

Burnside College

Behaviour for Learning Policy

2023 - 2024

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 and for Burnside College to be a happy place to work and to learn. 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 planned to cater for the needs of all learners**
- **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, self-awareness, and self-discipline.

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 extra-curricular 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 the 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.

We actively encourage parents to access ClassCharts as this benefits the home school partnership that is so important in developing positive behaviours for 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.

The Burnside College school uniform can be viewed [here](#).

Any student who presents in school in the incorrect uniform will be given the opportunity to borrow a uniform item or correct any issues. If students continue to refuse to cooperate the school's sanction route will be followed.

For medical issues, authorisation is needed from a member of the senior leadership team who will decide if a reasonable adjustment will be made on medical grounds. Students should not attend school in the incorrect uniform without prior agreement (including with written authorisation from parents).

4. Behaviour and attitudes in lessons

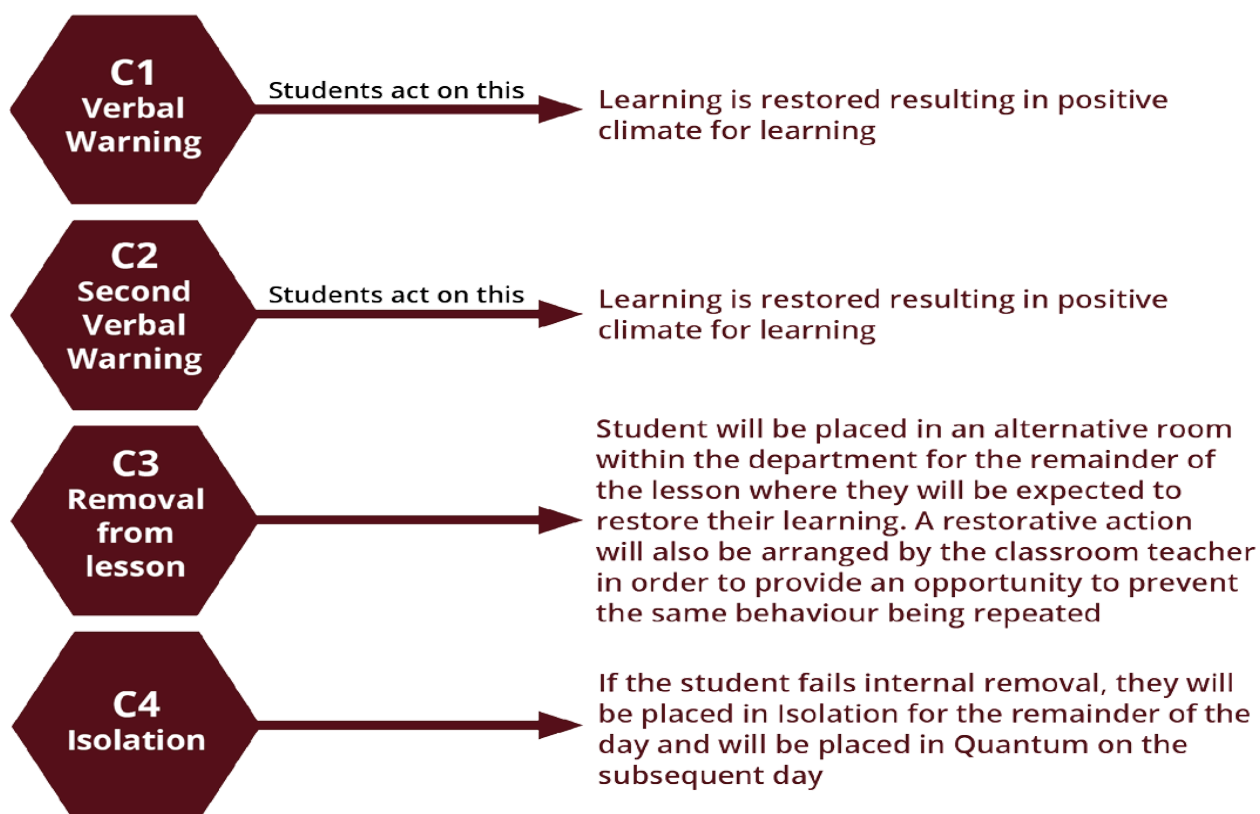
Positive Behaviour

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

- Building Burnside Character skills
- Pride in lessons
- Respect in lessons
- Achievement in lessons

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 in and outside the classroom

All staff in school will monitor behaviour in lessons, during lesson changeover and during social times. Students can also receive merits for displaying positive behaviour during this time. Serious breaches of the behaviour policy are more disruptive to learning than a C1-3 would warrant in lessons are detailed below and will be recorded via the ClassCharts system **immediately**. A progress leader or member of SLT on call out will decide on the most appropriate sanction. **Call out must be used immediately if the behaviour poses significant risk of harm towards the learning or welfare of others.**

Serious Breaches of the behaviour policy

Continued defiance	Significant health and safety concern
<ul style="list-style-type: none"> ● Failure to hand over mobile devices or jewellery ● Failure to hand over food or drink which is not in line with healthy schools guidance- all items will be confiscated and disposed of ● Refusal to follow reasonable request such as sitting in allocated seat/ leaving the classroom ● Refusing to follow the one way system ● Chewing gum ● Littering ● Walking away from staff/ imitating staff ● Inappropriate language ● Refusal to follow the school uniform policy 	<ul style="list-style-type: none"> ● Smoking or vaping ● Physical aggression ● Violence ● Vandalism ● Direct verbal abuse towards staff / students ● Sexual harassment / inappropriate contact ● Homophobic, biphobic, transphobic or sexist name calling ● Drug or weapon related incidents ● Absconding / internal truancy ● Dangerous behaviour ● Dangerous crowding ● Being in restricted areas ● Internal truanting ● Unruly behaviour e.g. water fights, picking up snow etc.

Possible Sanctions	Following an investigation one of the following sanctions may be applied
<ul style="list-style-type: none"> ● Lunchtime detention ● Internal exclusion in Quantum (C4) ● Suspension ● Lunchtime exclusion 	<ul style="list-style-type: none"> ● Lunchtime exclusion ● Internal exclusion in Quantum (C4) ● Internal exclusion ● In cases relating to SEN, a placement to one of the school's inclusion facilities may be considered ● Suspension ● Moorbridge placement ● Permanent exclusion

Internal Truancy

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. **We may have to contact the Police if we are unable to make contact with parents / carers.**

6. Behaviour and attitudes outside of school

Students at Burnside are ambassadors for our school when outside of school. Particularly during their journey to and from school and on educational visits when they are more likely to be identifiable as members of the school community. Similarly, when students are wearing the school uniform outside of school, we expect that they will demonstrate high levels of Pride and Respect.

The school will take reasonable and proportionate steps to address inappropriate behaviour outside of school. In line with government guidance, "A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion".

The school follows national guidance around promoting appropriate online behaviour. This includes educating students on e safety through our guidance programme. However, Burnside College has a very clear no mobiles phones policy and restrictions in place on the school network so we expect that the behaviour of students online when not at school is primarily the responsibility of parents. The school encourages parents to enforce social media age restrictions with their children.

As the minimum age to access the major social media platforms is 13+ the school will not engage in conversations around social media relating to students below this age.

The school cannot reasonably monitor or investigate child on child issues of abuse or unkindness through online platforms that the school does not have any administrative

rights or control over. This should be managed by parents/carers either through managing access to online platforms or reporting incidents of bullying/harassment to online platforms directly, or the police if necessary.

All students at Burnside College sign an ICT Acceptable Use Policy in order to access the school network. Two points in this policy that refer specifically to behaviour outside of school are:

- “I will not take images of pupils and staff unless I have express permission from school staff, along with consent from the individual photographed and it is for school purposes. I will not distribute any images outside the school network”
- I will ensure that my online activity, both in school and outside of school will not cause distress or embarrassment to any school, or any member of the school community

7. Use of mobile phones and wearing jewellery

Mobile phones are not to be used on the school site (this extends to the use of smartwatches). If mobile phones or earphones are observed (**including in pockets**) 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. Parents will be requested to collect the device/s at the end of the school day from reception.

Any items of jewellery that are not permitted as part of the uniform policy (see link) will be confiscated. Parents will be requested to collect the jewellery at the end of the school day from reception. If there are repeated breaches of the uniform policy then the school reserves the right to retain confiscated items for longer and will also return them directly to parents in order to reduce the amount of time taken up with dealing with this in school.

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.

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

8. Rewards & Education Visits

The school’s reward system is innovative and exciting where staff work strategically with students on a weekly basis to improve their behaviour percentage. 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 percentage - Gold standard**
- **95%+ behaviour percentage - Silver standard**

- **90%+ behaviour percentage - 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.

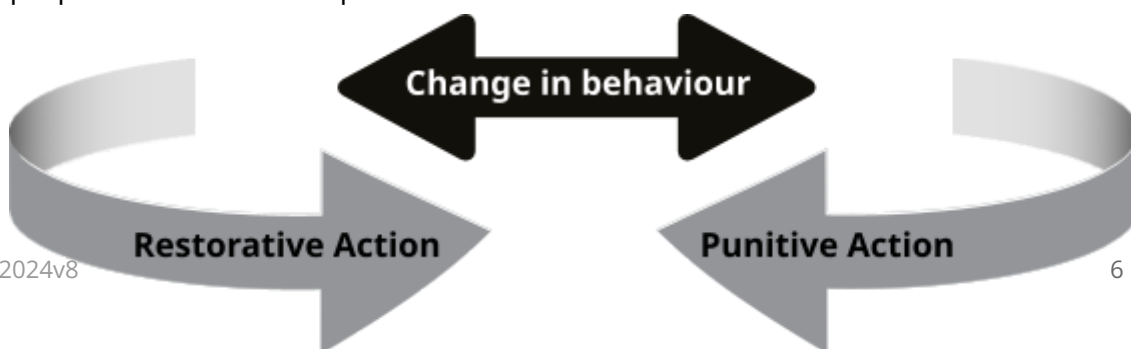


National and International visits: students must meet the rewards criteria as set out above (to at least bronze level) in order to access visits with the school which require travel outside of the region. This is to ensure that an appropriate risk assessment is in place for visits to ensure that all students behave in a way that keeps themselves and others safe.

Local visits: The school frequently provides opportunities for students, often within lesson times, to engage in local visits which do not require travel outside of the region. In order to ensure that an appropriate risk assessment is in place the school reserves the right to not allow students to participate in such activities where there has been a history of persistent and/or serious breaches of the school’s behaviour policy.

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. **If a child is issued with a C3 they are automatically scheduled for a detention after school.** 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, 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 the 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 schedule a C3 (40 minute after school) detention and will have an opportunity to meet with the teacher to discuss the incident and catch up any missed work. It is the students responsibility to attend. A student will be given two attempts to attend and if they fail to do so they will be set on a longer after school SLT detention on a Friday for 1 hour.

Internal exclusion in Quantum:

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

10. Suspension & Exclusion

Suspension

It is sometimes necessary for the Headteacher to use suspensions in school. This will be considered on a case-by-case basis and only as a last resort where there is a **serious breach** and /or persistent breaches of the school's Behaviour for Learning policy.

When this does happen the school will work with parents and other agencies to try and resolve issues. **This will happen at the readmission meeting with parent/carer which is essential to ensure that students are clear of the rules/expectations of them and any support that is needed.** We cannot readmit a student where there is not a clear plan to reduce the risk of further harm to the education and/or welfare of the student or others. **Failure to attend a readmission meeting may result in another suspension.** This may involve using the following strategies:

- **Risk assessment where appropriate**
- **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 counselling**
- **AEN intervention where appropriate**
- **An evaluation of the use of alternative provision (schools/ Route 16) applied on a case by case basis**

A parent will be informed as soon as possible when a decision to issue a suspension is made, they will be informed of the reason for the suspension and the length of the suspension. A letter will be sent out detailing the suspension. In some cases it is necessary to contact parents/carers to ask them to collect their child immediately - particularly where there are health and safety concerns. If unable to do so we may direct the student away from the site.

Parents must ensure that students are not present in a public place during school hours for the duration of their suspension. This includes at the school gates at the end/beginning of the school day. A reintegration meeting will take place to determine how home and school can work together to reduce the likelihood of further incidents.

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.

- **Malicious allegations:** Where an allegation is made and proved to be false, the headteacher may refer to social services to determine whether the child is in need of support or has been abused by someone else. False allegations may also be considered as malicious and may be considered to meet the threshold for permanent exclusion i.e. harm the education or welfare of others in the school.

Any permanent exclusion is reviewed by a panel of governors in order to determine whether the decision of the headteacher was lawful and reasonable.



If upheld, parents have the right to request an independent panel review, which will again review whether the process (including governor hearing) was lawful and procedurally fair.

Appendix 1

Non Negotiables Ethos

Pride	<ul style="list-style-type: none"> We are proud of all 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 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 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:		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 do not use phones or 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 	
During the lesson:		Outside of lessons:	
<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 effectively use learning passports to ensure planning meets the needs of all learners who have one. 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, numeracy and oracy 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 		<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 	
At the end of 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. 			
After the lesson:			
<ul style="list-style-type: none"> We allow learners to extend their learning through meaningful and regular homework. We promote extra reading and extra-curricular opportunity. We promote opportunities to share student work and progress with parents and visitors. 			

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) or sharp objects that could cause harm**
- **alcohol**
- **illegal drugs**
- **"legal highs"**
- **mobile phones**
- **stolen items**
- **e-cigarettes (VAPE devices), tobacco and cigarette papers**
- **fireworks**
- **pornographic images**
- **articles that have been or could be used to commit an offence or cause harm.**

In accordance with the latest government guidance on searching and confiscation, the school reserves the right to use a metal detector to assist with a search where appropriate.

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 wellbeing 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. **The Behaviour for Learning policy is designed to offer opportunity for behaviour change and staff intervention which supports the needs of all AEN learners.**

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. **However, choice behaviours not linked to a child’s AEN will be appropriately sanctioned as detailed in this policy.**

2.4 Child on child abuse and sexual harassment

If a student behaves in a way to cause **deliberate** upset or harm towards another student we have a responsibility to work in a way to tackle that pattern of behaviour. Any student accused of such behaviour will receive a sanction where it is clear there was definite intention to cause harm. It is also important that we tackle inappropriate behaviour that results from a poor understanding of the law and rules around such issues. We will always seek to offer a package of support and education if we believe this to be the case. We will always work with parents/carers and may need to seek advice from Children's Social Care in such instances.

2.5 Key Terms

ClassCharts - The school’s Behaviour for Learning software.

SEN - 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.

Suspension- 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.

2.6 Useful links

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Reviewed by DJ - Jan 2024

Ratified by Governors - Jan 2024

Equality Impact Assessment

1. Name of the change, strategy, project or policy:			
2. Name of person completing this form:			
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
<i>Equality Target Group (circle):</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>	
Race Religion/belief Disability Gender Sexual Orientation Age			
5		Yes	No
<i>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</i>			
<i>Is the impact intended?</i>			
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			

PART B) To be completed when assessment and consultation has been carried out

9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. None required			
9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection? No			
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	No	

Signed:

Date: