Behaviour Management Policy

Prepared by: Burlington House School

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CONTENTS

1. Introduction
2. Preface
3. Principles
4. Rewards
5. Managing Pupil Transition
6. Code of Conduct
7. Sanctions
8. Fixed Period Exclusions (Internal And External)
9. Screening, Searching And Confiscating
10. Serious Incident Procedure
11. Support

Contact Information
Approval & Policy Review
Revision History
Appendix

1. Introduction

Burlington House School is owned and operated by Cavendish Education.

In all Burlington House School policies, the words "Burlington House School" refer to both Burlington House School - Bishops Avenue Campus and Burlington House School - Sixth Form Campus unless stated otherwise.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that all children can achieve

While this current policy document may be referred to elsewhere in Burlington House School's documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. PREFACE

It is of utmost importance that teachers use their micro-skills when managing behaviour in the classroom. Good behaviour management micro-skills enable teachers to reduce distraction and diffuse potential disruption before it occurs. We also recognise the importance of positive management strategies and fully encourage reward schemes that may be specific to subject areas or Form groups. It is advisable to involve a member of the SLT, SaLT and/or Counsellor when devising positive reward schemes in an attempt to maintain consistency. Burlington House School uses a symbiotic system of rewards, teacher's own micro skills and a warning/sanction process in order to manage pupil behaviour. It is expected that all staff will use these strategies when tackling distracting or challenging behaviour.

Under no circumstances does Burlington House School use corporal punishment as a strategy to manage behaviour, nor is it threatened.

At Burlington House School and 6th Form, we acknowledge that dysregulation is not the fault of the child and is the result of triggers that need to be understood. However, students are always accountable for their behaviour.

Clear guidance is given to staff on the circumstances in which 'physical intervention' is allowable (please see Physical Contact and Restraint Policy).

This policy does not exist in isolation and it may be useful to be read the following policies in conjunction with this policy:

- Safeguarding Policy
- Anti-Bullying Policy (inc. Online Safety)
- Exclusions Policy
- Physical Contact and Restraint Policy

The following non-statutory guidance issued by HM Government was consulted in the construction of the policy.

- Behaviour in Schools February 2024

The following legislation issued by HM Government was consulted in the construction of this policy:

- Equality Act 2010

It is of particular note that all pupils who attend Burlington House School will be recognised as having a recognised disability or other special educational need. It is clear that any action taken by the School to encourage or reward good behaviour, as well as any potential punitive

action to discourage future unacceptable behaviour and apply appropriate consequences, does not conflict with our duty under the Equality Act 2010, and therefore does not discriminate in particular due to special educational need and/or disability.

3. PRINCIPLES

This policy has been developed to promote and maintain a safe culture at Burlington House School, underpinned by the following 10 core principles:

1. **Ready, Respectful, Safe**
   Our core behaviours centre around these 3 words. Pupils are expected to be ready to learn and to listen (and know what to do if they are not ready), respectful of themselves, others and the school environment, and acting in a way that keeps themselves and others safe.
2. **Clear Expectations**
   Although the School does not have an exhaustive list of 'School Rules' we have a 'Code of Conduct' that was constructed in conjunction with the pupil body which will cover most aspects of acceptable behaviour.
3. **Clarity of Consequence**
   Staff ensure that any possible consequence is clear. We operate a tiered system and this is explained to pupils when they join the School. Reminders are given often and pupils are reminded of the next possible step if unacceptable behaviour is not modified. Pupils understand that certain behaviours may instigate an instant sanction.
4. **Consistency of Enforcement**
   Staff are asked to be consistent in encouraging good behaviour, issuing rewards and sanctions and with their expectations. Exceptions may be made in line with a pupil's specific profile, needs and in consideration of other related safeguarding and mental health issues. We are consistent in our dedication to a flexible approach, recognising that one size does not fit all.
5. **Restorative and Educational Practice**
   The School is clear that any unacceptable behaviour is dealt with in a manner that encourages the use of appropriate, restorative practices. Conversations with members of staff and other pupils at the School may ensue following said behaviour. We have, as an educational institution, and knowing the profiles and needs of the young people in our care, a duty and obligation to ensure that education is at the core of all we do - behaviour, rewards and sanctions are no exception and work is undertaken to ensure all those involved understand any relevant implications, as well as possible future consequences in the wider world.
6. **Proactive Intervention**
   Wherever possible it is our intention to redirect unacceptable behaviour, or any developing behaviour. This may include specific therapeutic interventions but may also be simply a request to 'move along' and change the space the pupil is occupying.

7. **Promotion of Good Behaviour**

Good behaviour is modelled by staff, Prefects, Form Captains, Student Leadership Team and by the wider School body as a whole. Effort, attainment, attitude and positive behaviours are regularly rewarded at all levels. Success is regularly shared with parents and carers in the Friday Letter emailed out.

8. **Promotion of Wellbeing**

Underpinned by the care our pastoral system offers, spearheaded by the Form Tutors, pupil wellbeing is robustly supported by the Safeguarding Team, Therapy Team, ELSA , Counsellors and PSHE or Skills for Learning curriculums. Sharing problems, worries and anxieties is a part of School culture and pupils have multiple avenues to share.

9. **Collaboration**

The School operates a robust Pupil Voice programme, involving Prefects and Student Leadership Teams. The School Council meets regularly and pupils are given the opportunity to present ideas to the Senior Leadership Team once per term. There are also feedback systems and suggestion boxes in operation. Feedback is also listened to from other stakeholders in the policy such as parents and staff members as well as, of course, from the pupils themselves.

10. **Monitoring and Evaluation**

Data on pupil behaviour is collected and monitored for specific incidents and patterns of unacceptable behaviour. This can take both a proactive and reactive course, with brewing concerns being dealt with before escalation, and also by forward planning to ensure similar instances are less likely to occur in future. Those in charge of behaviour management at a Senior Leadership Team level will keep records – data is regularly shared with Governors.

4. REWARDS

Burlington House school has a policy of recognising and celebrating a range of different kinds of achievement. Certificates are awarded and prizes given for both academic, sporting, creative, pastoral and leadership success and endeavour. Achievements are measured in relation to a child's individual needs and profile rather than comparatively with peers. Some of the ways we reward positive behaviour are listed below.

Prize Giving (Bishops Avenue Campus and Sixth Form Campus): Our principal public celebration of achievement takes place at Prize Giving in front of staff, parents, governors, the school and invited guests. There are e.g. Curriculum Awards, Pastoral Awards, and Special Commendations such as recognising the service of Prefects.

Weekly Gathering (Bishops Avenue Campus): This provides an opportunity to recognise good performance. The top house point scorers are announced and the overall winners are mentioned in the Head's Friday Letter. At Bishops Avenue, this is known as the 'Achievement Gathering'.

The Good Work Book : The GWB (regulated by the Deputy Heads and Assistant Heads) provides staff with an opportunity to comment in some detail on the excellent work done in class or independently. It can be academic in nature, based on effort or on behaviour. Entries are read out in Achievement Gathering and included in the Head's Friday letter. A GWB entry is worth 5 house points.

Positions of Responsibility (Bishops Avenue Campus): We provide opportunities for pupils who display exceptional performance, attitude and skills to model positive behaviours through positions of responsibility. These include Head Student(s), Prefects, School Council Representatives, and any Form/House/Sports Captains and/or Monitors.

House Point System (Bishops Avenue Campus): Awarded in single numbers by staff to pupils directly via our online portal Arbor. These are filtered by categories such as 'Work Ethic', 'Teamwork'. All house points gained by pupils are tabulated for the end term/year top house award.

Achievement Point System (Sixth Form Campus): Awarded in single numbers by staff to pupils directly via Arbor. There are no categories but incremental amounts achieve different rewards ranging from phone call/letter home to live event tickets.

In-Class Rewards Systems (Bishops Avenue Campus and Sixth Form Campus): Individual teachers are encouraged to develop systems which they know will be effective in rewarding and encouraging positive behaviour of pupils in their lessons or form classes. These are usually discussed with SLT and/or therapists before being implemented.

Positive Postcards (Bishops Avenue Campus and Sixth Form Campus): Positive Postcards can be sent home by any member of staff for any reason, usually for great effort, behaviour etc. and these are worth 4 house points each. Exceptional work can be rewarded with a Head's Commendation, or Subject Commentation. At the Sixth Form Campus a positive postcard is

sent home once 5 Achievement points have been achieved. Form Tutors are encouraged to send Welcome cards to new starters which increases positivity and inclusion.

Displays (Bishops Avenue Campus and Sixth Form Campus): Good work is displayed around the school, in classrooms and showcased in the weekly Friday letter.

5. MANAGING PUPIL TRANSITION

Before joining Burlington House School, pupils undertake two guest days. We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage.

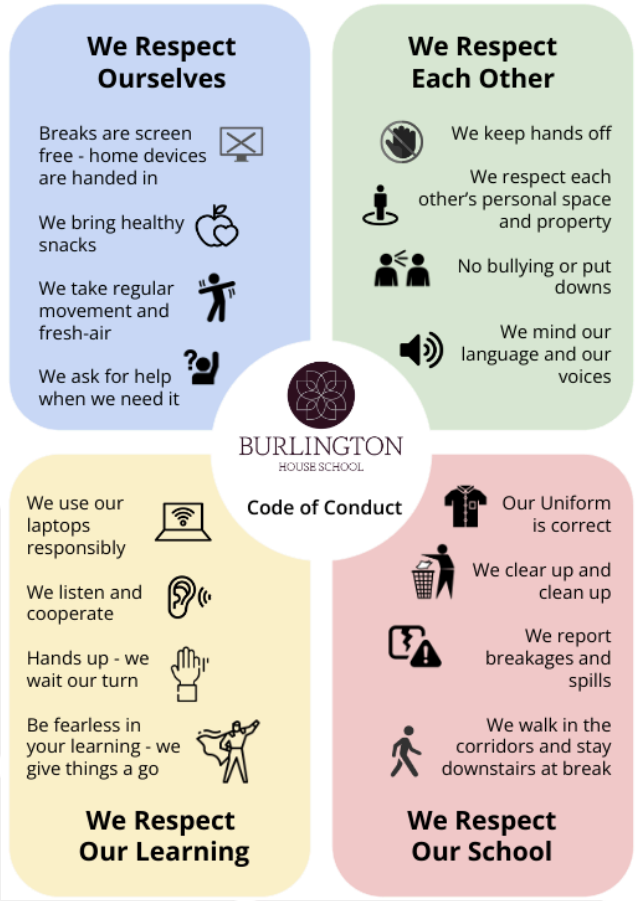
There are induction events and the opportunity for specialist staff teaching multiple Key Stages including, Physical Education and Enrichment sessions.

In KS2 and KS3 pupils have Learning Support Assistants who can act as guides for pupils moving around the school. At Annual Review we discuss the transition from one year group to the next which is particularly relevant for exit points such as transition to KS3, KS4 as well as KS5. We have good communicative relationships with a number of sixth forms and pupils are encouraged to attend taster days and visit prospective new schools.

Relevant staff will also visit schools and liaise with the SENCO in order to ensure a smooth transition. Not only are pupils prepared for the academic transition of moving schools, but also the social side. Alumni on occasion return to talk to current pupils about post 16.

6. CODE OF CONDUCT

Part of our pupil-facing language includes the use of the 3 key words: Ready, Respectful, Safe. Our Code of Conduct reflects this, developed out of consultation with the School Council and Staff.



All we do is encompassed by the Code of Conduct, and as such we do not have an official list of 'School Rules'. Positive behaviour is encouraged by modelling, explicit teaching and restorative practices in line with the four sections above.

7. SANCTIONS

Pupils require a safe, supportive and consistent classroom environment in which to learn effectively and enjoyably. The procedure outlined below exists to preserve the learning environment in the event of unexpected disruption. In the case of aggressive behaviour or fighting, refer to the serious incident procedure; any pupil involved in fighting or violent behaviour will immediately face suspension while a full investigation is carried out. A record of all sanctions, including any exclusions, will be kept so that behaviour patterns can be identified by the school.

Disruptive behaviour in the classroom (Bishops Avenue Campus) or failure to comply with behaviour in line with the Code of Conduct will result in sanctions (see appendix):

- First warning - pupils will be spoken to about the behaviour and given strategies.
- Second warning - pupils will be reminded to use strategies. They will also be given a warning card to help them keep track of their behaviour visually.
- Break/Lunch Detention - pupils have restorative conversations. If behaviour is considered aggressive and or confrontational they will have a lunch time detention (supervised by a member of the pastoral team. Behaviour will be logged and parents will be informed.
- Exit - A member of the pastoral team will be called to exit the pupil from the classroom. Parents will be informed. The Head/Deputy Head will consider sanction/exclusion.

Disruptive behaviour in the classroom at (Sixth Form Campus) or failure to comply with behaviour in line with the Code of Conduct will result in sanctions:

1. First Warning
2. Asked to leave class / Parents will be informed
3. If disruptive behaviour continues or there is a significant incident a suspension is issued

Warnings may be given as visual indicators and are designed to give pupils chances to amend their own behaviour with the support of the class teacher. Warnings must be given in conjunction with strategies to enable pupils to do this, such as using the language of choice to enable pupils to make the right decision, move seats, alter/further differentiate tasks, briefly speak to the pupil privately, distract, praise, allow escorted time out and movement break if necessary.

At Bishops Avenue Campus, Lunch Detentions should be used if a pupil has not responded to either warning or for a single, more severe incident. They will take place during the lunchtime of the next school day, parents/carers will be informed and the detention will be logged. Detentions will be supervised by a relevant member of staff. An intermediate step of issuing a Break Detention may be issued and supervised by the issuing member of staff. These will likewise be recorded.

An exit is a serious step to be used if a pupil has not responded to the first three stages or for a single, very severe incident of poor behaviour. In these cases, it will likely result in a longer detention or other significant sanction. This step can also be used non-punitively for pupils who are simply not coping. All exits will be logged and parents/carers informed. (LKS2) these behaviours will be discussed thoroughly by the Form Tutor, Deputy Head/Pastoral Lead and therapist before a decision is made.

All pupils who are exited from Year 7 to Year 11 should be brought/sent down to Reception by an LSA/Teacher, and sent to the Pastoral Lead or other SLT where appropriate. The relevant staff member will then either complete a reflection exercise with the pupil, implement a sanction (in conjunction with the relevant members of staff) and arrange for a restorative conversation between the teacher issuing the exit and the pupil, or triage the immediate needs of the pupil and arrange support/therapy as needed. The pupil may or may not be returned to lessons.

8. FIXED PERIOD EXCLUSIONS (INTERNAL and EXTERNAL)

Internal Exclusion: this exclusion takes place on site where the child is excluded from normal classes for a part of or a whole school day. Work is provided by the class teachers and completed in a separate room. A member of staff is always on hand to supervise and support. A revised timetable for the pupil may be implemented to best accommodate this exclusion.

This process is managed separately to our Exclusions Policy (this policy does not apply in these instances), at the Head's discretion, in consultation with relevant Senior Leadership Team members.

Parents are informed as to the reason and length of internal exclusion, usually via telephone call, followed up by a formal letter or email. All internal exclusions are recorded.

External Exclusion: for more serious matters, outlined below, a child may be required to stay away from school for a fixed period. This is further detailed in our separate Exclusions Policy.

The school might make a fixed period exclusion because:

- the child has seriously broken school rules for example has been violent, brought into school or used illegal substances
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

Some other points to bear in mind:

- only the Headteacher, Head of School or Deputy as Acting Head can exclude a child
- your child cannot be given fixed period (non-permanent) external exclusions which total more than 45 school days in any one school year
- if your child is externally excluded for longer than two school days, the school will set work for them and mark it. This is likely through the use of Google Classroom
- records are kept by the school of all serious sanctions imposed

The school will call parents on the day any (internal or external) exclusion is given and follow up with a letter or email including information on:

- the period and reason for exclusion
- your duty, during the first five days of any exclusion (as relevant), to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the school that apply from the sixth day of the exclusion

In the case of a child whose placement is supported by a Statement of Special Educational Needs or EHCP a copy of the letter will be forwarded to the appropriate LA.

9. SCREENING, SEARCHING and CONFISCATING

We follow the guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (September 2022) - Burlington House School has a separate Screening, Searching and Confiscating Policy which is available on request.

10. SERIOUS INCIDENT PROCEDURE

In the case of a serious incident such as fighting, aggressive or threatening language, racism or vandalism (not exhaustive list), the following procedure should be followed:

- Immediately contact the Headteacher, Head of School, Deputy Head(s), Assistant Head(s) and/or another member of the SLT.
- Send an email to SLT with the details of the incident.
- Headteacher, Head of School, Deputy Head(s), Assistant Head(s) and/or another member of the SLT to attend the incident and remove the pupil to a safe place, if the incident has a victim the victim should be attended to appropriately and supervised and/or interviewed.
- Interviews, medical attention and action to be taken at the discretion of the SLT member in charge.
- Refer to the Exclusions policy for more information on consequences of serious incidents.

11. SUPPORT

Pupils whose behaviour requires a sanction will also be offered support to help them manage, reflect and learn from what went wrong. This could take the form of:

- Mentoring/coaching
- Counselling
- Restorative work
- Social skills work
- Peer support
- Pastoral Radar

There is a system of 'report cards' in use at the Bishops Avenue Campus used to record adherence to specific academic or behavioural targets. These are designed to track a pupil throughout the day/week where subject teachers provide numerical feedback, which will then be discussed with Form Tutors and/or those i/c of pastoral care. There is also a uniform report card which may be used in support of pupils who persistently disregard the uniform policy. Examples follow in the appendix.

Contact Information

For any questions or concerns regarding this policy, please contact **Stu Bridge - Assistant Head, Pastoral** via office@burlingtonhouseschool.com

Monitoring, Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Burlington House School **Responsible Person(s)** Stu Bridge - Assistant Head, Pastoral
Storage Location	Online
Effective Date	September 2026
Next Review Date	September 2027

Revision History

Version	Change	Author	Date of Change
1	First published - minimal changes due to updating of naming conventions and adoption of new template	Burlington House School	September 2026

APPENDIX – BISHOPS AVENUE SUPPORT CARDS and PROCESSES

UNIFORM REPORT CARD

Name: _____ Form: _____ Date: _____

Report on: _____

BURLINGTON HOUSE SCHOOL

- **Take your report home each day for parents to sign; Form Tutors/Pastoral Leads will check in the mornings**

FORM TUTORS: Please initial the appropriate number
1 = Limited 2 = Acceptable 3 = Good 4 = Excellent

Daily uniform:			Uniform					Sports/PE Kit:
Burlington House School jumper		Monday AM	1	2	3	4		Burlington House School PE shirt
Burlington House School blazer		Monday PM	1	2	3	4		Burlington House School Tracksuit
Blue school shirts		Tuesday AM	1	2	3	4		Burlington House School PE shorts or skirt
Grey trousers or skirt		Tuesday PM	1	2	3	4		Sports trainers (not canvas shoes)
Plain grey, black or white socks (or grey or black tights		Wednesday AM	1	2	3	4		
Black shoes (no high heels; no branding)		Wednesday PM	1	2	3	4		
		Thursday AM	1	2	3	4		
		Thursday PM	1	2	3	4		
		Friday AM	1	2	3	4		
		Friday PM	1	2	3	4		
		Parent Initial	M	T	W	T	F	

Pastoral Lead Signature:

Target achieved? YES / NO

Should the pupil continue on report? YES / NO If so, for how long? _____

EFFORT & BEHAVIOUR REPORT CARD

Name: _____ Form: _____ Date: _____

Report on: _____

BURLINGTON HOUSE SCHOOL

- **Take your report home each day for parents to sign; Form Tutors/Pastoral Leads will check in the mornings**

TEACHERS: Please initial the appropriate number
1 = Limited 2 = Acceptable 3 = Good 4 = Excellent

	Monday				Tuesday				Wednesday				Thursday				Friday			
P1	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P2	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Break 1	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Break 2	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Lunch	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P6	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Break 3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P7	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Form Tutor																				
Parent																				

Pastoral Lead Signature:

Target achieved? YES / NO

Should the pupil continue on report? YES / NO If so, for how long? _____

PUNCTUALITY REPORT CARD

Name: _____ Form:_____

Date: _____

TEACHERS: Please initial the appropriate box, and state the number of minutes late (if appropriate)

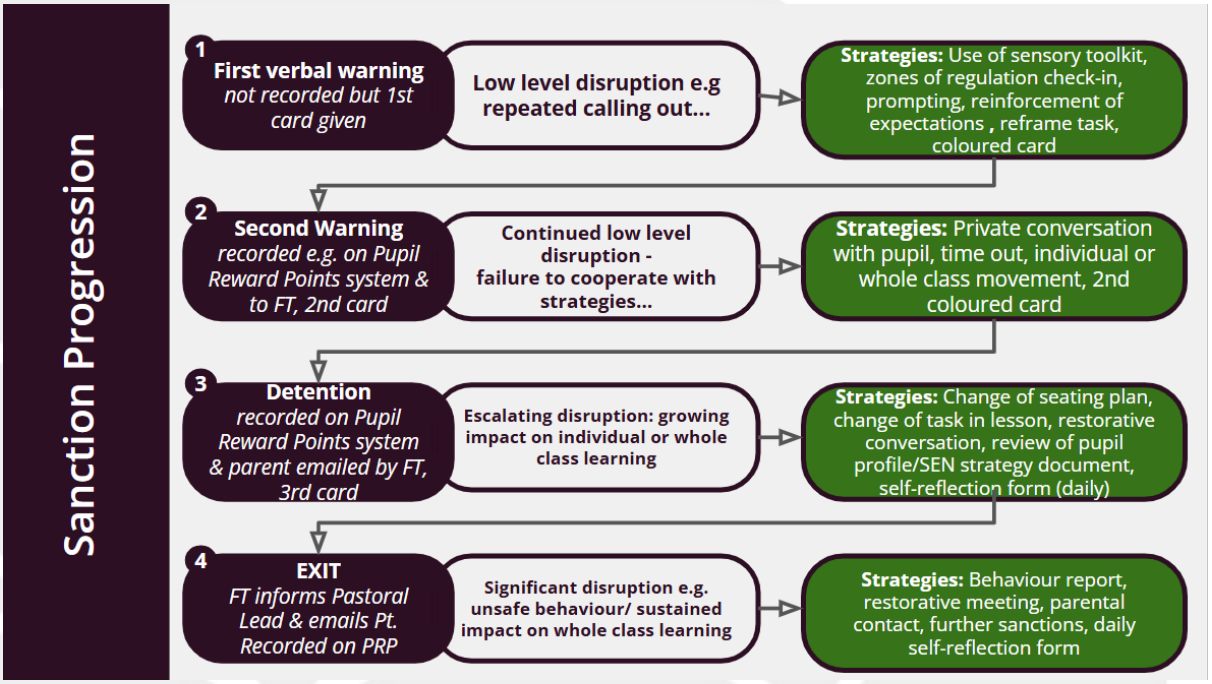
- **Report to Form Tutor at the end of School before going home for a signature**
- **If Form Teacher is not in, then your Pastoral Lead will sign**
- **Your Parent needs to sign also**

	Monday		Tuesday		Wednesday		Thursday		Friday	
AM Reg	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P1	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P2	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P3	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P4	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P5	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
PM Reg	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P6	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P7	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
Form Tutor										
Parent										

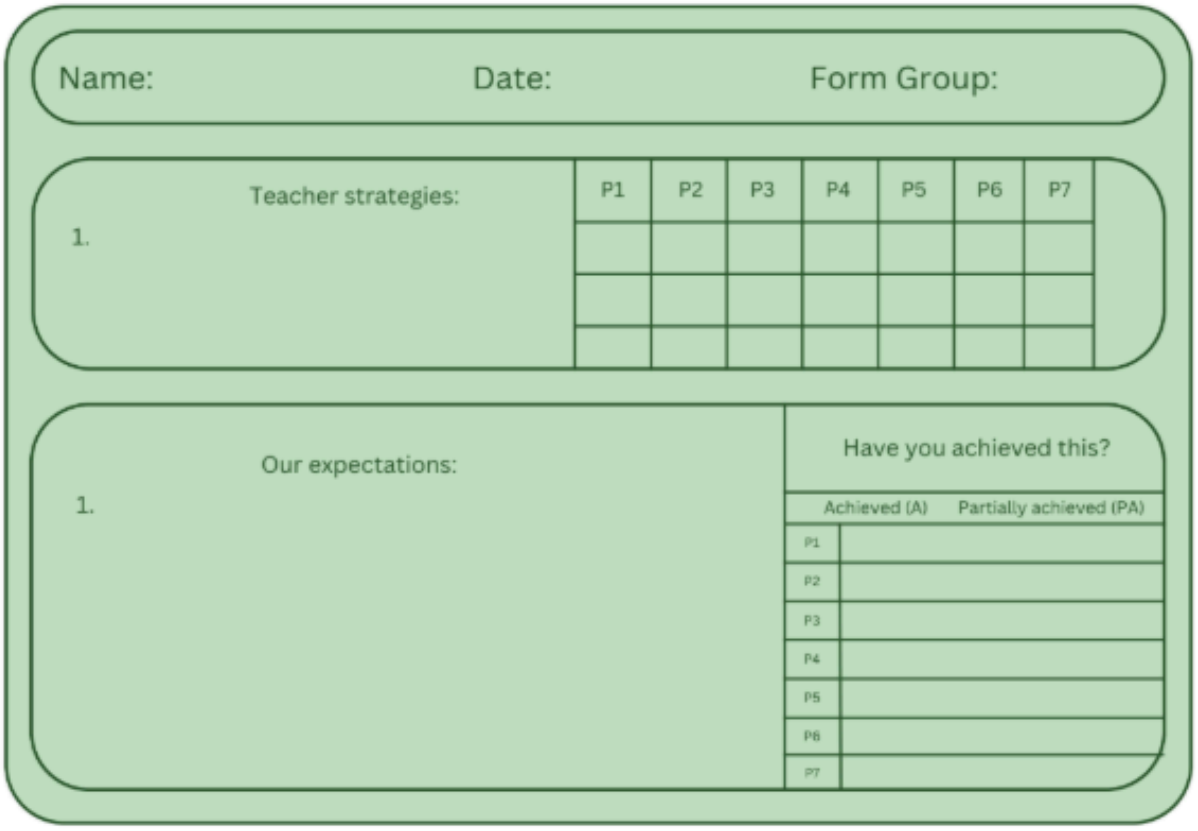
Pastoral Lead Signature:

Has the pupil achieved success for the duration of the week? YES / NO

Should the pupil continue on report? YES / NO If so, for how long? _____



First Warning	Second Warning	Detention
You are being given a chance to **change** your behaviour and return to your work.	You are being given **another** chance to return to your work. The next sanction is a **DETENTION.**	You will need to change your behaviour to remain in the lesson. The next sanction is an **EXIT.**
First Warning	Second Warning	Detention
You are being given a chance to **change** your behaviour and return to your work.	You are being given **another** chance to return to your work. The next sanction is a **DETENTION.**	You will need to change your behaviour to remain in the lesson. The next sanction is an **EXIT.**
First Warning	Second Warning	Detention
You are being given a chance to **change** your behaviour and return to your work.	You are being given **another** chance to return to your work. The next sanction is a **DETENTION.**	You will need to change your behaviour to remain in the lesson. The next sanction is an **EXIT.**





BURLINGTON
HOUSE SCHOOL

Dear: _____

I am sorry for:

_____

_____

_____

My actions did not demonstrate:

- ❑ Respect
- ❑ Cooperation
- ❑ Honesty
- ❑ Compassion
- ❑ Kindness
- ❑ Responsibility
- ❑ Other: _____

I am aware that my actions might have made you feel _____ and I am very sorry. I sincerely hope you will accept my apology.

Sincerely, _____