

Relationships Policy

(Statutory)

Reviewed/Approved by Trustees' Full Board: 23/01/2025

Review Cycle: Every Three Years

Review Date: January 2028

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1. Our Vision

Our vision is to ensure that every student enjoys their learning and feels valued for who they are. This is underpinned by our school values of kindness, creativity and ambition. Our core expectations are: Be safe, Be respectful, Be ready to learn. These expectations enable all students to make a positive contribution to our school community and prepare our young people for life beyond Burgate.

Every day, at The Burgate students attend this school and have choices to make about how they conduct themselves. Our aim is to ensure these choices are made with our school values in mind: Kindness, curiosity and ambition.

2. Aims

At The Burgate School and Sixth Form we aim to:

- Create a positive culture that encourages students to make positive choices and embrace all the opportunities in and outside of school.
- Establish a whole-school inclusive approach to maintaining high standards of behaviour that reflects our values and expectations.
- Provide a consistent but flexible approach to restorative practice.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination, to ensure respect for ourselves and each other is at the heart of what we do.
- Empower all staff to be confident in de-escalation and restorative practice to build positive relationships with students.
- Provide our students with the skills to help them navigate the modern world successfully and be a positive global citizen.

3. Roles and Responsibilities

The Trustees Board should aim to:

- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Headteacher and Leadership Team should aim to:

- Create a culture of respect by supporting the staff's authority to uphold the Burgate expectations and to ensure that this is applied consistently across the staff body.
- Expect staff to build and maintain positive relationships with parents working in partnership to support the students' wellbeing and educational success.
- Model positive relationships with students in line with our school values.
- Ensure all decisions around sanctions including suspensions are made in the best interest in supporting a change in behaviour choices and maintaining a safe and calm school environment.
- Ensure staff have support and regular training on behaviour and reasons for behaviours.

Staff should aim to:

- Create a safe and positive learning environment where mutually respectful relationships are evident.

- Be responsible for managing and improving student behaviour.
- Model positive relationships with students in line with the school values.
- Communicate clearly and respectfully with parents to explain decisions related to behaviour choices and to work with parents to resolve concerns.
- Be aware of their safeguarding responsibilities.

Students should aim to:

- Be safe and follow the school expectations and guidance both in school and beyond Burgate, including online.
- Be respectful and be kind to yourself and others, including online.
- Be ready to learn by modelling and reflecting the values of the school.
- Be ready to learn by accepting the consequences of any poor choice, and work with the school to resolve it.

Parents should:

- Support their child in following school expectations of: Be safe, Be respectful, Be ready to learn.
- Be respectful in all communications with staff.
- Be aware of the school's ethos, policies and procedures.
- Address all queries or concerns to the school directly not via social media including WhatsApp and other social media platforms.
- Inform the school as soon as possible if there is anything that may affect their child's behaviour or wellbeing whilst at school.

4. Definitions

Misbehaviour is defined as:

- Disruption to the learning of others.
- Disrespectful behaviour in between lessons and at break and lunchtimes.
- Intentional non-completion of classwork or homework.
- Poor attitude to learning.
- Poor engagement in learning.
- Incorrect uniform or lack of equipment.

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations.
- Any form of bullying, including online.
- Harmful sexual behaviours, which is any unwanted sexualised behaviour that may cause humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Aggressive or violent behaviour including fighting.
- Smoking or vaping (including use of nicotine products such as pouches).
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These include but are not exclusive to:

- Knives or weapons.
- Alcohol.
- Illegal drugs (including THC vapes).
- Stolen items.
- Tobacco and smoking paraphernalia including vapes.
- Fireworks.
- Pornographic images.
- Any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of, any person (including the student themselves).

5. Classroom management system

Teaching and support staff are responsible for setting the tone and context for positive student engagement within the classroom.

They will aim to:

- Create and maintain a stimulating environment that encourages students to engage in their learning.
- Use professional curiosity to support students in choosing positive behaviours and outcomes.
- Promote the Burgate Expectations through classroom practice.
- Develop positive relationships through following the recognition and restorative systems.
- Enable success through our behaviour management strategies:
 - Meet and Greet
 - Drive Bys
 - End and Send
- Recognise the success of the individual and share this with parents to support all stakeholder relationships.
- Understand students can exhibit poor behaviour choices that are not necessarily deliberate or intentional, but that the effect on the recipient could still constitute negative behaviour.

6. Early interventions

At The Burgate we recognise the importance of building relationships with students and parents to achieve positive outcomes. Early intervention and preventative work are a key component of this. We will take steps through our restorative procedures to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of poor behaviour choices. We will provide regular training for staff, including new staff induction, in order to promote positive and consistent expectations.

Staff will focus on a recognition-based system and a principle of curiosity and calmness around poor choices. Where there are concerns, there will be frequent and honest conversations with parents.

Parents will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved. We will identify students who may benefit from early intervention and support and monitor its impact. Positive reports to trusted adults, the pastoral team and leadership team may be used to support a student who is struggling to make consistent positive choices.

7. Wellbeing

We recognise that at various points in a student's life, more specialist and targeted support is needed. Our in-school Wellbeing team offer a range of support strategies, including well established links with external and independent charities and agencies.

The Wellbeing team, led by Deputy Head and Designated Safeguarding Lead (DSL) consists of a group of highly trained professionals offering a range of support and strategies. We have an in-school counselling team, who offer support and advice to individuals as well as working with small groups of students to address self-esteem and low mood, developing sound self-help and long-term coping strategies.

We have an Attendance Welfare Office (AWO), who promotes and supports good attendance at school.

We offer a range of lunchtime nurture groups, breakfast clubs, Lego therapy sessions and peer mentoring to support with wellbeing, engagement and attendance.

8. Student Transitions (In Year Admissions)

All students who join The Burgate are supported with their transition through our induction programme with the pastoral team. Students will be supported with settling in and understanding school systems and expectations. Parents will be invited into school to meet with the tutor or Head of Year to review progress in the first six weeks.

9. Managed Moves

A managed move to another school may be considered as a supportive measure for a student who is struggling to make positive behaviour choices at school. This approach offers the student a fresh start in a new setting and helps avoid a permanent exclusion where possible.

At The Burgate School, we may initiate a managed move in one of two ways:

- Local Managed Move: The school will liaise with a partner school to arrange a local managed move.
- Referral to Hampshire Inclusion: In more serious cases, the school may refer the student to Hampshire Inclusion and a Trustees' Review Panel for consideration of a managed move.

Parents will be informed when a managed move is being considered and are expected to support the school's decision. The move is based on the professional judgement of those working closely with the student, with the aim of supporting their educational and emotional development.

If a managed move is not successful, the school may consider placing the student in Alternative Provision, in line with what is deemed most appropriate for the student's needs.

Managed moves can be instigated under Section 29A of the Education Act 2002, which allows a school to direct a student off-site for the purpose of improving their behaviour. This legal framework supports a managed transition and aims to minimise disruption to the student's education while promoting long-term success.

10. Recognition

Recognition sits at the front of our relationship policy. Recognising success is essential to our learner centred approach. All staff will use the school systems to foster positive and respectful relationships and support individual recognition daily and cumulatively. The foundation of all recognition is our school values and expectations. (See Appendix 2)

Success will be recognised through a range of approaches including:

- Positive verbal praise from a quiet word of personal praise to a whole class recognition.
- Phone calls and emails home to parents.
- Positive Praise Post Cards.
- Awarding of 'Values' badges.
- Headteacher's Commendations.
- Recognition in Celebration Assemblies.
- Values recognition.
- Year group specific recognition events.

All staff will log recognition points for three categories: Effort and Positive Engagement; Presentation and Communication; and Community.

Examples of recognition include, but are not exclusive to:

Effort and Positive Engagement	Detailed classwork or homework, asking enquiring questions, answering questions in depth, demonstrating collaborative teamwork and resilience.
Presentation and Communication	Excellent book work, detailed verbal responses using tier 2 or 3 vocabulary.
Values	Awarded to students for displaying our school values of; kindness, curiosity and ambition.
Extra-curricular engagement	Engagement in extra-curricular activities, volunteering, involvement in opportunities beyond the classroom.

These recognition points are cumulative, and parents can monitor these via the Parent Sims app.

Heads of Years will also run termly recognition events where students can celebrate their success. These events are based on the values of our school and offer an inclusive opportunity for all students to be recognised (See Appendix 2).

11. Restorative Approach

The Burgate Expectations

All students are responsible for their own behaviour. They will always be expected to meet and uphold the Burgate Expectations:

- Be safe
- Be respectful
- Be ready to learn

These expectations are clearly on display in all classrooms and in corridors. We believe student engagement is underpinned by positive and professional relationships, Quality First Teaching and positive recognition.

All staff will adopt a calm and measured approach to a student's negative behaviour choice and will ensure individuals are given the opportunity to regulate and improve their behaviour using the stepped interventions and our restorative questions. Staff will use the Burgate relationships principles to support their decision making (See Appendix 1) Where expectations of behaviour are not met, every member of staff will follow this up with a restorative repair conversation and any additional support needed to remove barriers to success. (See Appendix 3).

The stepped interventions are as follows:

- **A Drive By:** a gentle question from the five core restorative questions to help the student identify where the expectations are currently not being met.
- **A Restorative (R1):** a clear and concise restorative conversation. This will allow a staff member to navigate the student through a repair conversation to see the impact of their behaviour on their own learning and that of their peers. This will be logged onto SIMS which parents can view through the Parent SIMS app.
- **A Reset (R2):** A student's behaviour has continued to not meet expectations and is therefore removed from the lesson and parked into another classroom to complete their class work. This will result in an after-school detention of community service.

Staff will always deliver any of these stepped interventions in a calm and caring manner.

Restorative Repair Conversations

Restorative repair conversations are a core part of maintaining the importance of good relationships between staff and students. Flexible consistency is a golden thread throughout this policy. We are consistent in our expectations but flexible to the individual's background, needs and barriers.

Staff will lead their own restorative repair conversations based on the five core restorative questions (See Appendix 3). Where appropriate Heads of Departments or Heads of Years will support these meetings. Once a restorative repair conversation occurs, a student may re-engage in their classroom learning. However, should they choose to not positively engage they may be removed from the lesson.

In some cases, it may be necessary to monitor a student's engagement and behaviour choices more directly. This will be done through personalised reports or "Two stars and a wish". Students will check in throughout the day to a designated member of the pastoral team to receive recognition for successful choices and to offer support in choosing for success where needed.

12.Sanctions

After School Detentions (R2)

Parental consent is not required by law for any detention and there is no requirement to give parents 24 hours' notice of detention. Schools have a legal power to put a student in detention including outside of school hours. However, at The Burgate we feel it is important to work in partnership with our parents and always endeavour to make contact with parents via email or phone call when setting afterschool detentions. Some behaviour may incur an after-school detentions on a Friday with a member of the Leadership Team (R3).

12.b Suspensions

A fixed term suspension is the sanction that the school can use for serious behaviour incidents. A suspension will be used in response to a serious breach of policy or if it is believed that allowing the student to remain in the school would seriously harm the education of the student or others in the school. ([Suspensions and Permanent Exclusions Policy](#)).

13. Individual Learning Plans (ILP)

Students with the most need will have an Individual Learning Plan (ILP). An ILP is co-produced and shared with the student, teaching staff, pastoral team, SEND team and parents. An ILP can be used for a student with diagnosed SEND or to support an individual with identified barriers to learning and engagement.

Teachers and Learning Support Assistants (LSA) are expected to use the ILP to support our inclusive classroom approach and reduce barriers to learning and engagement.

The classroom teacher is responsible for the learning and progress of all students through Quality First Teaching and adaptive teaching.

The SENDCo is responsible for managing ILPs and SEN provision in school ([SEND Policy](#)).

Every effort will always be made to encourage and support a change in behaviour. However, where the situation becomes evidently more challenging the school will work with the individual student and the parents to ensure the best interests of the child are at the forefront of any significant decisions regarding the student's future.

If the student continues to fail to engage in learning despite a revised ILP and bespoke interventions, a parental meeting may be held by the student's tutor, the Head of Department for a subject specific concern or a Head of Year for a pastoral concern.

The individual student may be expected to positively contribute time back to the school as part of the restorative process. This may be in the form of a school community service or time out of circulation.

There are varying levels of interventions beyond this including, but not restricted to, a formal meeting with a member of the Leadership Team and/or a Trustee Behaviour Review.

If a student makes a negative choice around their behaviour that is extreme and/or persistent then there is a series of actions that the school can take. These can, where deemed appropriate for the individual, include a Managed Move, a referral to outside agencies, a revised timetable or alternative education provision. These measures will be taken to prevent further sanctions, such as suspension or permanent exclusion for the student from school.

The decision to suspend a student or permanently exclude, can only be made by the headteacher, or deputy headteacher, acting on behalf of the headteacher. A permanent exclusion will be taken as a last resort. The Headteacher may seek an internal review by a trustees' behaviour review panel to determine if the school has taken all possible steps to support the individual student with their behaviour in order to prevent further exclusions.

14. Child on child abuse

We believe that all students have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers and this will be dealt with under our [Child Protection and Safeguarding policies](#). We are clear that Harmful Sexual Behaviours, such as sexual violence and sexual harassment are not acceptable and will never be tolerated.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

We use STOP (Several Times On Purpose)-

Bullying, including online is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend.

Bullying can include:

Type of Bullying (including online)	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence or aggression
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying will not be tolerated because it is contrary to our school vision and our Burgate Expectations, as well as potentially having lasting consequences including physical harm and undermining of self-confidence. It is harmful to the person being bullied and to those who engage in bullying behaviour, and to those who support them. It can, in some cases, lead to psychological damage and even suicide. Where bullying outside of school is impacting on a student's wellbeing and learning in school, the school will become involved in the investigation into the bullying and where appropriate draw on the support of external agencies, such as Early Help, PREVENT or the police.

Our prevention, identification and response to bullying

We will:

- Ensure all students are educated in an inclusive environment where there is an acceptance and tolerance of people with differences to themselves (for example: age, gender reassignment, disability, race, religion, sex or sexual orientation).

- Challenge the use of prejudice-based practice and language that does not uphold our expectations or values.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience, across the whole curriculum.
- Consider all opportunities for addressing bullying including through lessons, classroom and corridor displays, peer support and through the student forum, Student Leadership Team and Sixth Form ambassadors.
- Train all staff to identify bullying and follow the school policy and procedures on bullying.
- Actively create 'safe spaces' for vulnerable children.
- Conduct an annual student survey to assess perceptions of bullying within the school.
- Ensure students know how to express worries and anxieties about bullying, through the pastoral team and the wellbeing@ email.
- Ensure all students understand the school's approach to bullying and are clear about the role they play in preventing bullying, including when they find themselves as bystanders.
- Offer support to students who have been bullied, from peer mentoring to an Early Help referral, where appropriate.

Our commitment to working in partnership with parents:

We will:

- Ensure that parents know who to contact if they are worried about bullying.
- Ensure that parents understand we do not tolerate bullying.
- Reassure all parents that any information around bullying in school, outside of school or online will be taken seriously and investigated sensitively and thoroughly.
- Remind parents that old adages such as "say nothing or it will only make it worse", "stand up for yourself", or "it's just a bit of banter", or "boys being boys" are counterproductive and should be discouraged.
- Ensure parents know where to find independent advice about bullying, and where appropriate, are signposted to the school's official complaints procedures.

It is our belief that it is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying.

15. Mobile phones

The Burgate is a phone-aware environment, and we use the 'See it, hear it, lose it' principle. All mobile devices should be turned off from 08:30 until 15:00. If a student's phone goes off at school or they are found on their device, the device will be confiscated, placed in the school safe and the student will have an afterschool R2 detention where they will complete community service. The device will be returned on completion of this sanction.

16. Online Misbehaviour

Inappropriate online behaviour will primarily happen out of school hours and off school site. Any inappropriate use on school devices will be investigated by the IT team and sanctions put in place appropriate to the behaviour.

Parents are responsible for their child's mobile phone use and online behaviour. However, we know that incidents that occur online can affect the school culture and can have a significant effect on

students' wellbeing and behaviour. The Burgate will sanction behaviour online that poses a threat or causes harm to another student and/or may have repercussions for the orderly and safe running of the school. Inappropriate online behaviour, including bullying, use of inappropriate language, asking for and sharing nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour. We will follow the Child Protection policy and raise a safeguarding concern with the Designated Safeguarding Lead.

Parents are advised to manage their child's behaviour online by:

- Ensuring that security settings are put in place on all devices to limit a child's access to potentially harmful content.
- Monitoring the amount of screen time. Ideally, there should also be regular screen-free days when children are encouraged to take part in other practical or physical activities.
- Being aware of social media and the digital world and ensuring their knowledge is up to date. One source recommended by the school is: <https://parentinfo.org>, which includes a wealth of information.
- Speaking to the school if they have any concerns about their child's presence or behaviour online.

Children below the age of thirteen may be involved in social media issues which may be deemed as 'minor' such as an inappropriate comment. Children below the age of thirteen are socially and emotionally ill-equipped to deal with the levels of responsibility required by social media. This is why the majority of social media platforms have an age restriction of above thirteen (some are higher). Allowing younger students to use such apps is placing an unnecessary burden on their shoulders because students feel the social and emotional pressure to be involved. As a result, we ask that all parents of children who are younger than thirteen to stop their access to these platforms. If parents of children under the age of thirteen are unwilling to remove their child from any of the social media platforms above, as a school we will not deal with minor issues relating to these platforms.

At times, parents may not agree with ways in which we have dealt with in-school student issues. It is unfortunate that on rare occasions these views have been shared online. This is not how we want to work with our parents and is a clear breach of GDPR regulations. If parents have concerns about a way in which the school has dealt with a situation, they should speak to the school directly rather than post online. This will continue to build effective and honest relationships between home and school to support the student involved.

17. Suspected criminal behaviours

If the school suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case.

18. Banned items

The following items are not permitted on the school site:

- chewing gum, stink-bombs, lighters, cigarettes, smoking paraphernalia, electronic cigarettes/vapes/vaping equipment, nicotine pouches, energy drinks, pornography, laser pens, flags.

This list is not exhaustive, and the school maintains the right to search a student, using a security wand, or undertake a bag search and confiscate any item considered dangerous, offensive, or inappropriate

or that may compromise safety. This search will always be conducted with two members of staff present.

The following items are considered dangerous and are banned: fireworks, illegal drugs, banned substances, solvents, knives, blades, THC vapes, pointed items, alcohol, ammunition (spent or live) and guns (including plastic toys or replicas). Students found in possession of 'banned' items will have them confiscated and may be removed from circulation or suspended from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items.

19. Searching, screening and confiscation

- Any prohibited items (as listed in Section 18) found in students' possession will be confiscated. These items will not be returned to the student directly.
- We will also confiscate any item which is harmful or detrimental to maintaining the school's expectations. These items may be returned to the parents after a discussion with the Head of Year or member of the Leadership Team, as appropriate.
- Searching and screening students is conducted in line with the DfE's last guidance on [Searching, Screening and Confiscation](#).
- Refusal to be searched will result in a member of the Leadership Team being requested to determine why a student has refused. Authorised members of staff with restraint training can use reasonable force to search for any prohibited items identified in section 18 should there be deemed a risk to themselves or others.
- If the student refuses to be searched, the school is entitled to refuse to have the student on the premises until the student complies. Health and safety legislation requires The Burgate School and Sixth Form to be managed in a way which does not expose students or staff to risks to their health and safety and thus would include making reasonable rules as a condition of admittance.

20. Use of reasonable force

In some circumstances, staff may use reasonable force to intervene to prevent a student:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of restrictive physical intervention must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never used as a form of punishment.
- Be recorded and reported to parents (on the Behaviour Incident Log).

21. Trips and Offsite Expectations

The Recognition and Restorative approach applies to behaviour choices off-site when representing the school, such as on a school trip, when wearing school uniform and on the bus to and from school.

22. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will seek appropriate sanctions in accordance with this policy.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of the staff accused of misconduct.

23. Mitigation

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage.

Under the Children and Families Act 2014, we endeavour to meet the needs of students with a Special Educational Need and/or Disability (SEND). Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student following our consistent flexibility approach.

The school's SENDCo will evaluate and work alongside our pastoral team with a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone, nor will we accept violent or abusive behaviour towards staff or other students and any such incidents will be the subject of scrutiny.

In rare cases, we may be unable to impact positively on behaviour where violence and abuse are major concerns. If such students have an EHCP then a review of their provision will be held to determine if it is still appropriate to name The Burgate School and Sixth Form as their school. If no EHCP exists, then the process for a SEN assessment will be undertaken. However, we envisage such circumstances to be rare and would never undertake this lightly or without due consultation with parents, Trustees, Hampshire Inclusion, LA SEND and the child.

24. Daily practices and monitoring

Staff log all behaviour incidents on Sims including the action taken. We expect our parents to monitor their child's profile via the Sims Parent app. Contact from a member of staff will be made to parents only if deemed necessary, such as setting an R2 or R3 afterschool detention or for a specific incident. Safeguarding issues are recorded on MyConcern in line with the safeguarding policy.

School leaders support all staff in promoting positive and engaging learning environments and building positive relationships by regularly visiting lessons and by their presence in and around the school

buildings. They strengthen staff and support staff's ability to manage student behaviour across the school site and school day.

Leadership Team members with responsibility for the pastoral systems meet at the end of every day with the Heads of Year to review any significant incidents on a case-by-case basis. This is to assess the information gathered about any incidents and ensure that appropriate levels of intervention, sanction and support have been put into place. The Headteacher has the final decision about suspensions, based on the information gathered, which is delegated to the Deputy Headteachers in their absence.

In order to quantify and analyse behaviour and other systems we collect data about: Behaviour incidents, including removal from the classroom – recognition points – Behaviour monitoring reports - Academic progress - Attendance and suspension data - Use of alternative provision - Incidents of searching, screening and confiscation - Stakeholder surveys about perceptions of behaviour and school culture. This data is used regularly to identify and respond objectively to patterns of individuals and groups. This leads to early interventions and support.

25. Legal framework and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Keeping Children Safe in Education (KCSiE)
- Searching, screening and confiscation: advice for schools July 2022
- Supporting students with medical conditions at school
- special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

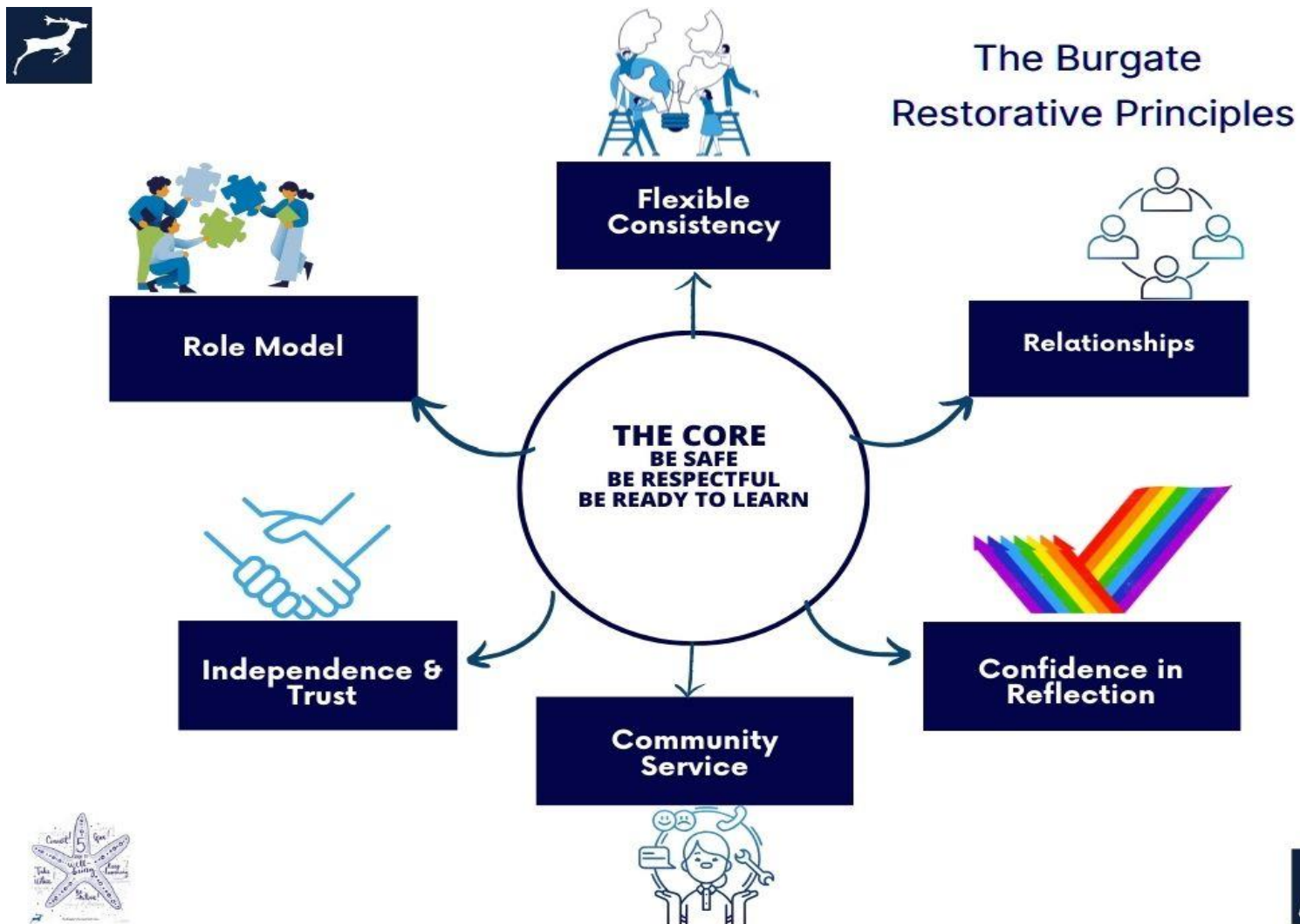
This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Child Protection Policy
- SEND Policy
- Drugs, Alcohol & Substance Misuse Policy
- Suspensions and Permanent Exclusions Policy

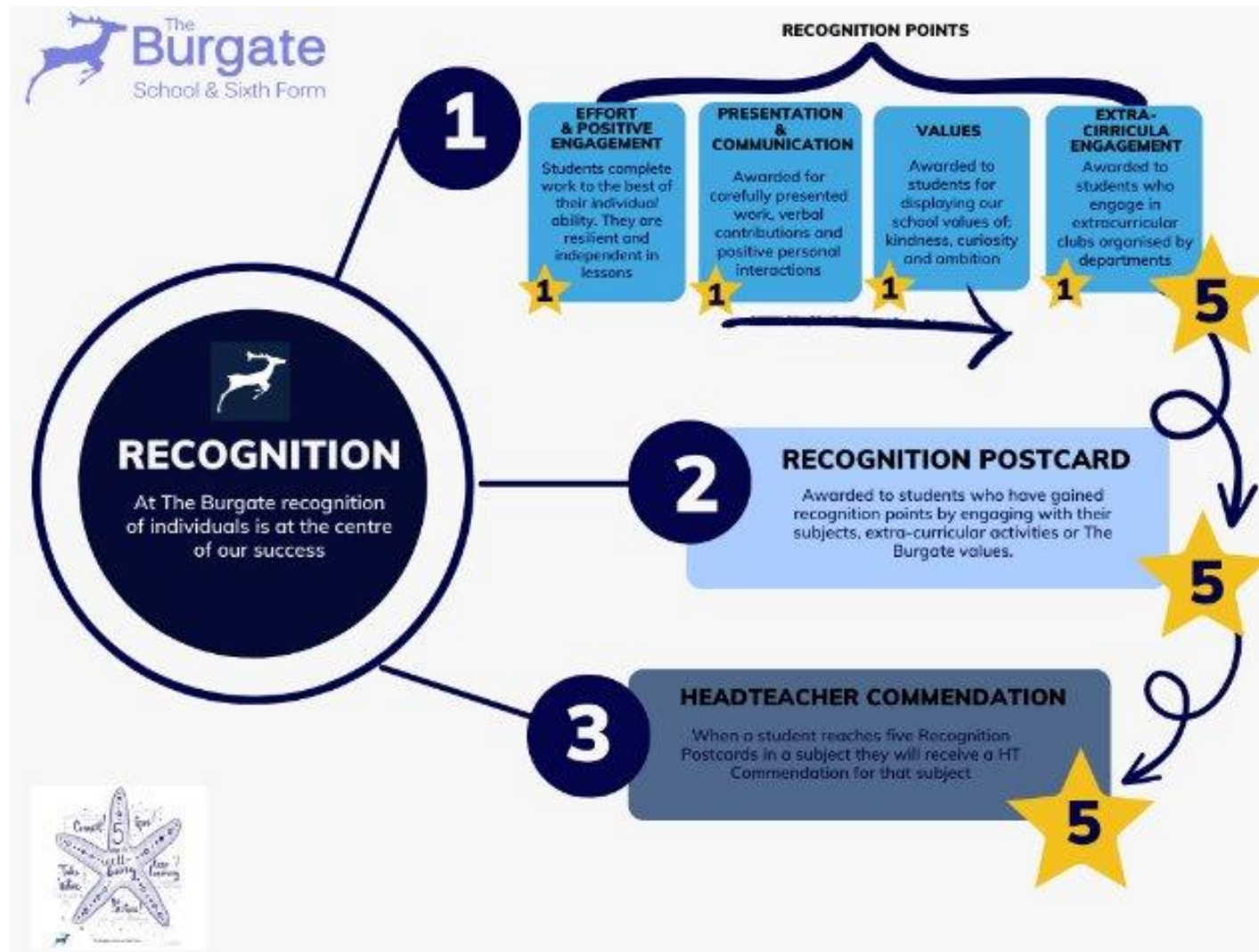
26. Policy Review

This policy will be reviewed every three years.

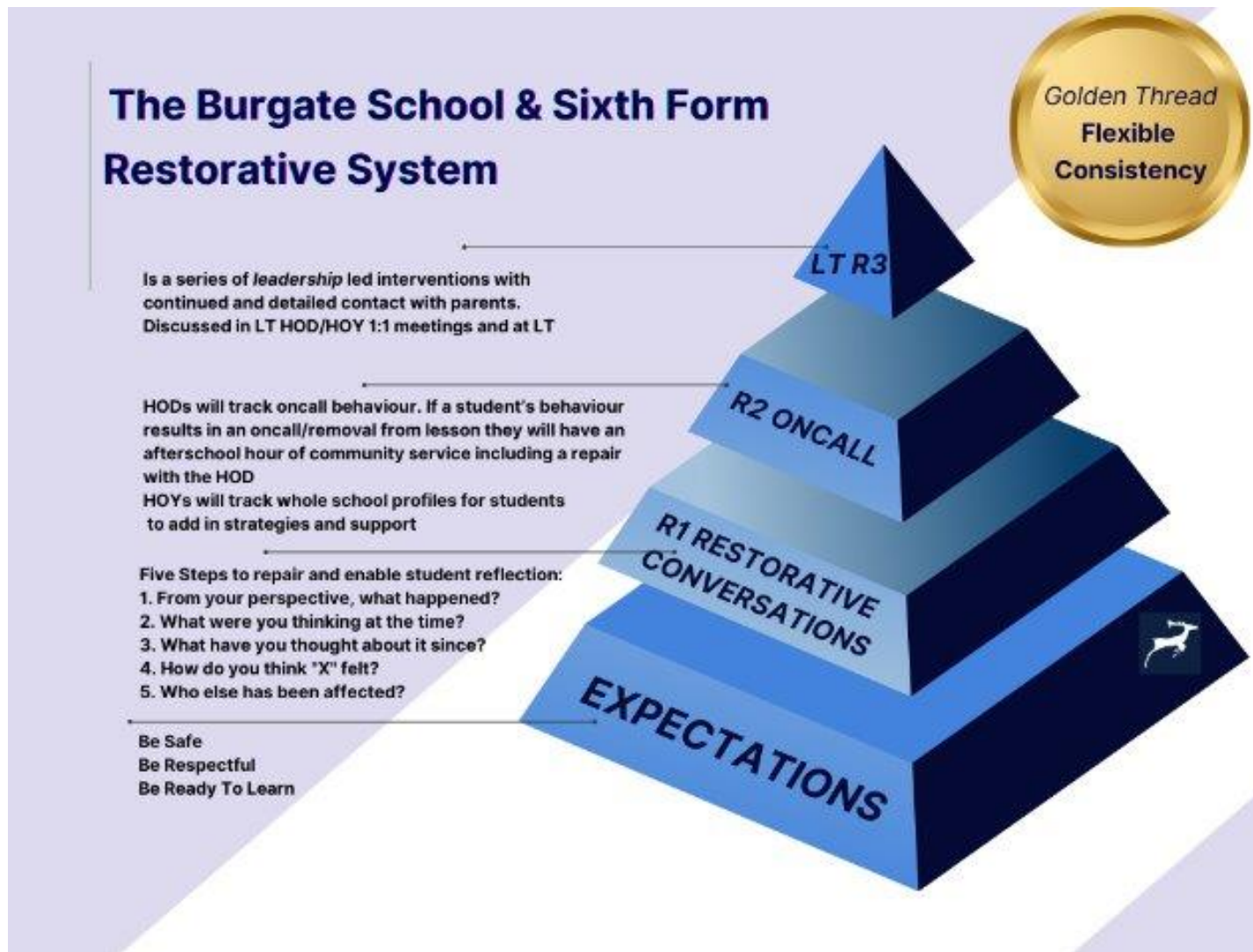
Appendix 1: The Burgate Restorative Principles



Appendix 2: Recognition system diagram



Appendix 3: Restorative system diagram

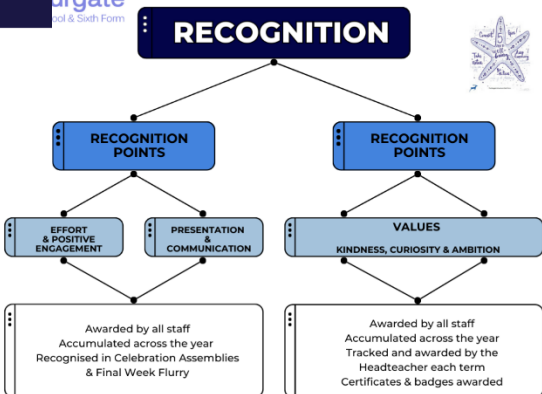


RELATIONAL PRACTICE AT THE BURGATE

A BRIEF PARENTAL OVERVIEW OF ALL RELATIONAL
PRACTICE AT THE BURGATE INCLUDING
RESTORATIVE AND RECOGNITION SYSTEMS.

1

RECOGNITION

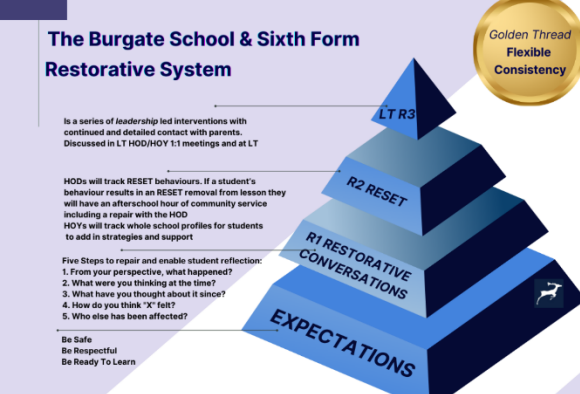


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graph TD
    RP1[RECOGNITION POINTS] --> EPE[EFFORT & POSITIVE ENGAGEMENT]
    RP1 --> PC[Presentation & Communication]
    RP2[RECOGNITION POINTS] --> V[KINDNESS, CURIOSITY & AMBITION]
    EPE --> A1[Awarded by all staff  
Accumulated across the year  
Recognised in Celebration Assemblies  
& Final Week Flurry]
    PC --> A1
    V --> A2[Awarded by all staff  
Accumulated across the year  
Tracked and awarded by the  
Headteacher each term  
Certificates & badges awarded]
            
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2

The Burgate School & Sixth Form Restorative System



Golden Thread
Flexible
Consistency

LT R3

R2 RESET

R1 RESTORATIVE CONVERSATIONS

EXPECTATIONS

Is a series of leadership led interventions with continued and detailed contact with parents. Discussed in LT HOD/HOY 1:1 meetings and at LT

HODs will track RESET behaviours. If a student's behaviour results in an RESET removal from lesson they will have an after-school hour of community service including a repair with the HOD

HOYs will track whole school profiles for students to add in strategies and support

Five Steps to repair and enable student reflection:

1. From your perspective, what happened?
2. What were you thinking at the time?
3. What have you thought about it since?
4. How do you think "X" felt?
5. Who else has been affected?

Be Safe
Be Respectful
Be Ready To Learn

Recognition is at the forefront of our relationship policy. Recognising individual success is essential to our learner-centred approach. Success is recognised through a range of approaches including:

- Positive verbal praise from a quiet word of personal praise to whole class recognition
- Phone calls and emails home to parents
- Positive Praise Postcards
- Awarding of 'Values' badges
- Recognition in Celebration Assemblies
- Recognition by Departments in Final Week Flurry
- Year group specific recognition events

All students who regularly attend extra curricular clubs and activities are awarded badges to recognise their engagement with the wider life of the school.

All students are responsible for their own behaviour. They will always be expected to meet and uphold the Burgate Expectations: Be safe, Be respectful, Be ready to learn.

The stepped interventions are as follows:

- A Drive By: a gentle question from the five core restorative questions to help the student identify where the expectations are currently not being met.
- A Restorative (R1): a clear and concise restorative conversation. This will allow a staff member to navigate the student through repair conversations to see the impact of their behaviour on their own learning and that of their peers. This will be logged on SIMS which parents can view through the Parent SIMS app.
- A Reset (R2): A student's behaviour has continued to not meet expectations and is therefore removed from the lesson and parked in another classroom to complete their classwork. This will result in an after-school detention of community service.

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