



A quality teaching and learning experience for all, celebrating diversity and developing every person to their full potential.

Welcome to

Burnside Secondary School

Contact information:

Head teacher: Ms Liz Rattue

Deputy Head teacher: Mr David Cook

Safeguarding and Attendance Lead: Ms Wendy Kelly

Behaviour, Pastoral and Personal Development Lead: Mr Roger Woods

Learning Mentors and Life Coaches: Mr Jason Yates & Ms Wendy Kelly

School Office Telephone: 020 8289 4740

Our Vision is **to be a school where kindness and respect is at the heart of what we do.**

We believe kindness, respect, care and support for others are important. We create an environment with pupils in which we are all safe, happy and enjoy working together. We are an inclusive school and promote equality, respect, kindness and tolerance at every opportunity.

We will raise pupils' beliefs in their own abilities and aspirations for their future and expectations about what they can achieve academically and socially. We will proactively promote and model a growth mindset in all aspects of our work and interactions.

We will ensure pupils acquire the knowledge, skills and qualifications relevant to adult life and employment.

We will encourage pupils to think for themselves, reflect on and take responsibility for their actions, develop enquiring minds and become disciplined learners.

We will help pupils to understand the world in which they live in and their own responsibilities as members of our community and society.

We will broaden our pupils' horizons through a range of academic, creative, holistic and healthy activities within and beyond the classroom.

All staff working at Burnside have a professional and legal responsibility to report any concerns they have or disclosures that are made to them by students.

Safeguarding

All staff working at Burnside have a professional and legal responsibility to report any concerns they have, or disclosures that are made to them by students. The Designated Lead for Safeguarding will take the lead in these eventualities. If deemed necessary, a referral to Social Services or appropriate agencies will be made.

All students have a right to feel safe at all times and are taught how to keep themselves safe and to report any concerns they have to a member of the school's safeguarding team.



THE HAWKSWOOD GROUP VISION STATEMENT



We are **EMPOWERED** to:

- Transform our lives
- Make a fresh start
- Develop confidence
- Have an ambition
- Make positive contributions to our community
- Develop emotional resilience



We **ASPIRE** to gain:

- Good qualifications
- Range of opportunities and skills
- Self-understanding and awareness
- Positive relationships
- Ability to be role models for future generations

We **ACHIEVE** through:

- A passion for education
- Exceptional knowledge and skills
- Drive and ambition for ourselves
- Ability to overcome challenges and obstacles
- A positive progression route



BURNSIDE CURRICULUM INTENT STATEMENT

Key principles

The ethos that underpins our curriculum is one of empowering our students to transform their lives, make a fresh start and develop their confidence in order to prepare for transition back to mainstream, college or post 16 provision.

We encourage students to make a positive contribution to the community and to be ambitious and resilient. We aim to enable our students to make positive choices, develop a growth mindset and be prepared for future success. We also seek to provide opportunities for students to develop their leadership skills.

Our curriculum reflects this ethos by offering a range of key academic qualifications including English, Maths, Science, PE, Creative Arts, Citizenship, Humanities, PSHE..

We place equal importance on developing skills needed to succeed in life by focussing on developing students' personal skills, social skills, cognitive skills, creative skills and wellbeing.

All students are prepared for either:

- A successful return to a mainstream school in Years 7-10
- A successful transition to an alternative provision college in Year 10 or 11
- A successful post 16 transition at the end of Year 11

We seek to build students' subject knowledge, and readiness to move on, by offering clearly sequenced programmes of study that are ambitious and provide opportunities for progress and greater independence.

Where possible, all new schemes of learning build on knowledge and skills already taught. Learning is adapted so that all students can be challenged to achieve well and remember what has been taught previously.

How do we achieve this?

Re-engagement:

- We aim to successfully re-engage all students in education by understanding their needs on arrival, both through their Individual Education Plans and initial assessments. We ensure that student needs are understood, and met, across our academic, enrichment, wellbeing and life skills curriculum. We regularly review student progress and hold formal review meetings with parents/carers and students in order to keep aspirations focused on achievement and moving on.

Reading, Writing & Numeracy:

- We place importance on all students having opportunities to practice and develop their reading, writing and numeracy across the curriculum. As well as a focus on English and Maths, all subjects are encouraged to incorporate reading and written work activities into their lessons, where possible. We have a weekly reading for pleasure programme in place and we are developing our library. We ensure that all KS4 students work towards achievement in at least maths and English, either at GCSE or Functional Skills and that KS3 students develop their knowledge and understanding so that they are on a par with their mainstream counterparts.

Enrichment, Wellbeing & Life Skills:

- We provide our students with a broad curriculum so that they gain the tools to equip them with the skills and qualities to work independently and build resilience. It is important to us that students develop wider skills in order to be able to navigate life more successfully and be able to cope better when faced with adversity. We offer a range of opportunities including Boxing, Swimming, Cooking, Music, Multi-sports, Gym, Board Games, Creative Arts and, for Year 11s, Driving Theory.

Careers Information and Guidance:

- We ensure that all students are provided with opportunities to develop their ability to make informed choices about future careers. We offer 1-2-1 support, interview preparation for KS3 and KS4 students in preparation for their return to mainstream and post-16 destinations. We also provide opportunities for students to attend workshops and visit industry-based providers, as well as university and college fairs. We hold enrichment days to provide students with vocational taster opportunities. We work with multiple organisations to support Year 11 students and invite professionals into the school to speak to the students about career pathways.
- We offer a two week work experience placement for Year 10 students to complete at the beginning of the Summer Term.
- We ensure that we are following the Government guidelines by carrying out our termly Compass Evaluation which is recorded and uploaded on the school website.

Assessment for Learning and Marking and Feedback:

- All students are regularly assessed to ensure that they are making progress from their starting points. Interventions are put in place where there are identified gaps in learning. We use assessment regularly to be able to plan more precisely how to meet individual student needs. We use a range of assessments including quizzes, mini assessments to check understanding, tests and exam style practice. We mark student work regularly and provide clear feedback and areas for improvement which students are expected to respond to in order to demonstrate progress. Progress is also shared with parents/carers on a regular basis.

Re-integration & Transition:

- We provide ongoing support to students at time of transition and re-integration into their new school or college. We ensure that we work in partnership with parents/carers and stakeholders to provide a holistic approach to ensure that transition and re-integration is successful. Progress is closely tracked and support strategies are put in place to ensure that the most positive outcomes are achieved.
- (Please see Flowchart)

Cultural Capital:

- We seek to provide regular opportunities for students to experience a range of trips and visits beyond the classroom that enhances the curriculum offer. We aim to ensure that students' understanding of their curriculum is broadened as a result, as well as enhancing their confidence, creativity and enjoyment of learning. We try to open the students' minds to possibilities for developing cultural and career awareness, as well as promoting an appreciation of their city and community.

Monitoring and Evaluation:

- IEP targets and regular progress reviews with students and parents/carers.
- Curriculum maps, Weekly Learning Outcomes, SLT reviews, Peer reviews, Academic Progress Data, Skills Progress Data.
- Annual Curriculum Review.

Burnside Behaviour for Learning
Expectations, Rewards and Consequences

Expectations

- Be kind and respectful
- Follow all staff instructions
- Be on time to school and punctual to all lessons
- Complete your learning to the best of your ability
- Have a growth mindset and listen to feedback - you can always learn more

Rewards

Level 1 Praise, positive feedback, phone call/ text home, postcard home

Level 2 Weekly attendance certificates, target card league prize for top 3 and most improved student. Weekly positive phone call/ text home

Level 3 Half termly subject, attendance and achievement certificates, merit certificates and prizes

Above and beyond: Student of the term based on consistent good attendance, good behaviour and good progress in learning

Consequences

Level 1: Reminder of expectations

Level 2: If behaviour continues, a verbal first warning will be given

Level 3: If behaviour still continues or escalates, same day break or lunch detentions will be put in place and a restorative meeting if needed.

Serious Incident: Isolation, internal exclusion, fixed term exclusion or permanent exclusion may take place. This would be followed by a meeting with parent/carer, a restorative meeting and clear agreements made about expected behaviour.



Moving On

Pathways and Purpose

Students come to Burnside for different reasons. Regardless of why you are here we will endeavour to help you meet your individual needs, particularly in our focus areas:

1. Safeguarding
2. Wellbeing
3. Academic Progress

Year 11

Continue with us or move to an AP pathway until the end of the academic year.

Year 11 students will be expected to be at school until the last Friday in June.

During the GCSE exam period all students will be in school and will be offered revision classes for exams.

Year 10

There will be opportunities for you to return to mainstream via the Fair Access Panel, or it may be decided to transfer your placement to Alternative Provision. The timeline for this is as follows:

We aim to get students back to a mainstream school via the Fair Access Panel (FAP) if you show that you will be able to succeed in mainstream. You show us you can succeed by:

- 1) Demonstrating excellent behaviour for learning in lessons
- 2) Behaving positively at break/lunch and outside of school
- 3) Having excellent attendance and punctuality

It is harder to get you back to mainstream as schools are worried that you will have missed too much coursework/GCSE lessons but if you are proving to be mainstream ready we will do our best to support you via FAP.

Discussions regarding transferring to Alternative Provision will begin if appropriate.

KS3

We aim to get you back to a mainstream school via the FAP if you show that you will be able to succeed in mainstream. You show us you show us you can succeed by:

- 1) Demonstrating excellent behaviour for learning in lessons
- 2) Behaving positively at break/lunch and outside of school
- 3) Having excellent attendance and punctuality

If we agree that mainstream is not the most suitable form of education for you we will work together to organise the most appropriate pathway.

Individual Education Plan

All students have an Individual Education Plan on arrival at Burnside. This will have been drawn up by your previous school and will include targets that you need to work towards in order to return to mainstream school or college.

We review these targets and your general progress after 3 weeks, and then hold a review meeting with you and your parent/carer after you have been with us for 6 weeks.

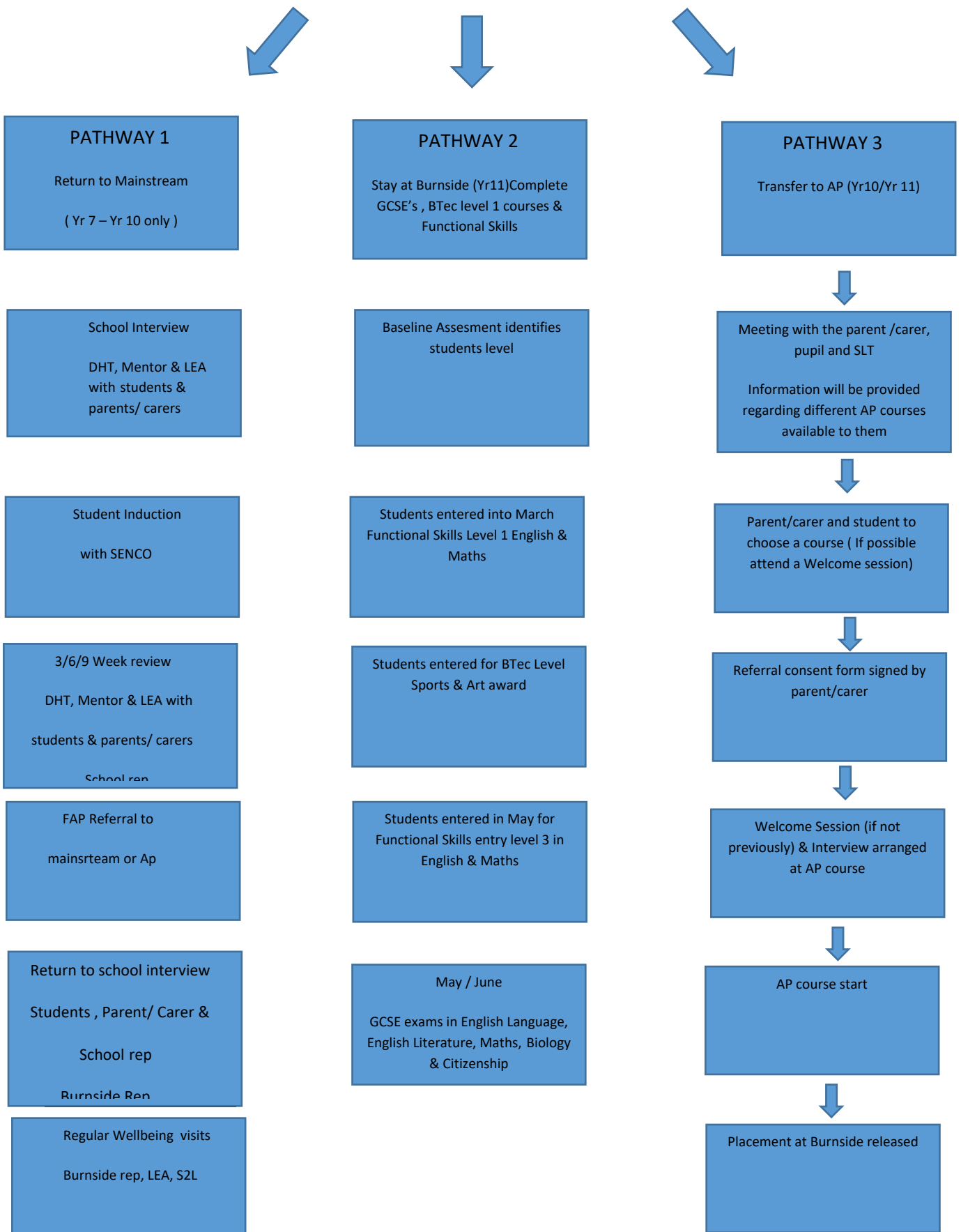
This meeting helps us to decide if you are ready to return to mainstream or need to remain with us for longer to work on your targets.

Burnside Admissions & Transition Flow Chart



Referral to Burnside Flow Chart

(Admission meeting – form signed to agree that Burnside is agreed INITIAL Pathway)



Student Interventions & Support

We offer the following interventions & support for all students to help them progress whilst they attend Burnside:

- 1) Spark 2 Life Group sessions
- 2) Spark 2 Life Individual referral made to Spark 2 Life
- 3) AQA Unit awards Specific to students need e.g. Knife Crime , Racism , Bullying , Drugs & gangs
- 4) Change Grow Live (CGL) – Substance misuse counselling
- 5) Timetabled individual mentoring sessions
- 6) Risk & Safety plans for every student
- 7) Enrichment, Wellbeing & Life Skills session
- 8) Mentoring 1 : 1
- 9) Educational Psychologist
- 10) SENCO
- 11)Referral to CAMHs
- 12) Careers support - Whole school
- 13) Return to mainstream school support - part of the school transition programme
- 14) Staggered reintegration
- 15) Part time timetables for individual students
- 16) Key person support for individual students
- 17) Time out cards

Start: Tuesday 06th September 2022

End: Friday 16th December 2022

Half Term: Monday 24th October 2022 to Friday 28th October 2022

Christmas Holiday: Monday 19th December 2022 to Friday 30th December 2022

Spring Term 2023

Start: Tuesday 03rd January 2023

End: Friday 31st March 2023

Half Term: Monday 11th February 2023 to Friday 17th February 2023

Easter Holiday: Monday 03rd April 2023 to Friday 14th April 2023

Summer Term 2023

Start: Monday 17th April 2023

End: Friday 21st July 2023

Half Term: Monday 29th May 2023 to Friday 02nd June 2023

May Day Bank Holiday: Monday 01st May 2023

Bank Holidays 2022/2023:

Monday 02nd January 2023.

Monday 01st May 2023.

Monday 29th May 2023.

Burnside Secondary School (PRU)

2022-2023 School Calendar

September 2022						
Su	M	Tu	W	Th	F	S
			31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	M	Tu	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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March 2023						
Su	M	Tu	W	Th	F	S
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26	27	28	29	30	31	





April 2023						
Su	M	Tu	W	Th	F	S
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23	24	25	26	27	28	29
30						

May 2023						
Su	M	Tu	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	

July 2023						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

	School Closed/ Holidays		Inset Day (no school for students)
	First and last Day of term (for pupils)		Parent/Carer Day

School Day

All students are expected to be punctual in their attendance at school. The times of the school day are set out below – these may change in response to different activities.

Students should arrive at school before 8.50am. Students who arrive after 9:00am will be considered late for school. There will be sanctions in the form of detentions for students who arrive at school later than 9:00am.

These are:

9:00am – 9:30am - 15 minute detention

9:30am or later - 30 minute detention

8:30am – 8.50am	Breakfast club and arrival
9:00am – 9:15am	Tutor Group
9:15am – 10:00am	Period 1
10:00am – 10:45am	Period 2
10:45am – 11:05pm	KS3 Break / KS4 Break
11:05am – 11:50am	Period 3
11:50am – 12:35pm	Period 4
12:35pm – 1:10pm	KS3 Lunch / KS4 Lunch
1:10pm – 1:50pm	Period 5
1:50pm – 2:30pm	Period 6
2:30pm	KS3 Dismissal / KS4 Dismissal

School Uniform Expectations 22-23

Students are expected to wear uniform to school and to arrive looking tidy, clean and smart.

Students may wear all or part of their previous school's uniform.

Alternatively, students will be expected to wear black trousers/skirt/white shirt or polo shirt and a black sweatshirt. Students may wear black or white trainers or black shoes.

Not permitted: logos, hats, hoodies, bandanas or excessive jewellery.

System for any student arriving without uniform:

- Student will be walked to The Retreat
- Parent/carers will be called and asked to bring uniform in
- Student temporarily be provided with uniform and returned to their lesson.
- If more than 15 minutes into the lesson, student will complete their learning in The Retreat and be returned to the start of the next lesson.
- Student will be expected to complete a detention at break and will lose recognition points for any part of lessons missed.

- Student must arrive in their own uniform the following day
- If there is a persistent breach of uniform policy, parent/carer will be asked to attend a meeting at the school.

The Three R's

Respect, Respect, Respect

Respect for Self

Give yourself a chance

Don't give up

'I can' not 'I can't'

Show commitment to learning

Respect for Others

Listen to what other people say

Don't laugh at or hurt other people

Let things go, don't hold grudges

Respect for Property

Return equipment

Use things appropriately

Look after things and the building

I can't do this...yet

This doesn't work...yet

I don't know...yet

It doesn't make sense...yet

I don't get it...yet

I'm not good at this...yet



Essential information

Attendance	Students are expected to attend school every day and to arrive on time. Attendance is monitored daily. We will support students and their families to improve attendance and punctuality where problems are identified. If problems persist we will refer to the Education Welfare Service for further action.
Uniform	Students are expected to follow the Uniform information given elsewhere in this handbook. Hoodies are not acceptable wear in school. They may be used as outerwear but will need to be handed in during the day.
ZERO TOLERANCE: Drugs and Weapons	<p>DUST will be used with students at Burnside to assess whether additional support is needed in this area. Drugs Counselling is available.</p> <p>All students are safety checked on arrival at school. In line with other schools in the borough we work with the police and participate in Knife Arches throughout the year. If drugs or weapons are found or suspected, then we will contact parents/carers and the police. Further police action may follow.</p> <p>Weapons and drugs awareness programmes form part of the school curriculum.</p> <p>NB: If students are found in possession of drugs and/or weapons this may have a negative impact on their chances of returning to a mainstream school.</p>
ZERO TOLERANCE: Assaults on staff or students	Burnside has a zero tolerance to assaults on staff and students at the school. This can include verbal assaults or threatening behaviour. All incidents and allegations will be investigated. Parents/carers will be informed of such assaults/allegations. Police will be informed and the student will be dealt with according to the law.
Support	Mentoring support is offered to all students. Each student is allocated a Learning Mentor. Mentors from outside agencies attend to provide specific support. Referrals can be made to other services if this is considered appropriate.
YOT/Social Services	Close links exist with YOT, Social Services and other statutory agencies. Where relevant meetings are held for those students who are linked to these agencies and we encourage collaborative working to best meet the needs of the student and their family.
De-escalation and Restraint – Positive Handling Techniques	All staff are trained in Positive Handling approaches which aims to use de-escalation and restraint strategies to defuse situations. Restraint will only be used when the student is at risk of harming themselves or others. All staff follow the agreed protocol if restraint is used and incidents will be recorded in house in the Positive Handling Record Book.

Curriculum and Exams

At KS3 all students study English, Maths, Science, PE, Creative Arts, PSHE and Humanities.

At KS4, we offer a range of GCSE and BTEC courses.

GCSE & BTEC Subjects & Exam Boards:

Maths – EDEXCEL

English Language – AQA

English Literature – AQA

Science (Biology) – AQA

Religious Studies – AQA

Sport – BTEC

Art - BTEC

Enrichment, Wellbeing and Life skills:

We also offer a curriculum that addresses skills that support our young people to become more confident, resilient and prepared for life.

As part of this programme, we offer:

Boxing, Cooking, Driving Theory, Creative Arts, Music, Swimming, Cricket and Multisports.

Cultural Capital

All students have access to trips that aim to enrich and educate

Careers

All students have access to information about careers.

We hope you enjoy your time at Burnside and use the time wisely in order to move on to either a new mainstream school, an Alternative Provision college, or remain with us throughout Year 11 to gain the qualifications you need for post 16!