SAINT AUGUSTINE'S RC HIGH SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

School Mission Statement

Faith and Love

At Saint Augustine's, we want our young people to act justly, love tenderly and recognise God in their lives. Working with families, we will educate children in accordance with the principles and teachings of the Catholic church.

Our faith is nourished through the Eucharist and we want everyone at Saint Augustine's to experience the joy of the Gospel in their journey through school and beyond.

We will foster in all members of our community a love of God and a love of others as Jesus taught us.

Care and Support

We believe that every person is made and loved by God. This is why we respect each other, value human dignity and consider the needs of the poorest and most vulnerable.

We want our pupils to be safe, happy and successful at school. We will provide an environment that inspires, encourages and supports their development through nurturing their gifts and talents and will instill in them the importance of the common good and the stewardship of creation.

Ambition and Success

We aim to provide pupils with the knowledge, skills and attitudes that they need to be successful at school and in later life.

We will work to fulfil the potential of every member of our school by providing an education that values the whole person and promotes personal and spiritual growth.

Together we will send out our young people to make a difference in our community and in the wider world.

All pupils have the right to be safe, happy and successful.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of St Augustine's
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave in lessons, around school and their travel to and from school
- Outline our system of rewards and consequences.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

General principles of our behaviour policy

Behaviour Expectations

At Saint Augustine's RC High School, all pupils are expected to demonstrate behaviours that reflect our values of Faith, Love, Care, Support, Ambition and Success.

Pupils will:

- **Attend school and lessons punctually.**
- **Bring the correct equipment and be prepared to learn.**
- **Follow instructions first time.**
- **Engage positively in learning.**

Respectful

Pupils will:

- **Treat all members of the school community with dignity and respect.**
- **Use appropriate language.**
- **Respect the views, beliefs and property of others.**
- **Demonstrate kindness and good manners.**

Safe

Pupils will:

- **Make responsible choices.**
- **Follow school rules and safety instructions.**
- **Move around the school calmly and sensibly.**
- **Contribute to a secure and inclusive environment for all.**

These expectations underpin all aspects of school life and are reflected in our rewards, consequences and behaviour support systems.

The behaviour policy at St Augustine's RC High School is based upon an ethos that generates a positive environment for those who work and learn within it. Central to this ethos are the elements of **choice, chance, consequences.**

At St Augustine's RC High School all pupils are expected to behave in a way that creates an environment where:

- Staff can deliver engaging lessons enabling pupils to achieve
- Pupils can learn, achieve and reach their potential
- All members of the school community can work in a safe environment

- Staff, pupils, parents/carers and visitors can enjoy and be proud of their association with **St Augustine's RC High School.**

The positive behaviour management of our pupils is most effective when a true partnership exists between school and home. Our school community consists of our pupils, staff, Governing board, parents, carers and the wider community. Low self-esteem can be at the root of poor behaviour and lack of progress at school. It is normal, however, to have self-doubts and worries, especially as you go through secondary school. Staff, including a counsellor and the pastoral support team, are available in school following a Year Leader referral if a pupil needs someone to listen to or give advice. We also have pupil mentors, safeguarding ambassadors, well-being ambassadors and chaplains who can give lots of support. We want our pupils to always do their best and to be ambitious for themselves.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- No items may be sold by pupils on school premises, school buses or school trips unless this has been approved by staff and is for a charitable purpose. No games involving money or gambling are allowed on school premises, school buses or school trips.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - **Knives or weapons**
    - **Alcohol**
    - **Illegal drugs**
    - **Stolen items**
    - **Tobacco and cigarette papers**
    - **E-cigarettes, e-cig liquid or vapes**
    - **Vaping** - The legal age to vape in the UK is 18 years old. This is also the legal age to buy any vaping related product including e-liquid and e-cigarettes. Schools have been alerted to serious issues with young people using e- cigarettes which can contain illegal and harmful substances including cannabis oil and spice. E-cigarettes can be harmful to health with some young people ending up in hospital after suffering the severe effects of vaping these unregulated products. Pupils will be issued with a C4 for use of an E- cigarette or being in possession of an e-cigarette. Any future use is likely to lead to suspension. Any pupil found to be supplying e-cigarettes or vaping liquids to others may face permanent exclusion from school. In most cases, parents and carers will be asked to collect confiscated items, or in the case of illegal items, the police will be informed. In cases where police are required to interview pupils about illegal items, parents and carers will always be invited to the interview. (The school follows DFE advice on Searching, Screening and Confiscation). These rules can also apply out of school – for example on school buses, trips or other school activities.
    - **Fireworks**
    - **Pornographic images**

- **Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)**
- **It includes any item that a member of staff reasonably suspects has been, or may be, used to commit an offence or personal injury to, or damage to the property of, any person (including themselves). Staff may confiscate any item from the above list.**

Pupils in possession of prohibited items on the list risk suspension or permanent exclusion.

. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying is unacceptable behaviour and will not be tolerated at St Augustine's RC High School and we will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. We are fully committed to the Equalities Act 2010 and seek to ensure that no pupil is discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.
Reports of bullying are logged on CPOMS

Staff are regularly updated and receive training in how to report, prevent and deal with a bullying incident.

Harassment (race, religion, sexuality, culture)
Any pupil who harasses other pupils will be treated in the same way as bullying. An investigation will take place by pastoral staff and then the consequence will be determined. This may include education by a member of our pastoral team, detentions, our RtL room or fixed term suspensions. Any racist/homophobic incidents must be reported by staff using CPOMS.

Roles and responsibilities
The Governing board
The Governing board is responsible for reviewing and approving the written statement of behaviour principles.
The Governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher
The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing body. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff
Consistency of Practice
All staff are expected to:

- Apply the behaviour policy consistently.
- Use the C1-C5 system fairly and proportionately.
- Challenge poor behaviour calmly and professionally.
- Recognise and reward positive behaviour regularly.
- Follow agreed classroom routines.
- Record incidents accurately and promptly.
- Use restorative approaches where appropriate.
- Maintain high expectations of all pupils.

Consistency from all staff is essential in creating a calm, safe and purposeful learning environment.

The SLT team, Year Leaders, Curriculum Leaders, Lead Teachers and pastoral team will support staff in responding to behaviour incidents.

Parents
Parents are expected to:

- Support their child in adhering to the SARCHS standards and C behaviour policy
- Inform the school at the earliest time of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/form tutor/Year Leader promptly.

Pupil conduct
At St Augustine's we actively encourage all our pupils to foster positive relationships with each other and the staff in the school.

Pupils are expected to:

- Behave in an orderly and self controlled way
- Show respect to members of staff and each other
- Every 3 lates to class will incur a C3 detention. If punctuality to lessons does not improve pupils can be placed on punctuality card as well as communication with parents to address this issue.
- In class, make it possible for all pupils to learn
- Move quietly and walk on the left
- Treat the school building and school property with respect
- Wear the correct uniform and bring correct equipment at all times and carry uniform and equipment card
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and on their journey to and from school.

Uniform

Our uniform is compulsory and must be worn correctly by all pupils at all times in school. Every pupil admitted to the school has been given a place on the clear understanding that their parents or carers accept and comply with our policies. Adjustments to uniform are made from time to time. We communicate these to parents well in advance. We are conscious of the financial pressures on families and our uniform requirements are intended to be sensitive to these. Please see our appearance and uniform policy for further details.

Failure to comply with uniform and appearance policy will result in pupils spending time in the RtL room.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the time and context for positive behaviour within the school.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum in their classroom
- Develop a positive relationship with pupils which will include:
- Greeting pupil in the morning/start of lessons
- Establishing clear routines
- Communicating expectations of behvaiour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Follow the C1-C4 system
- Using positive reinforcement

Responding to good behaviour

Rewards are an important part of recognizing effort, achievement and good behaviour. All pupils like to receive praise as it encourages and help pupils understand that their efforts have been recognised, which in turn promotes resilience and persistence. Celebrating effort and achievement are an integral part of school life at St Augustine's.

We aim to praise pupils in lessons and around school on a daily, termly and yearly basis.

Teacher rewards

St Augustine's places a great deal of emphasis on the classroom teachers rewarding our pupils, as it is through rewards that a positive relationship with learning is fostered. Our classroom teachers and form tutors will issue reward points on a daily basis. Pupils may also receive positive phone calls home, postcards, letters, emails and text messages for positive contributions to classwork or home learning. This also included contributions to the wider school community and extra-curricular activities.

All pupils are placed in a form house – at the end of every half term all the reward points are added up and the house with the most reward points are invited to celebrate with a breakfast together. The winning house at the end of the year have an extra rewards event.

At the end of each term, there are rewards assemblies for each year group to celebrate the successes over the term.

Every term pupils can swap their reward points for items including: front of the queue passes, items of stationery etc. Every pupil who achieves 100 reward points in a term will also be invited to a special lunch.

Golden Tickets – these are issued to those pupils who go above SARCHS standards. A ticket is issued to the pupil who then takes it to Pupil Services – a draw takes place every Friday and we publicise this on our social media pages.

Responding to misbehaviours

When a pupil's behaviour falls below the standards that can be reasonably expected from them, staff will respond in order to restore a calm and safe learning environment and to prevent a recurrence of behaviours.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and by responding in a consistent, fair and proportionate manners that pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts or phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them meet the behaviour standards in the future.

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of a written task such as an account of their behaviour
- Expecting work to be completed at home, break or lunchtime
- Detention after school
- Loss of privileges
- School based community service
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil on report
- Removal of a pupil from the classroom
- Suspension
- Permanent exclusion – in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Out of class behaviour

Pupils are expected to move around the school in an orderly manner, waling sensibly and quietly, whilst keeping to the left. They should wear their uniform correctly, refrain from eating and drinking on the corridors or using their mobile phones. If seen mobiles will be confiscated and parents/carers will be informed.

Pupils should be polite and show respect to other pupils and all staff in school. They should also follow any instructions given whilst out of class.

Pupils should be punctual to all lessons. Pupils who accumulate 3 lates to lessons every half term will be issued with a C3.

Misbehaviours out of class that can be issued with an immediate C3 or C4 - after school detention the next day, a phone call home and a possible restorative meeting with staff – include:

- Vaping
- Defiance
- Vandalism

- Unacceptable language
- Littering
- Loitering
- Walking away without permission

Mobile Phones, Smart Watches and Electronic Devices
Mobile phones, smart watches, air pods and similar electronic devices must not be seen/used during the school day unless specifically authorised by a member of staff. Phones should be switched off and placed in school bags. Pupils can switch phones back on once they have left the school building to allow them to be used on school buses etc.
Consequences
Phone visible or in use

- Confiscated until the end of the school day and a C3 issued.

Repeated offences

- May require pupil to hand in phone to pupil services for a period of time.

Refusal to hand over a device

- Treated as defiance and time spent in RtL.

Recording, photographing or sharing material without consent

- Treated as a serious behavioural incident.

All communication between pupils and parents/carers during the school day should be made through the school office/pupil services at break and lunchtime.

Offsite behaviour
Consequences maybe applied where a pupil has misbehaved offsite when representing St Augustine's RC High School.
This means when the pupil is:
Taking part in any school organised or school related activity (e.g. School trips)
Travelling to and from school
Wearing school uniform
In any other way identifiable as a pupil of St Augustine's

Consequences may also be applied where a pupil has misbehaved off site, at any time, whether or not the conditions above apply, if the misbehaviour could:
Have repercussions for the orderly running of the school
Pose a threat to another pupil
Adversely affect the reputation of the school

Online behaviour
The school can issue behaviour consequences to pupils for online behaviour when:
It poses a threat or causes harm to another pupil
It could have repercussions for the orderly running of the school
It adversely affects the reputation of the school
The pupil is identifiable as a member of St Augustine's.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

Always be a last resort

Be applied using the minimum force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching and screening and confiscation.

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, usually a DSL or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral leads (Assistant Headteacher KS3/KS4) who may have more information about the pupil.

During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that

the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
An appropriate location for the search will be found. Where possible, this will be away from other pupils.
The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

Assess whether there is an urgent need for a search
Assess whether not doing the search would put other pupils or staff at risk
Consider whether the search would pose a safeguarding risk to the pupil
Explain to the pupil why they are being searched
Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your blazer
Explain how and where the search will be carried out
Give the pupil the opportunity to ask questions
Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.
If they still refuse to co-operate, the member of staff will contact the headteacher/ designated safeguarding lead/deputy, to try and determine why the pupil is refusing to comply. The Headteacher has the right to conclude the pupil is refusing a search because they are in possession of a banned item.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes: Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt) Hats, scarves, gloves, shoes, boots

Searching pupils' possessions
Possessions means any items that the pupil has or appears to have control of, including:
Lockers
Bags
Blazers/Coats

A pupil's possessions can be searched for any item if the pupil agrees to the search.
If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.
An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.
If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably

practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay: Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
If they believe that a search has revealed a safeguarding risk
All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents
Parents will always be informed of any search for a prohibited item (listed in section 3).
A member of staff will tell the parents as soon as is reasonably practicable:
What happened
What was found, if anything
What has been confiscated, if anything
What action the school has taken, including any consequences that have been applied to their child

Support after a search
Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches
The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.
Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.
Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them.
The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping
Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult.
If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the

appropriate adult).
The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.
One of these must be the appropriate adult, except if:

• The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
• The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.
No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Act to safeguard the rights, entitlement and welfare of the pupil
Not be a police officer or otherwise associated with the police
Not be the headteacher
Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere wherethe pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found.
The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.
As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.
The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report Carrying out risk assessments, where appropriate, to help determine whether to:

o Manage the incident internally

o Refer to early help

o Refer to children's social care

o Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

Serious Consequences

Pupils can be issued with detentions after school during term time.

The school will inform the pupil's parents via ARBOR.

When imposing a detention, the school will consider whether doing so would:

Conflict with a medical appointment

Prevent the pupil from getting home safely

Interrupt the pupil's caring responsibilities

C1-C4 - Class consequences

Consequences are issued in relation to a pupil's actions after the initial settling period in lesson.

The consequences C1-C4 should be used for pupils who are not meeting the classroom expectations.

Classroom Rules

1. Speak and act respectfully at all times
2. Not touch or distract

3. Stay on task
4. Not talk when teacher or anyone else is speaking

Teachers are encouraged to use the system in a calm and timely manner, always giving the pupil the opportunity to make the right choice about their behaviour for learning. Staff will remind pupils of these are the start of each lesson – showing the class rules on the board.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time – C5.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

Restore order if the pupil is being unreasonably disruptive

Maintain the safety of all pupils

Allow the disruptive pupil to continue their learning in a managed environment

Allow the disruptive pupil to remain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as short term behaviour report cards (Form Tutor, HOY) Long term behaviour plans, Pupil support units (Remove) Multi-agency assessment (Early Help/SEND)

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

Ready to Learn Room

The Ready to Learn Room (RtL) provides a structured and supervised environment where pupils can continue learning while being temporarily removed from mainstream lessons.

The purpose of RtL is to:

- Maintain a calm and purposeful learning environment.
- Allow pupils time to reflect and regulate.
- Prevent further disruption to learning.
- Support successful reintegration into lessons.
- Encourage pupils to take responsibility for their actions.

Pupils in RtL will:

- Complete work set by teaching staff.
- Follow all instructions provided by RtL staff.
- Reflect on the behaviour that led to placement.
- Participate in restorative conversations where appropriate.
- Remain respectful and engaged throughout their placement.

Repeated placements in RtL may result in additional interventions, parental meetings, behaviour support

plans or further sanctions where necessary.

When non-adherence to school expectation is deemed serious enough to warrant internal exclusion the following procedures follow:

• Teaching staff request support via ARBOR where a member of the Senior Leadership Team or Year/Curriculum Leader will attend the classroom. This will only be in the event of a serious incident or when a pupil disrupts the lesson they have been sent to following the disruption after receiving a C3/C4.

• Pupils will be taken to the RtL room for ½ a day and an after school detention issued – pupils will be allowed out at the start of lunch if placed in the room before break time. If placed after the start of P3 pupils will remain in RtL until the end of the day. A pupil placed in during P5 will remain in the room until the following lunchtime. Poor behaviour will result in time being extended.

• A serious incident will result in a consequence of the pupil being placed in the RtL Room for a set period of time- until the start of lunch or the end of the school day – depending on when they have been placed in the RtL room and the seriousness of the incident.

A serious incident may include a serious assault on another person, the display of any discriminatory behaviour, persistent defiance or an incident that has brought the school's name into disrepute.

• Support will be logged by the PSR staff in the RtL room and the data used to support and challenge any pupil failing to meet expectations and support staff with behaviour management. This includes lessons where support is repeatedly requested. Repeated times of being in the RtL room will mean that parents / carers must come into school for a meeting with the pupil's Head of Year/Member of SLT. At this restorative meeting the incident will be discussed, targets agreed and relationships restored as necessary with any aggrieved party.

Reintegration Following Removal

Following a placement in RtL, suspension or repeated behavioural incidents, pupils may participate in a reintegration meeting.

The purpose of the meeting is to:

- Review the incident.
- Identify any triggers or contributing factors.
- Restore relationships.
- Agree support strategies.
- Set clear expectations moving forward.

Where appropriate, parents/carers, pastoral staff, SEND staff and other relevant professionals may be involved.

The school's aim is always to support pupils to return successfully to learning while maintaining high standards of behaviour.

External Suspension

This consequence is used when a pupil fails their time in RtL room or when the behaviour warrants a more serious consequence. When a pupil is referred, to another school, for a period of up to 5 days the following procedures apply:

• Parents are notified

• Transport to another school's internal exclusion will be discussed and agreed

• The appropriate form is completed and e-mailed to the other school with the pupil's basic details from ARBOR

• Work will be provided by our school

• The pupil will take lunch and work in the other school to complete this (FSM arranged)

• Following the external exclusion, a parental meeting must be held with the pupil, parent/carer and either

the Head of Year or a member of the pastoral SLT.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. All pupils on return from a suspension will spend time in the RtL room to allow a meeting with a member of PSR and to catch up on any work missed. There maybe reasonable adjustments made for pupils in there.

Parental Meetings

The school may invite parents/carers to attend a meeting with staff to discuss a particular issue in relation to a concern over a pupil's general behaviour or in relation to a specific incident. In most cases pupils will attend the meeting with their parent/carer. They should do so in full school uniform without exception. Where incidents involve members of staff it is not school procedure for the staff member to be present at the meeting. Please note that school staff will only meet with parents/carers who are officially registered on the school system. Parents/carers are entitled to bring a friend to accompany them to a meeting but only registered parents/carers are permitted to participate in the discussions. Where a parent/carer has been banned from the school site due to their previous conduct, an appropriate adult may meet with the school and act as their representative in the meeting. Both parties must agree the appropriate adult prior to any meeting taking place.

Risk Assessment

In order to ensure that appropriate support is in place and the rights of all pupils to learn in an orderly environment are protected, the school may carry out a risk assessment in cases when a pupil is considered a risk to the learning or health and safety of other pupils or staff.

Responding to misbehaviour from pupils with SEND

Understanding Behaviour

The school recognises that behaviour is a form of communication and that pupils may display challenging behaviour for a variety of reasons.

Staff will seek to understand the underlying causes of behaviour, including:

- Special Educational Needs and Disabilities.
- Social, emotional and mental health needs.
- Adverse childhood experiences.
- Family circumstances.
- Medical or safeguarding concerns.

While pupils remain responsible for their behaviour, understanding the reasons behind behaviour helps staff provide appropriate support and intervention.

Behaviour data relating to pupils with SEND will be monitored regularly to ensure reasonable adjustments are effective and that sanctions are not disproportionately applied.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the

school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

Where a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies as part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.
For example
• Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
• Time out passes and safe spaces for pupils on a case by case basis, this may be temporary or permanent dependent on the situation
• Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher and for other pupils who may need a change of place for their SEND needs on a case by case basis e.g anxiety, ADHD, ASC
• Reasonable adjustments will be made to the behaviour system including extra warnings, changes to communication to express the behaviours that need to change on a case by case basis and in line with their needs and their pupil passport.
• Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
• Training for staff in understanding conditions such as autism and how this may affect their behaviour and responses
• Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting consequences for pupils with SEND
When considering a behavioral consequence for a pupil with SEND, the school will consider:
Whether the pupil was unable to understand the rule or instruction?
Whether the pupil was unable to act differently at the time as a result of their SEND?
Whether the pupil is likely to behave aggressively due to their particular SEND?
If the answer to any of these questions is yes, it may be unlawful for the school to consequence the pupil for the behaviour.
The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND
The school's special educational needs coordinator (SENCO) may evaluate a pupil 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 pupil, 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

• Re-integration meetings
• Restorative meeting with either staff/pupil(s)
• A daily report with Year Leader/Form Tutor with personalised behaviour goals
• Appropriate intervention sessions to support modification of behaviour

Trauma-Informed Practice

Saint Augustine's RC High School recognises that some pupils may have experienced significant adversity, loss, trauma, neglect or other difficult life experiences.

The school adopts a trauma-informed approach which seeks to:

- Build positive relationships.
- Promote emotional regulation.
- Support pupils to feel safe and valued.
- Reduce escalation.
- Encourage reflection and restoration following incidents.

Staff will:

- Remain calm and professional.
- Use agreed de-escalation techniques.
- Avoid confrontation where possible.
- Support pupils to regulate before engaging in restorative conversations.
- Maintain clear boundaries and expectations.

Consequences will continue to be applied fairly and consistently, while recognising the need for support and reasonable adjustments where appropriate.

TRANSITION

Year 7 Transition

Pupils entering Year 7 are supported by partnership working with all primary schools, to ensure that individuals vulnerable at transition are supported by the appropriate support packages and where necessary a range of support and interventions will be put in place to assist a positive start at our school.

In Year Transfers

Pupils transferring to St Augustine's RC High School from other schools will be monitored for six weeks to ensure an effective and positive transition takes place. A Programme of Welcome (POW) will take place with a member of the pastoral team on the first day to go through our behaviour policy and answer any questions. Where concerns regarding behaviour are evident at transfer or develop in the probationary

period these will be addressed by the Pastoral Team and interventions put in place to support progress, classroom successes and a positive start at St Augustine's.

Offsite direction (OSD)

Pupils who are part of an offsite direction will be set targets and have regular reviews over a period of upto 12 weeks, in conjunction with the Fair Access Team, to assess the success of the placement. Where a placement is believed to be breaking down the host school and Fair Access Team will be notified. In instances of serious disruption or poor behaviour the placement may be terminated early, in agreement with Fair Access. A 6 week review will take place so all parties are aware of any issues that may need addressing.

Successful placements will allow a pupil the opportunity to join our school community.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

The needs of the pupils at the school

Trauma Informed

ACES

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Attendance and Behaviour

Regular attendance is essential for positive behaviour, wellbeing and academic success.

The school recognises the strong link between attendance, engagement and behaviour. Attendance and pastoral teams will work closely together to support pupils whose attendance patterns may be impacting upon their behaviour, progress or wellbeing.

Interventions may include:

- Attendance monitoring.
- Early Help support.
- Pastoral mentoring.
- Parental meetings.
- Multi-agency support where appropriate.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on behaviour and suspensions and will be analysed regularly according to:

- Year group.
- Gender.
- SEND status.
- Disadvantaged pupils.
- Looked After and Previously Looked After Children.
- Ethnicity.
- Attendance categories.

This analysis will be used to identify trends, evaluate the effectiveness of interventions and ensure fair and equitable application of the behaviour policy.

- Behavioural incidents, including removal from the classroom
- Attendance
- permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.
- The data will be analysed every half term by Senior Pastoral Staff.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body or appropriate committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies:

• Safeguarding and Child Protection Policy

• Anti-bullying Policy

• Online Safety Policy

No behaviour policy can cover every circumstance. The Headteacher reserves the right to exercise professional judgement and discretion where necessary, ensuring decisions are lawful, reasonable, proportionate and made in the best interests of the school community whilst supporting pupils to learn from their mistakes and make positive choices.

Application of the C System

The table summarise some of the behaviour that may warrant application of the C system. Please note this list is not exhaustive.

Stage	**Examples of Behaviour**
C1 / C2	Talking in class Shouting out Distracting others from their learning Avoiding work Lack of cooperation Not following instructions
C3 (30-minute detention)	Repetition of previous behaviour for which a C1 or C2 has been issued Behaviour to and from school Damage to property Litter Thoughtless behaviour Challenging C1/C2 during lesson Walking away whilst being spoken to Chewing gum
C4 (60-minute detention)	Repetition of previous behaviour for which a C1/C2/C3 has been issued Swearing in front of adults Bullying Dangerous or reckless behaviour on a bus Possession of a banned item Vaping / Smoking or Being in the company of any pupil smoking or vaping

C5 Ready to Learn Room – Removal from Lesson	Repetition of previous behaviour for which a C3 / C4 has been issued Refusal to comply with behaviour policy Truancy Theft *Investigated by YLs and consult SLT where necessary
C6 Ready to Learn Room – Serious Incident	Swearing at adults In appropriate language directed at staff (not including direct swearing) Bullying Prejudice based language Racist or discriminatory behaviour Violence and aggression Possession of banned items Persistent defiant behaviour*

Behaviour Points

Stage	**Attached Behaviour Points**
C1	0 (verbal warning only, not recorded on ARBOR)
C2	0 (logged on ARBOR)
C3	1
C4	2
C5	3 RtL – AM/PM (+C4)
C6	5 RtLFD
Suspension	8 Suspension


LOOK!
What you can claim.....
15 =
1 item of stationery OR
Drink/cake voucher OR
1 x Queue jump
30 =
2 items of stationery
Water bottle
Breakfast voucher OR 2 x Queue jumps
50 =
Lunch voucher
Powerbank
Queue jump for a week
£5 off a school trip
Year 11 may choose £5 off Prom
Year 10/11 may choose 2 x revision items
75 =
2 x revision items (all years)
Queue jump for 2 weeks
100 =
Pizza at lunch with members of the Senior Leadership Team
Yr7 only
Get 50 reward points in a year and receive a Silver star badge
All years
Get 100 reward points in a year and receive a Gold star badge
SARCHS Rewards