting with Parent/student. Report Card.

Withdrawal from class /move of form class.

Internal suspension. Referral to school-based Care Team who will assess need for external support.

(Outreach / Link Centre external support. Referral/Link Centre agency work).

Refer to EWS. Referral/Outside agency work).

Cooling off (agreed with parents)

HOY / SLT

Check record on SIMS from Stage 1 onwards. HOY and SLT Parental/Guardian meeting in school.

Report Card – SLT Report Card. SLT Link alongside HOY – determine students who require a SLT weekly review.

Restorative Practice. HOY/SLT Home Visit.

Additional strategies as agreed by HOY / SLT e.g. risk reduction plan/reduced timetable/ outside agency work.

Referral / Review of progress at school based CARE team.

Outreach (SPSS) referral/Link Centre Referral/ Outside agency work.

Refer to EWS. EOTAS Referral made by SLT.

Referral to weekly detention. Colling Off period (agreed by parents).

Internal suspension. External suspension. HOD kept informed as appropriate

SLT / VP / PRINCIPAL

Check record on SIMS from Stage 1 onwards. Contact Home (SLT / VP / Principal).

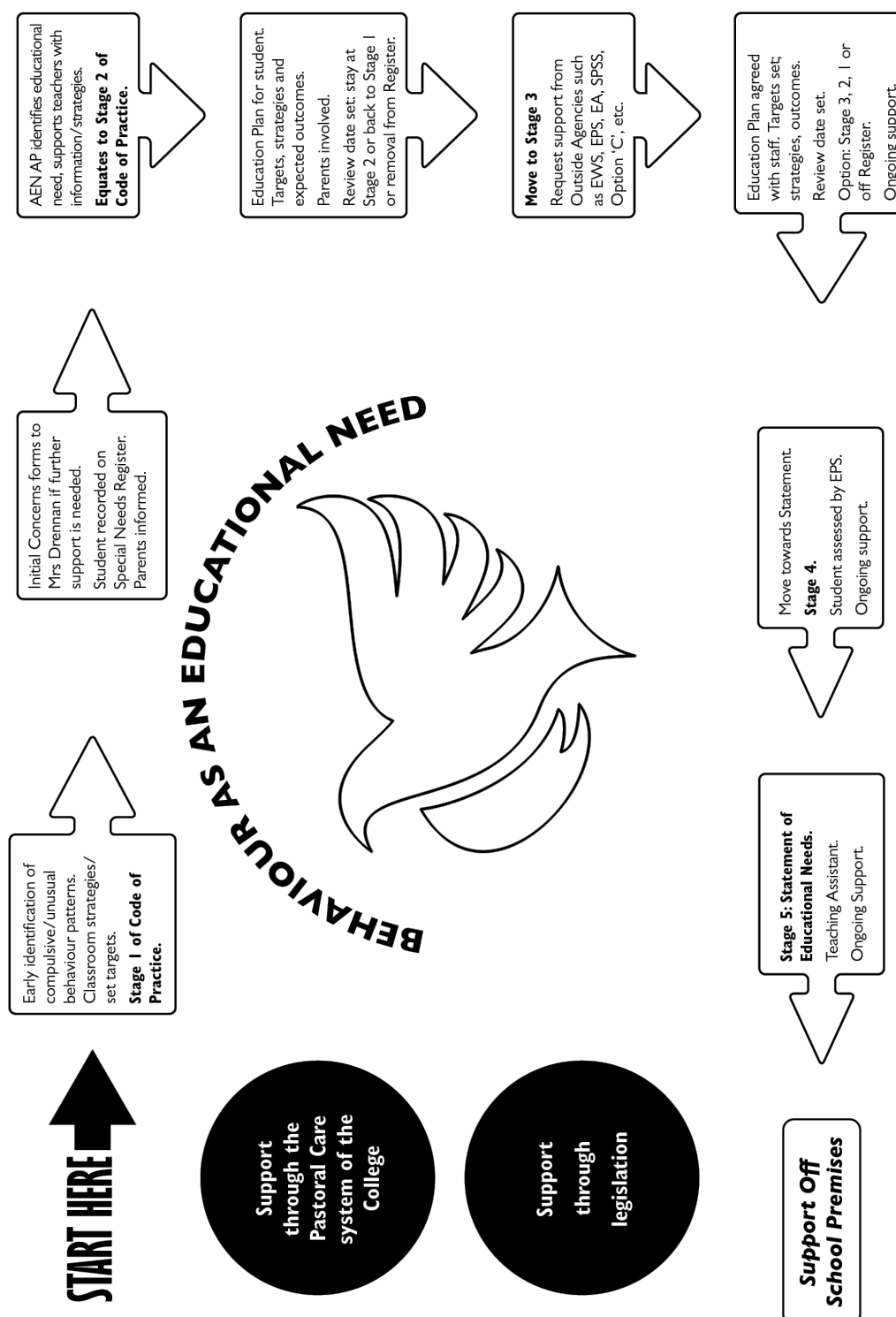
Parent meeting with member of SLT / VP / Principal. Internal suspension.

Fixed period of school suspension (Principal). Withdrawn from class.

Additional strategies as agreed by SLT / VP / Principal e.g. risk reduction plan, referral to external agencies, EOTAS etc.

HOY kept informed throughout. Attendance of student and Parent / Carer at BOG Pastoral sub-committee meeting.

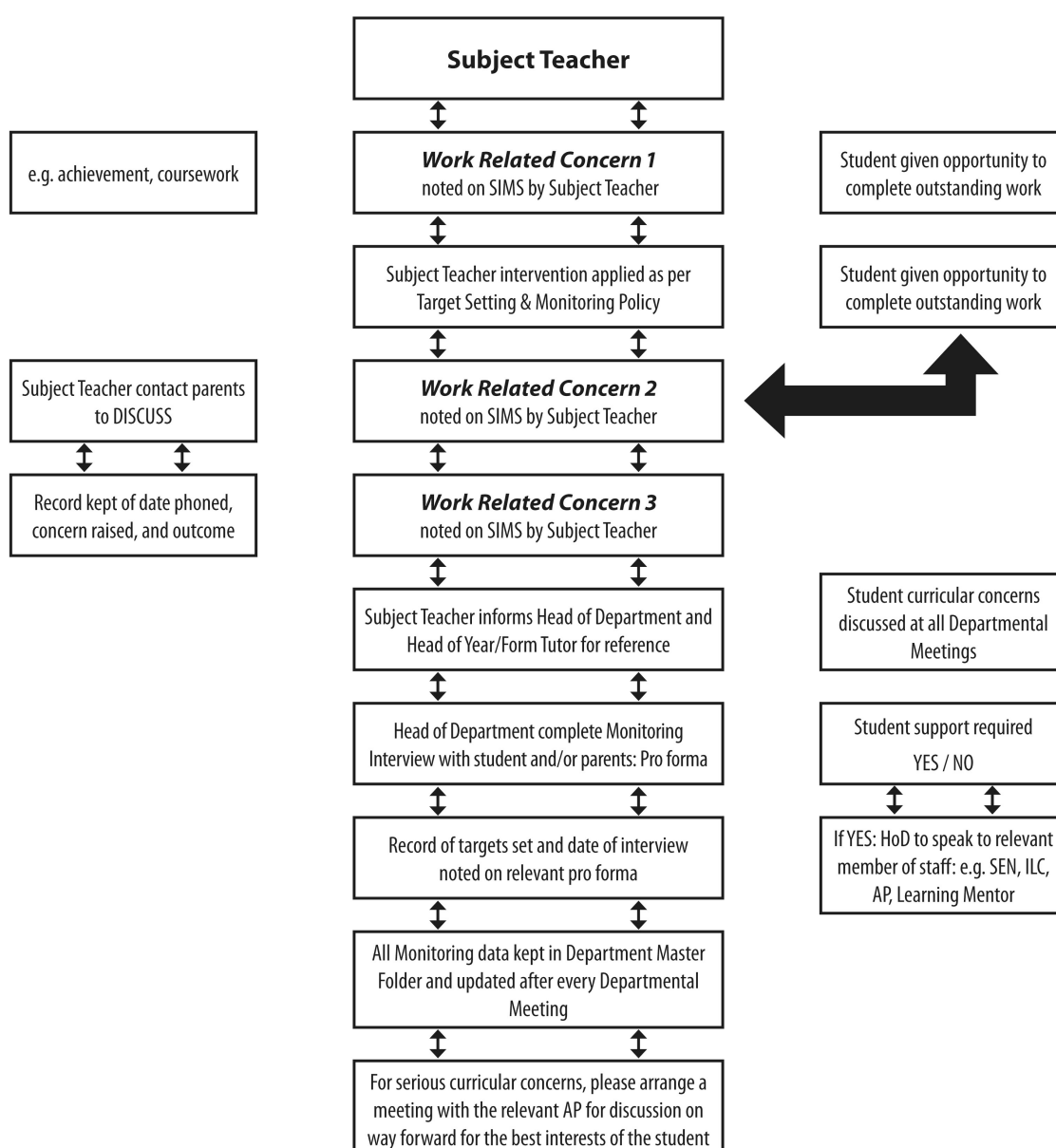
Expulsion.



Curriculum Procedures for: Student Concerns & Underachievement



The Journey to Excellence



Note: The Assistant Principal for Curriculum will monitor and analyse monthly work-related concerns on SIMS for Years 8 to Post 16.

Pro formas to be utilised: Tracking Form (Subject Teachers); Interview Form (Subject Teacher/HoD) and Student Achievement to be Agenda Item 1 at all Departmental Meetings.