

Behaviour for Learning Policy

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1. Ethos

Our Behaviour for Learning Policy is based on Pride and Respect and we believe that if staff and students demonstrate this inside the classroom and around the site, this leads to Achievement. We want positivity to be tangible. We, as staff try to positively influence the learning climate within our classroom and below are the factors which will most likely create this:

- **High quality, engaging lessons**
- **Consistency in our approach to behaviour for learning**
- **Achievement, pride and respect to be rewarded**
- **Feedback which shows students how they can improve**

At Burnside we aim to work together, with parents, to develop students' self-confidence and their self-awareness. We want learners to be keen to take risks in a responsible fashion that will benefit them in their learning but also be able to recognise when things don't work out as planned and put it right. This includes the work we do outside of the classroom, in our extracurricular activities and our partnerships with the community and parents.

We are always working together to ensure the climate is focused around learning, progress and success and we do this by working within the Burnside Basics: see appendix 1.

2. ClassCharts

Our behaviour management software system, ClassCharts supports our Behaviour for Learning policy. The system allows us to manage behaviour on a day to day basis and lead improvements in behaviour strategically. All staff record both positive and negative behaviour interactions and incidents via our ClassCharts system which in turn writes data back to School Information Management System (SIMS). Pastoral staff use this data on a daily and weekly basis to ensure negative incidents are dealt with efficiently and promptly, this also ensures that students are rewarded in school for their positive choices. Leaders use data from ClassCharts to implement strategic initiatives to continuously improve teaching and learning.

3. Uniform

Our uniform has been designed to be safe, comfortable, practical and affordable.

Our uniform is an integral part of our Pride, Respect and Achievement ethos and we want students to be proud to wear it.

Students must wear the following:

- Grey Burnside logo jumper
- White shirt and Burnside school tie
- Grey school trousers or pleated skirt - no leggings/jeans or jersey material
- Shoes should be plain and black with no coloured logos or markings.
- Year 7, 8, 9 and 10 students will be provided with a Burnside bag at no cost to parents/carers. This will be an essential part of the school uniform and if defaced in any way this will need to be replaced at a cost to parents/carers
- Black, white or grey socks or black tights
- No outerwear is to be worn inside our buildings, students must remove their outerwear before entering any inside area. No hats or hoods should be worn in school
- The only jewellery permitted is a single pair of stud earrings
- Minimal make up may be worn, students will be asked to remove excessive make up
- Extreme hairstyles or unnatural colouring is not permitted
- Excessive make-up (including false eyelashes) are not permitted
- Tattoos and body art are not permitted
- Acrylic/false, gel nails and brightly coloured nail polish is not permitted

Students should also wear either trousers or a skirt in line with the following:

- Trousers must be plain and grey, denim is not allowed
- Plain grey pleated skirt

PE Kit

- Black Burnside PE T-shirt
- Black Burnside shorts/Burnside tracksuit bottoms or Burnside performance PE leggings
- Black PE socks
- Optional midlayer PE top
- Trainers appropriate for sport
- Hair bobble if necessary
- Football boots are recommended for outside on the field
- No jewellery or piercings allowed for PE

Any student who presents in school in the incorrect uniform will be offered the opportunity to borrow correct uniform/shoes. If they continue to refuse to cooperate they will be placed in Isolation until the correct uniform is worn.

4. Behaviour and attitudes in lessons

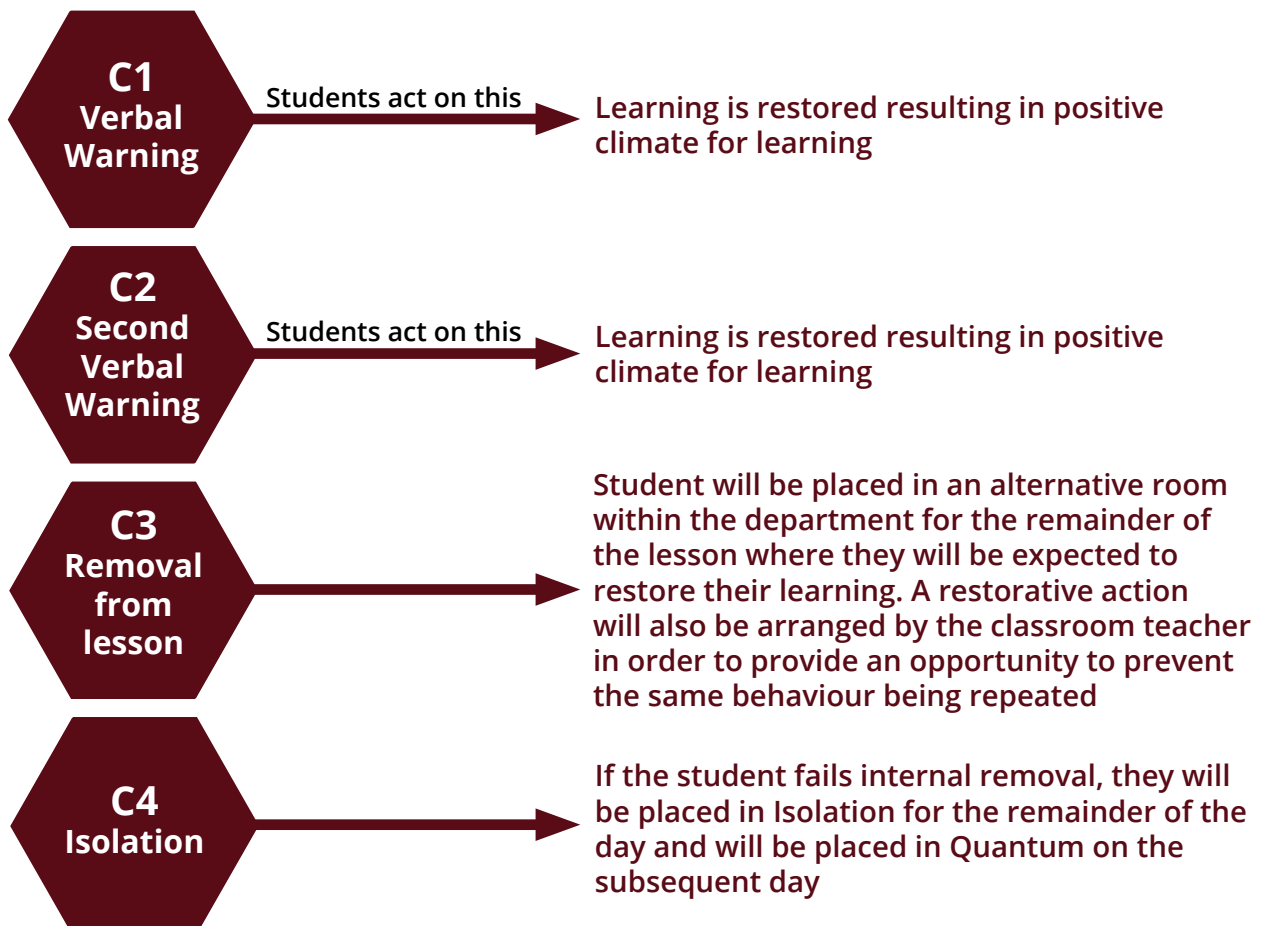
Positive Behaviour

Students are awarded merits for demonstrating the following positive behaviour and attitudes in lessons. All merits are recorded via the ClassCharts software.



Negative Behaviour in lessons

Where disruption is caused in a lesson the teacher will award a concern as the diagram below shows. All sanctions are recorded via the ClassCharts software.



5. Behaviour and attitudes outside the classroom

All staff in school will monitor behaviour during lesson changeover and during social times. Students can also receive merits for displaying positive behaviour during this time. Negative behaviour will be recorded via the ClassCharts system in the following way:

<p style="text-align: center;">Defiance</p> <ul style="list-style-type: none"> • Failure to hand over food or drink • Refusal to follow reasonable request • Refusing to follow the one way system • Chewing gum • Littering • Walking away from staff • Inappropriate language 	<p style="text-align: center;">Disruptive behaviour affecting orderly running of site</p> <ul style="list-style-type: none"> • Dangerous behaviour • Dangerous crowding • Being in restricted areas • Unruly behaviour e.g water fights, picking up snow etc 	<p style="text-align: center;">Serious breach of behaviour policy</p> <ul style="list-style-type: none"> • Smoking on site • Physical aggression • Violence • Vandalism • Direct verbal abuse towards staff
<p style="text-align: center;">Possible Sanctions</p> <ul style="list-style-type: none"> • Lunchtime detention • Fixed term exclusion • Lunchtime exclusion • Progress Leader detention 	<p style="text-align: center;">Possible Sanctions</p> <ul style="list-style-type: none"> • Lunchtime detention • Fixed term exclusion • Lunchtime exclusion • Progress Leader detention 	<p style="text-align: center;">Following an investigation one of the following sanctions may be applied</p> <ul style="list-style-type: none"> • Internal exclusion • Fixed term exclusion • Moorbridge placement • Permanent exclusion • Lunchtime exclusion

An additional addendum is in place during the Covid19 pandemic - [Click Here](#)

Internal Truancy

Where a student is found to be internally truanting they will be taken to work in Quantum for the remainder of the day. If we are unable to locate a student on site a phone call home will be made to the parent/carer to advise them that we cannot guarantee the health and safety of the student as they are not presenting in the lesson they should be in. If a child absconds it is not possible for school staff to appropriately safeguard the student.

6. Behaviour and attitudes outside of school

Students at Burnside are ambassadors for our school when outside of school. During their journey to and from school and on educational visits, by wearing our uniform they represent the ethos and values of the school. As such we insist on high levels of Pride and Respect.

If students become involved in anti-social behaviour outside of school and are wearing the Burnside uniform the school can put in place sanctions in line with the Behaviour for Learning policy. The school will take steps to address inappropriate behaviour outside of school immediately before and after school if we consider it necessary. Any behaviour during school holidays or weekends will not be deemed to be the responsibility of the school.

Issues involving social media and any form of bullying or harassment which take place outside of school hours should be referred to the Police if necessary. The school will follow national guidelines around the use of social media and will work with parents and carers to ensure students remain safe online, however we do encourage parents to enforce social media age restrictions with their children. We have significantly reduced the number of social media related incidents in school since the introduction of the ban of mobile phones (see section 7) and we would encourage parents to take their own measures to keep their child safe online. We are happy to provide advice and support in school on this but cannot take responsibility for posts made outside of school hours off site.

7. Use of Mobile Phones

Mobile phones are not to be used in school (this extends to the use of smartwatches). If mobile phones or earphones are observed by a member of staff they will be confiscated. Students will be asked to turn off their devices and hand the phone and earphones over to the member of staff.

Devices can be collected at the end of the day from Student Reception. Failure to comply with this request will be deemed as defiance and further sanctions may apply, in line with the school's Behaviour for Learning policy. If a student has had a phone confiscated twice then parents will have to collect the mobile phone from the school.

Please note: the school accepts no responsibility for the damage or loss of mobile phones that have been brought into school.

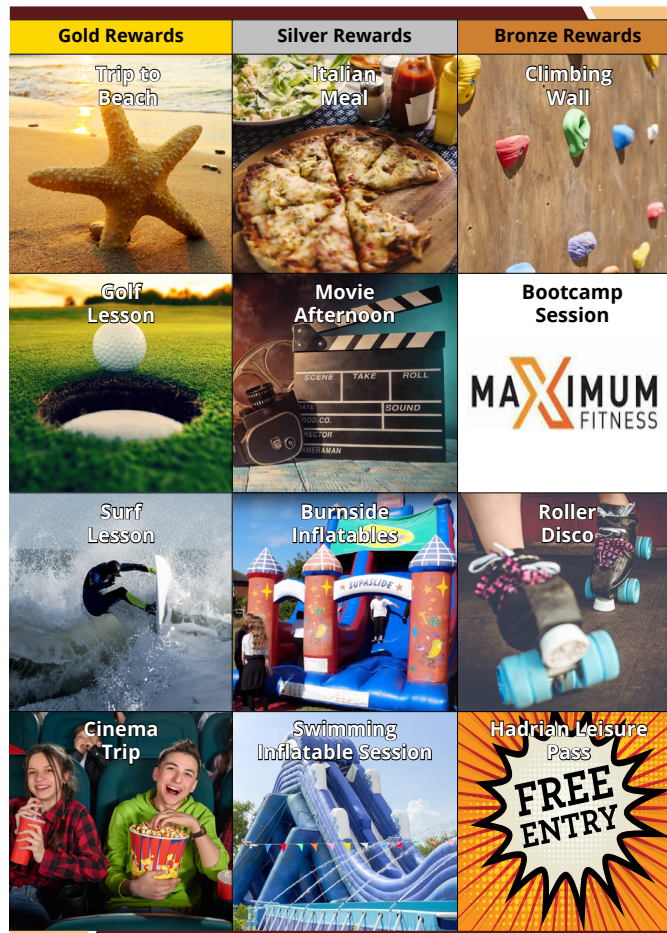
8. Rewards

The school's reward system is innovative and exciting where staff work strategically with students on a weekly basis to improve their behaviour ratio. The rewards system allows students the opportunity to experience engaging and exciting activities off site that they may not otherwise have the chance to take part in outside of school.

Where students meet a certain criteria based on behaviour ratio and attendance then they will be eligible to access a reward experience. Students must achieve 96% attendance over the course of a set time period, have no logs of defiance and/or disruptive behaviour and no C3s. If they meet this criteria they will be eligible to access the following:

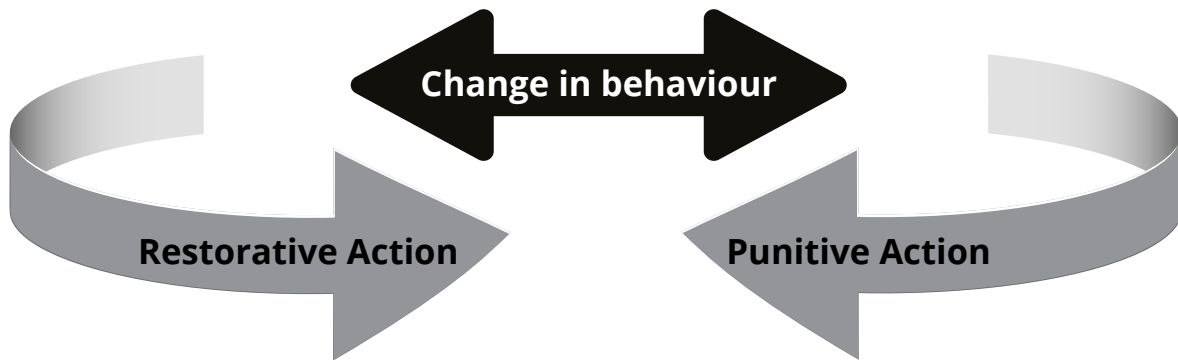
- 100% behaviour ratio - Gold standard
- 95%+ behaviour ratio - Silver standard
- 90%+ behaviour ratio - Bronze standard

The school will report positive and negative behaviour to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. In the first instance a parent should contact the Progress Leader as they are the member of staff best placed to give advice on their child.



9. Sanctions

We believe that in order for students to change their negative behaviour it may be appropriate for them to experience a sanction and a restorative action:



Detentions are used as a sanction to help students modify their own behaviour.

Detentions

Teachers at Burnside can and will issue detentions as a punitive sanction and a restorative action. We work in line with the DfE Guidance on detentions where detentions are issued and parental consent is not required. A child cannot be excused without exceptional reason, and this communication is required before the detention is due to be served but will ultimately be at the discretion of the Progress Leader or Assistant Headteacher (Behaviour for Learning).

Lunchtime detentions:

These will be issued if a student is late to school or has caused some disruption to the site or is defiant during lesson changeover or social times. Students will be expected to attend detentions without a pick up from a member of staff. They will have an opportunity to collect lunch at break times.

Progress Leader detentions:

Progress Leader detentions will be set at the discretion of the Progress Leader. This may be for persistent behaviour concerns or for a concern around persistent disruption around site. Progress Leaders may deem it necessary to set detentions over multiple days in an attempt to take students out of circulation over social times to ensure the smooth running of the site and/or as a punitive sanction in an attempt to prevent this behaviour again.

Restorative Action for C3s:

If a student has received a C3 within a lesson we believe that a restorative conversation with that member of staff is an essential part of building relationships and moving forward. The teacher will request the student meets with them at some point within the next 24 hours (this could be at any social time within or outside of the school day). It is the responsibility of the student to attend this

Curriculum Leader Detentions:

Curriculum Leaders have the authority to issue a detention to students where there is persistent disruptive behaviour displayed within their curriculum area. If a student fails to attend a restorative action issued for a C3, Curriculum Leaders will then set an after school detention.

Internal exclusion in Quantum:

Quantum is Burnside's internal exclusion facility. Students who have been in serious breach of the Behaviour for Learning policy or who present persistent disruptive behaviour in lessons and around site will be referred to Quantum.

The aim of Quantum is to support students in reintegration back into lessons, access an individualised learning programme, and to support them in understanding why their behaviour choices have resulted in a Quantum referral and how they can avoid this again. The Progress Leader or other leaders will meet with the student to reinforce school rules, the expectations of Quantum and set targets.

Quantum is used to provide an alternative to fixed term exclusion. The school believes that learning comes first, therefore the priority is always for students to remain in school where possible as long as in doing so there will be no harm caused to the education or welfare of themselves or others.

Failure to behave appropriately in Quantum may result in further time in Quantum, a placement in another educational setting (such as the Student Support Centre (SSC) at Moorbridge), or exclusion (fixed term or permanent).

Exclusions

Fixed Term Exclusion

It is sometimes necessary for the Headteacher to use Fixed Term exclusions in school. This will be considered on a case-by-case basis and only as a last resort where there is a serious breach of the school's Behaviour for Learning policy, the student fails to cooperate, or if the nature of the incident affects student safety and the orderly running of the site. When this does happen the school will work with parents and other agencies to try and resolve issues. This may involve using the following strategies:

- Use of TRAX/Nurture at KS3 - to develop learning behaviours and self-regulation
- Involvement of North Tyneside Secondary Support
- Additional provision e.g. attendance at Moorbridge Student Support Centre
- Support from learning mentors and/or the school counsellor
- An evaluation of the use of alternative provision (schools) applied on a case by case basis

A parent will be informed as soon as possible when a decision to issue a fixed term exclusion is made, they will be informed of the reason for the exclusion and the length of the exclusion. A letter will be sent out detailing the exclusion. Parents must ensure that students are not present in a public place during school hours for the duration of their exclusion.



Permanent Exclusion

A decision to exclude a student permanently may be taken in response to a serious breach, or persistent breach of the school's Behaviour for Learning policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Any form of illegal activity, such as the use or possession of banned substances, use or possession of a weapon or production of illicit material will result in consideration to permanently exclude. The decision on whether to exclude is for the Headteacher to take. The case will be considered carefully and reviewed by governors and if upheld parents have the right to appeal.

Appendix 1 Non Negotiables Ethos

Pride	<ul style="list-style-type: none"> We are proud of all of our students and the language we use reflects this. We don't use derogatory language to describe our students We are proud to be part of our school community and work with optimism
Respect	<ul style="list-style-type: none"> We respect all students, and model the behaviour from them that we would expect in return, including not shouting at students
Achievement	<ul style="list-style-type: none"> We believe in the potential of all of our students and don't make excuses. We understand that all young people are able to achieve well with the correct support, challenge and relationships in place

The Burnside Basics: Non Negotiables

At the start of the lesson:	Staff 	During the lesson: Students 
During the lesson:	<ul style="list-style-type: none"> We greet learners at the door and ensure calm entry on the corridor. We take the register in the first 5 minutes. We plan an appropriate learning activity from the first minute of the lesson. We use an up to date seating plan that is dynamic and reflects learners' needs We insist on high standards: coats off, correct uniform, no phones or earphones or food & drink 	<ul style="list-style-type: none"> We start lessons with the expected equipment; pen, pencil, ruler, PE kit. We always wear the correct uniform without being asked We work collaboratively in learning pairs and groups We do not eat, drink or chew in lessons (drinking water is acceptable with the teacher's permission) We demonstrate mutual respect with staff and other learners We put away our headphones when in class and moving around school. We demonstrate grown up habits for toilet breaks and water breaks during the school day We complete all tasks to the best of our ability demonstrating our commitment to our learning We demonstrate PRIDE in all of our work We are aware of our learning starting points and rise to challenges set to move our learning forward and achieve
At the end of the lesson:	<ul style="list-style-type: none"> We plan learning following the REMARKable learning framework to allow students to access deeper understanding We are aware of where learners start in their learning and we set differentiated success criteria based upon the data We plan tasks that are matched to all learner needs i.e. we don't 'plan to the middle' We plan our questions to ensure we assess progress and rapidly move learning forward We explicitly model key processes so that students learn how to adapt and apply their knowledge. We bring learning to life and relate it to real contexts (SMSC) We react and change the course of learning when progress is slow We seize on misunderstandings to reshape learning We regularly provide opportunities to develop extended writing and numeracy We insist on good listening skills and do not accept low level disruption or students being passive in their learning. We use the school's behaviour for learning system every lesson to manage negative behaviour and reward others 	Outside of lessons:
After the lesson:	<ul style="list-style-type: none"> We revisit the success criteria and ensure that learners reflect on their progress We finish lessons on time and dismiss learners ready for their next lesson. We don't keep students back at the end periods 1 or 4. 	<ul style="list-style-type: none"> We arrive at school on time We arrive at all lessons on time, and ready for learning We move sensibly around the school We show respect at all times, responding politely to all instructions and requests We show respect for our school by putting all litter in bins and not damaging property We do not eat or drink as we move around the building or between lessons We do not chew gum in school We demonstrate PRIDE in our homework

Appendix 2

2.1 Searching and confiscation

Following guidance set out by the Department for Education (DfE), members of staff are authorised to use confiscation as a disciplinary sanction. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher can search a student with their permission to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by the Headteacher have the power to search a student without the student's consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons (including imitation weapons)
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

2.2 Use of force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Burnside does not encourage the use of force and it will be used very rarely in special circumstances where the safety and well-being of staff and/or students is at risk.

2.3 Reasonable Adjustments

We work hard to ensure that discipline is consistent across the College so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account additional educational needs (AEN) and disabilities as well as the additional challenges that some vulnerable students may face. The school will strive to make “reasonable adjustments” for those AEN students, however these students will still need to behave within the boundaries set out in the Behaviour for Learning policy. Where this is not the case, the usual sanctions will apply.

Students with AEN will sometimes be provided with a Learning Passport which all staff will read and use to plan the lessons, ensuring that they make reasonable adjustments to cater for their specific needs.

2.4 Key Terms

ClassCharts - The school’s Behaviour for Learning software.

AEN - Additional Educational Needs formerly known as special educational needs. A child or young person has AEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Permanent exclusion - This results in a child being permanently removed from a school’s roll. Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school’s Behaviour for Learning policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Fixed Term Exclusion - When a pupil is temporarily removed from the school for a fixed amount of time (including exclusion during lunchtime), before returning to the school.

Punitive sanction - A sanction that is put in place to act as a deterrent for repeat behaviour.

Restorative action - An action that is put in place to restore learning in the classroom, order on site or a relationship which has broken down in some way.

2.5 Useful links

<https://www.gov.uk/government/publications/school-exclusion>