



BURLINGTON  
HOUSE SCHOOL

## **Behaviour Management Policy**

**Responsible person(s):** Pastoral Leads (Colwin Bristol - Prep, Stuart Bridge -Senior), Steve Proctor (Head of Sixth Form)

**Review Cycle:** Annual

**Last review date:** March 2023

**New review date:** August 2023

**In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.**

Burlington House School is owned and operated by **Cavendish Education**.

### **General Introduction:**

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 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 September 2018](#) 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 employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BrightSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Burlington House 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 re-publication 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.

### **Standard 1: The quality of education provided**

### **Standard 2: The Spiritual, Moral, Social and Cultural Development of Pupils**

### **Standard 3: The Welfare, health and safety of pupils**

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 uses a symbiotic system of rewards, teacher's own micro skills and a four-step 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 use corporal punishment as a strategy to manage behaviour nor is it threatened. Clear guidance is given to staff on the circumstances in which 'physical intervention' is allowable (please see Restraint Policy).

### **REWARDS**

Burlington House 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:** 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.

**Achievement Gathering:** This provides a weekly opportunity to recognise good performance. The top house point scorers are announced and the overall winner is mentioned in the Principal/Head's Friday Letter.

**BHS Prep** uses Headteacher's Golden Pencil, Star of the Week and Positive Postcards when recognising good performance.

**The Good Work Book:** The GWB (regulated by the Deputy Head at the senior site) Prep Achievement - ( Headteacher's Golden Pencil, Star of the Week and Positive Postcards ) provides staff with an opportunity to comment in some detail on the excellent work done in class or independently. Entries are read out in Merit Gathering and included in the Principal/Head's Friday letter. A GWB entry is worth 5 house points.

**Positions of Responsibility:** 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. The Prep school also appoints Monitors, Form Captains.

**House Point System:** Awarded in single numbers by staff to pupils directly. The Principal/Head may award special merits for exceptional performance. These are filtered by categories such as 'Work Ethic', 'Teamwork'. House points can be accumulated and used towards the purchase of rewards such as stationary and snacks.

**Rewards Systems:** 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 senior staff and/or therapists before being implemented. 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.

**Displays:** Good work will be displayed around the school, in classrooms and showcased in the weekly Friday letter.

## **MANAGING PUPIL TRANSITION**

Before joining Burlington House , pupils undertake two acquaint days. Upon acceptance to the school we hold induction days to allow pupils to meet their new peer group and familiarise themselves with the school environment. 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. In KS2 and KS3 pupils have Learning Support Assistants who 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 (upper school) as well as post 16. 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 return to talk to current pupils about post 16.

### **Burlington House School 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.



### **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 or failure to comply with Burlington House Charter will result in sanctions:

1. First warning
2. Second warning
3. Detention
4. Exit

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

**Lunch Detentions** should be used if a student 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 at the senior site and DSL/DDSL at the Prep. 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 student has not responded to the first three steps or for a single, very severe incident of poor behaviour. In these cases, it will result in a longer detention or other significant sanction. This step can also be used non-punitively for students who are simply not coping. All exits will be logged and parents/carers informed. At the Prep (LKS2) these behaviours will be discussed thoroughly by FT, Deputy Head/Pastoral Lead/ Headteacher and Therapist before a decision is made.

All students who are exited from a lesson should be brought/sent down to Reception by an LSA/Teacher. At the Prep to the DSL/Pastoral Lead or DDSL. The Pastoral Lead will then: Either complete a reflection exercise with the student, 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 student, or triage the immediate needs of the student and arrange support/therapy as needed. The pupil may or may not be returned to lessons.

#### **FIXED PERIOD EXCLUSIONS (EXTERNAL and INTERNAL)**

**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. At the Prep (LKS2 & UKS2) these behaviours will be discussed thoroughly by FT, Deputy Head/Pastoral Lead/ Headteacher and Therapist before a decision is made. A revised timetable for the pupil will be implemented to best accommodate this exclusion.

**External Exclusion:** for more serious matters, outlined below, a child may be required to stay away from school for a fixed period.

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 Principal, Head or Deputy as Acting Principal can exclude a child
- your child cannot be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
- if your child is excluded for longer than two school days, the school will set work for them and mark it
- 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, 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.

See Exclusions Policy for further details.

## **SCREENING, SEARCHING and CONFISCATION**

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) which states that "An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made [...]; or
- is evidence in relation to an offence."

This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm or disrupt learning, such as an electronic device; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice.

Furthermore "The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item."

“Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed [below] or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.”

“Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.”

This is made clear to staff as part of their induction and to pupils at entry (via Form Staff).

As per the school’s policy, any electronic device that is not handed in by a pupil on arrival will be confiscated for the period of 1 week or subject to an alternative agreed sanction.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this, unless superseded by safeguarding procedures.

Items deemed to be banned under school rules include:

- chewing gum
- superfluous electronic devices
- copious amounts of unhealthy snacks i.e. large ‘share’ or ‘family’ sized sweets/biscuits
- belongings of high value i.e. expensive jewellery/shoes

Within the school, we do not use any walk-through or hand-held metal detector to screen pupils or adults.

## **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 Principal, Head, Deputy, a member of SLT or a Pastoral Lead.
- Send an email to the SLT/Pastoral Lead with the details of the incident.

- Principal, Head, Deputy, SLT or a Pastoral Lead 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 senior staff member in charge.
- Refer to the Exclusions policy for more information on consequences of serious incidents.

## **SUPPORT**

Students 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