



**Burnside College**

**Behaviour for Learning Policy**

**2025**

Reviewed by HP - May 2025  
Ratified by Governors - June 2025

## 1.1 Purpose of the policy

Our aim is to ensure that students **attend well**, experience **great teaching**, develop the **character and skills** needed to be successful in life, whilst creating a **happy** place to work and learn.

**Pride:** we take pride in what we do, ourselves and each other

**Respect:** we treat each other with kindness and value one another's similarities and differences

**Achievement:** we aim for our personal best and do not let challenge or disadvantage be a barrier to success

## 1.2 Roles and Responsibilities

### School Leadership Team

- Develop and communicate the behaviour for learning policy to all stakeholders
- Monitor and evaluate the effectiveness of the behaviour for learning policy
- Support staff in implementing the behaviour for learning policy consistently

### Teaching and non teaching staff

- Maintain high behaviour expectations in the classroom by maintaining positive relationships with students so they feel safe, respected and valued
- Uphold and implement the behaviour policy in classrooms and around the school site
- Provide opportunities for discussion and implement strategies to restore and improve student behaviour

### Students

- Understand and adhere to the behaviour expectations of the school
- Reflect on their behaviour and its impact on their learning and that of others
- Engage positively in the school community

### Parents and Carers

- Support the school's behaviour for learning policy
- Communicate with staff regarding any concerns or challenges related to behaviour
- Encourage positive behaviour and engagement in their children

## 2.1 Rewards

All students at Burnside College will have the opportunity to be recognised and rewarded for demonstrating the positive behaviours that are valued at Burnside College:

- **Pride:** attending school, in the right uniform and with the right equipment
- **Respect:** positive behaviour inside and outside of the classroom
- **Achievement:** behaviour for learning and academic success

The most common form of recognition will be through merits recorded via the ClassCharts software. Merits then convert to points which lead to different levels of recognition and praise for students. Any negative behaviour recorded in ClassCharts will result in a deduction of points from a student's overall total.

During the course of the year students will have the opportunity to exchange the points gathered for rewards or experiences in school.

Additional one off rewards events may have specific timeframes or criteria for eligibility, in such cases this will be communicated to all students in good time to ensure that all students have the opportunity to meet said criteria.

Further details on recognition and rewards for the current school year can be found in the appendices of this policy.

### **Burnside school visits and international visits**

To access a visit outside of school, a student must have:

- Good attendance which is at least in line with peers
- A positive behaviour record which indicates that the student is able to follow staff instructions and behave in a way that is safe in lessons and around the school site

### **3.1 Burnside College School 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.

Any student who presents in school in the incorrect uniform on entry to the school site will be directed to a different entrance so that they can be supported in resolving any issues before the start of the school day.

All students 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.

Further information can be viewed in Appendix 1 which is also published separately on the school website in the Burnside College School Uniform Booklet

### **3.2 Reasonable Adjustments**

We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable students may face.

The school will strive to make "reasonable adjustments" for those SEND students, however these students will still need to behave within the boundaries set out in the Behaviour for

Learning policy to ensure that the school remains a calm and orderly place to work and to learn. Please see the SEND Information Report/SEND Policy for further details.

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 after evidence from medical professionals is provided. Students should not attend school in the incorrect uniform without prior agreement (including with written authorisation from parents).

### **3.3 School Jumpers**

Students must wear full school uniform at all times around the school site. In the classroom, students can ask permission to remove their jumper. During warmer weather, communication will be given to students at the start of the school day about whether summer uniform rules will be in place for that day. This will be that students can choose not to wear a jumper around the school site, have shirts tucked in and that students do not wear a coat or jacket instead of a jumper.

### **3.4 Jewellery items**

Any items of **jewellery** that are not permitted as part of the uniform policy 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.

### **4.1 Mobile devices**

Mobile phones, smartwatches and earphones are not to be used on the school site. If they 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 mobile device over to the member of staff. Parents will be contacted to ensure students are able to get home from school and requested to collect the mobile devices at the end of the school day from the main reception.

Failure to comply with this request will be deemed as continued defiance and will be managed accordingly.

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

### **5.1 Punctuality to lessons**

Students must arrive at all of their lessons on time. Arriving at lessons after the late bell will result in a lunchtime detention.

## 6.1 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. Staff can search and confiscate any item in school for disciplinary reasons.

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.

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. Although not an exhaustive list, prohibited items that can be searched for without consent include:

- **Weapons:** Knives, firearms, bladed items, and any item designed or used for assault or defense including replica items
- **Alcohol:** Any alcoholic beverage
- **Illegal Drugs:** Any substance that is illegal under the law or a 'legal' high
- **Stolen Goods:** Items that have been illegally obtained
- **Tobacco Products:** Cigarettes, tobacco, vaping devices, and related items
- **Fireworks:** Any type of fireworks, including fun snaps
- **Illicit material:** Including pornographic images
- **Items Suspected of Harm:** Any object that a staff member reasonably believes has been, or is likely to be, used to cause injury, damage property, or commit an offence
- **Mobile devices:** Mobile devices and the contents of a mobile phone if it is deemed a student is at risk and/or GDPR has been breached by the student

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. In cases of suspected illegal activity, the item and information on electronic devices (like mobile phones) may be passed to the police. A referral will also be made to Children's Services.

## 7.1 Behaviour in lessons

Students are rewarded for demonstrating positive behaviour and attitudes to learning in a lesson. Where disruption to learning is caused in a lesson the teacher will award a concern as follows:

C1 Disruptive behaviour: Verbal warning to restore positive behaviour in the lesson

C2: Disruptive behaviour: Second verbal warning to restore positive behaviour in the lesson

C3: Persistent disruptive behaviour: Removal from lesson to an alternative room within the curriculum area and a 40 minute after school detention set by the class teacher. Teachers may also set a class teacher discretion detention for other reasons.

Class teachers will be responsible for communicating the C3 and the detention with parents. If this detention is not attended then this will be followed up by the curriculum area.

All concerns are recorded and can be viewed on ClassCharts. Interventions will be put in place to restore a student's behaviour.

## **8.1 Detention system**

DFE guidance states that schools have the authority to issue detentions to students under 18 years old, and this can be done without parental consent.

Detentions can take place during or after school hours provided that the sanction is considered reasonable and safe given the individual circumstances of the student.

Detentions that the school will use as a sanction include:

- Social time detention (break and lunchtime)
- Class teacher discretion detention
- After school class teacher C3 detention
- Restorative justice detention after school for chewing and littering
- Progress Leader lunchtime or after school detention

Detentions will be recorded on ClassCharts with use of Quantum if students fail to attend.

## **9.1 Persistent and serious behaviour breaches**

Persistent and serious breaches of the behaviour policy will be sanctioned by any of the following:

- Social time detention at break and lunchtime
- Removal from an extracurricular club
- Restorative justice detention after school for chewing and littering
- Progress Leader lunchtime or after school detention
- Internal suspension in Quantum to access live lessons
- Directed to internal SEND provision as appropriate depending on additional needs to access live lessons and support
- Bag search and use of metal detector upon entry to school
- Fixed term suspension
- Directed to attend alternative provision for a set period of time which will then be reviewed by a member of the Senior Leadership Team.
- Permanent exclusion

To maintain a safe environment, any physical contact that does not respect a student's personal space at social times or gathering of large social groups will result in a student being immediately removed from the social space and placed in social time detention.

The use of sanctions in school is balanced, proportionate and fair. Whilst parents may at times disagree with a particular sanction, there is no mechanism to appeal or challenge internal sanctions. Complaints about the application of the behaviour policy can be made through the school's complaints procedure. Please see the school's complaint policy for further information.

## 9.2 Persistent breaches

The following behaviours are considered to be persistent breaches of the behaviour policy which means that they are at a rate that is more significant than across the majority of peers on the whole:

- Persistent disruption to learning in the classroom that is harming the education or welfare of the student and other students in the school
- Persistent breaches of the behaviour policy around the school site including during social times

## 9.3 Serious breaches of the behaviour policy

The following behaviours are considered to be serious breaches of the behaviour policy:

A student refusing to cooperate with a reasonable request for instance by refusing to hand over a prohibited item or refusing a search for a prohibited item

This list is not exhaustive and there may be other examples of behaviour which could reasonably be defined as serious breaches:

- Refusing to cooperate with a reasonable request
- Vandalism
- Smoking and vaping in school and/or around the school site wearing school uniform
- Possession a prohibited item (including: vape, vape liquid, weapon, illegal substances, illicit material) on their person or in their school bag
- Facilitating other students in bringing in a prohibited item and/or concealing a prohibitive item
- Physical aggression and/or unnecessary physical contact towards another student
- Leaving a classroom without permission
- Deliberately being in unsupervised areas of the school
- Unsafe behaviour at social times including water fights and throwing snow
- Internal truancy around the school site
- Crowding in toilet cubicles
- Direct verbal aggression towards a member of staff including swearing at a member of staff
- Bullying
- Internal truancy
- Verbal comments that discriminate against other staff and students including: homophobic, racist and sexist comments

## 10.1 Child on child abuse

**Child on child abuse:** Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse.

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.

An example of child on child abuse is bullying. Bullying is behaviour which makes people feel uncomfortable or threatened. There is a *deliberate* intention to instil fear or anxiety. Bullying was defined by a High Court judge presiding over a bullying case as "conduct which intentionally causes hurt, either physical or psychological, which was unprovoked and which *persists over time.*"

Further details can be found in the Child on child abuse policy and Anti bullying policy.

### **11.1 Internal isolation in Quantum**

Quantum is Burnside's internal isolation facility and students will follow their timetabled curriculum and access their live lessons to ensure that no learning is missed. Quantum starts at 8.40am and finishes at the later time of 3.20pm even when a student is placed in Quantum on the same day. If a student does not arrive on time to Quantum, they will finish the day at 3.30pm.

This will be used for students who have committed:

- Persistent breaches of the behaviour for learning policy
- Serious breaches of the behaviour for learning policy

The aim of Quantum is to support students in reintegration back into lessons and to support them in understanding why their behaviour choices have resulted in a Quantum placement and how they can avoid this again.

The Inclusion Manager and Progress Leader 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 and also to avoid missed attendance to school. 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 to the education or welfare of themselves or others.

Failure to follow the expectations in Quantum may result in:

- Further time spent in Quantum
- Fixed term suspension
- Directed to attend alternative provision for a set period of time which will then be reviewed by a member of the Senior Leadership Team
- Permanent exclusion

### **12.1 Suspension**

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a student that their current behaviour is putting them at risk of permanent exclusion.

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 then be sent out detailing the suspension along with additional support and guidance to parents/carers.

A suspension will be issued for a fixed number of days and the following interventions will then be taken to restore behaviour choices:

- Reintegration meeting scheduled with parent/carers and student, and either the Progress Leader or a senior member of staff
- Personal Development Plan in place for 4 weeks outlining actions to restore behaviour choices and make clear behaviour expectations to avoid a repeat suspension
- Quantum may be used after a suspension if deemed appropriate to reintegrate a student back into school

A reintegration meeting must take place before a student can return to their timetabled lessons.

If parents do not agree with their child's suspension they can write to the school's governing body. Governors do not have to meet with parents if the suspension is for less than 5 days, but they must consider the parents' views. Information on how to do this will be included in the letter confirming the suspension.

### **13.1 Permanent Exclusion**

A decision to exclude a student permanently may be taken in response to a serious breach and/or persistent breach of the school's behaviour 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 school 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. Parents have the right to make representations in this process.

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.

## 14.1 Online behaviour

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 students 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

## Appendix 1 Burnside School Uniform

The Burnside College school uniform can be viewed here:

[Burnside College School Uniform Booklet](#)

### We do not allow:

- Any extreme hairstyle or extreme colouring ('extreme' is defined by the Student Council as any hairstyle which distracts students from their learning) Head coverings, such as a hijab, may be worn for religious purposes (plain black or plain grey)
- Any jewellery other than **a single pair of studs**, one in each ear
- Face piercings
- Artificial nails, nail extensions or nail varnish
- Tattoos or body art
- Excessive makeup (including false or semi-permanent eyelashes)
- Hoodies, sports tops or gilets. The school encourage a waterproof, full-zip, outdoor coat that should be removed when indoors
- Any items that potentially obscure the face or identity of students such as

hats, hoods or sunglasses. The school may make exceptions to this in situations of extreme weather.

Adjustments to any part of the uniform expectations set out in this document on the basis of medical or religious grounds will be considered on an individual basis. Please contact the school directly to discuss further.

## **Appendix 2: Burnside Football Academy**

The following intervention will be put in place if a student in the Burnside Football Academy does not meet the engaged learner criteria:

**Stage 1:** The Progress Leader will inform the Burnside Academy Coach that the student is not meeting the criteria. A meeting will be arranged with the student and a 4 week plan of improvement put in place. A letter will be sent home to parents.

**Stage 2:** A meeting will be arranged with the Burnside Academy Coach, a member of the Senior Leadership Team and parents. A 4 week plan of improvement will be put in place.

**Stage 3:** A meeting will be arranged with the Deputy Headteacher, the Burnside Academy Coach and parents. A 4 week plan of improvement will be put in place. If this is not met then the student will lose their place in the Burnside Academy Football Programme.

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.

## **Appendix 3: Use of reasonable 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.

## Appendix 4: Rewards

**Burnside Rewards Programme for 2025-2026**, designed to foster a positive and inclusive learning environment for all students. This program is built around our core values of **Pride, Respect, and Achievement**, aiming to encourage positive behaviours and boost each student's motivation and persistence throughout the academic year.

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### How can rewards be earned?

Students will have the opportunity to climb **seven levels** on our rewards ladder by demonstrating these key values:

#### **Pride**

We believe consistent attendance is crucial for success. Students will build attendance in 5 day streaks helping them progress through the rewards levels, as long as they are present in school. Students will also earn a special Headteacher letter to acknowledge 100% attendance throughout the academic year.

#### **Respect**

Students will accumulate merit points for demonstrating positive behaviour and effort. These points can be redeemed by your child in our Class Charts shop for various rewards. Negative behaviour points may be deducted from spendable points. Points must be spent annually, as they will be reset at the beginning of each academic year.

#### **Achievement**

Points recognising your child's academic achievements will be awarded based on data collections. These points will be added to their total three times a year, celebrating their sustained effort and progress in their studies.

Step	Pride (attendance)	Respect (points)	Achievement (reports)	Recognition & Rewards
1	20-Day Streak	250	825	Message home & 10 merits
2	30-Day Streak	500	1050	Message home & 20 merits
3	40-Day Streak	750	1275	Tutor postcard home & 30 merits
4	50-Day Streak	1000	1500	Bronze badge & Progress Leader postcard
5	70-Day Streak	1250	1950	Silver badge & Headteacher postcard
6	100-Day Streak	1500	2400	Gold badge & rewards afternoon
7	120-Day Streak	2000	2600	Burnside star presentation

*\*These values will be monitored and may be amended  
(Version May 2026)*

## Glossary of terms

**ClassCharts** - The school's Behaviour for Learning software

**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 student to remain in school would seriously harm the education or welfare of the student or others in the school

**SEND:** A student has special educational needs if they have a learning difficulty or disability which calls for **special educational provision** to be made. A child of compulsory school age is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age and/or same prior attainment
- Have a disability defined as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (Equality Act 2010) which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 providers

**Suspension:** When a student is temporarily removed from the school for a fixed amount of time (including exclusion during lunchtime), before returning to the school

## Useful links

[DFE guidance on suspensions and permanent exclusions](#)