



St Augustine's High School

# Behaviour for Learning Policy

At St. Augustine's all staff and governors seek to create and maintain an inclusive, caring, learning environment through praise and encouragement to enable all to reach their fullest potential. All aspects of student behaviour and conduct should support everyone to achieve their best and fulfil their potential, academically, socially and spiritually. As a school community we are committed to promoting the highest standards of behaviour both in and out of the classroom to enable all students to **'be the best they can be as we grow in the Christian virtues of Faith, Hope and Love.'** At St Augustine's we want to establish and maintain classroom environments where all **have the right to teach**, and all **have the right to learn**.

<b>Approved by:</b>	Governing Body	<b>Date:</b> January 2025
<b>Last reviewed on:</b>	January 2025	
<b>Next review due by:</b>	January 2026	

St Augustine's Federated Schools have consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.



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, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Use of reasonable force in schools, Supporting pupils with medical conditions at school, Special Educational Needs and Disabilities (SEND) Code of Practice, Sharing Nudes and semi-nudes: advice for education settings working with children and young people.

The purpose of this policy is to provide a framework for staff and to achieve the following aims:

- To prioritise the safeguarding of both staff and students
- To provide a physically and emotionally safe environment
- To promote a trauma informed approach to positive behaviour for learning.
- To promote self-esteem, self-discipline, cooperation, tolerance and respect for the duties and the responsibilities of all staff.
- To advocate fairness
- To offer our students opportunities to be listened to and to listen to each other
- To provide guidance and support, particular for students with SEND, to enable all students to self-regulate their behaviour and make safe choices.
- To provide a safe environment, free from disruption, violence, bullying and any form of prejudice
- To encourage a positive relationship with Parents and Carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- To achieve exceptional standards of behaviour and safety
- To promote a culture of praise and encouragement in which all students can achieve
- To promote equal opportunities, mutual respect and collective responsibility
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline the expectations and consequences of behaviour
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.

The Head of School is responsible for this as part of their role. The policy will be reviewed in the 2024-25 academic year. This policy is communicated to parents and to students in a variety of formats so that our rules, expectations, rewards and sanctions are well publicised. These include through assemblies, engagement with parents and students, website and school displays on corridors and classrooms.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Sections

1. Roles, Rights and Responsibilities
2. Statutory Framework
3. Principles of effective behaviour for learning - Procedures
4. Trauma Informed School
5. Expectations
6. Implementation
7. Rewards and Sanctions
8. Early intervention
9. Links to other policies



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## Section I – Roles, Rights and Responsibilities

### The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing the behaviour policy in conjunction with the Head of School
- Monitoring the policy's effectiveness
- Holding the Head of School to account for its implementation.

### The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)/

### Students:

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards/

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

### Staff:

Staff are responsible for:



- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parent/Cares:**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

**The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.**

## **Section 2 - Statutory Framework**

St. Augustine's behaviour policy is written in line with the following areas of legislation and guidance:

- Education Act 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Keeping Children Safe in Education](#)
- [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](#)



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- 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

## Section 3 – Principles of effective Behaviour for Learning- Procedures

All aspects of student behaviour and conduct should support everyone to achieve their best and fulfil their potential; academically, socially and spiritually. As a school community we are committed to promoting the highest standards of behaviour both in and out of the classroom. All student behaviour has a consequence, either positive or negative, and we strive to maintain consistency and to implement the policy in a fair manner.

The principle of Behaviour for Learning involves all staff playing a pro-active role in supporting each student in their conduct around school and ensuring that we, as a staff team, are consistent in reinforcing our expectations at all times. The behaviour policy exists to promote outstanding behaviour within the school to help develop students who are motivated and self-disciplined young people who can contribute positively to society.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The following procedures outline the actions and approaches which will ensure that instances of indiscipline are dealt with fairly and consistently, positive actions are rewarded and seek to promote personal and collective responsibility. The desired outcome of any effective sanction is to set the scene positively for the next lesson or interaction. Staff should be curious about a child's behaviour and use strategies shared through our trauma informed approach to become skilled at de-escalating situations and supporting to regulate students when in a crisis. Staff should look to build and repair and use praise when appropriate.

### Primary Actions:

All staff should **'Meet, Greet and Seat'** their students at the start of every lesson/registration at the classroom door, and **'End and Send'** their students at the end of the lesson/registration on



time from the classroom door. This increases the presence of adults in the corridors during transition and sets the tone for the lesson. It is also an excellent way to do a quick visual check of students and identify any concerns immediately.

Immediate actions taken by the individual teacher or staff member in response to both positive and negative behaviours is the most powerful and effective step in creating a positive learning environment. Effective early action by the teacher or member of staff can also reduce the need for further referral. Examples of immediate actions used at St Augustine's to reinforce through positive framing, acknowledge the correct behaviour, establishing clear routines, communicating expectations of behaviour in ways other than verbally and use of praise.

### **Positive Behaviours:**

Positive and desirable behaviours such as politeness, helping others, hard work, perseverance, improving attainment, improving effort, improving attendance and punctuality, answering questions in class, being kind might be rewarded with a smile, a positive word, a SIMS positive or a phone call home. The positive behaviour is reinforced and celebrated when immediately authenticated by staff giving it credibility. These strategies should become a natural part of a teacher's toolkit in their everyday approach to teaching.

This positive reinforcement is central in building our Christian ethos, developing kindness and a commitment to be the best the students can be. Any undesirable behaviour or disruptive behaviour are subject to a sliding scale of sanctions; a firm look, redirection, a 'quiet word', humour not sarcasm, restatement of expectations, the opportunity for a student to reconsider their actions, a series of graduated warnings (C1, C2) or a short time outside a classroom (This must not be longer than 5 minutes). For more significant issues the teacher might see the student at the end of the lesson if appropriate, log a negative on SIMS (C3) and follow this up with appropriate intervention such as attending RD (Restorative Detentions) to restore and repair the relationship and discuss the behaviours in question so that the next lesson starts positively, or a phone call home.

- C1 – Verbal warning (Not recorded on the whiteboard)
- C2 – Final Verbal Warning (Not recorded on the whiteboard)
- C3 – Negative on SIMS recorded, sanction of 30 minutes afterschool Restorative Detention and follow up intervention put in place by the class teacher, such as a phone call home and restorative conversation with the student.

The vast majority of incident of unacceptable low-level behaviour are dealt with most effectively by these examples of skilled and respectful interaction between staff and students. The focus for both parties is a return to learning.

### **Secondary Actions:**



- If a student's behaviour is such a concern that wider recognition is required, communication between the teacher or staff member and the Form Tutor and/or Head of Department/Director of Learning should occur.
- If a student seriously disrupts the learning environment and does not respond to primary action strategies outlined above, Walkabout Staff may be called to assist. Walkabout Staff will assist in the reintegration of the student back into the lesson, the calm removal of the student to another class following the department removal rota or taken to the student's PYC/DOL/SLT Line Manager if appropriate. If a student is removed from a lesson, then the teacher should follow up with the student at a later time to re-establish ground rules and a positive relationship.
- If required, a teacher may ask for support from their Head of Department or SLT line Manager where possible.
- If the behaviour of a student is deteriorating and/or a serious cause for concern, there are several provisions and strategies we have at St Augustine's which we will utilise to support the student back into their learning. This may include referrals to external assessments for Speech and Language, Mind Assessments, Internal and/or external support via counselling/CAMHS, mentoring through A.R.C and L.S.C, an Effective Response Plan designed with a trauma informed approach, placements at alternative provision such as Westminster Education Centre or a Managed Move.
- If the behaviour of a student results in a suspension, appropriate support will be put in place for the student upon their return to support the student in avoiding further suspensions or permanent exclusion. This support will involve the student and the parent/carer and key pastoral staff in order to set clear targets for improvement and identifies the support from within the school and external agencies.

As a Trauma Informed School, every effort will be made where possible to understand the student's behaviour and use this knowledge to guide next actions and support. Parental and carer support will be sort after to help understand any issues or previous trauma if applicable. Students may be placed on report to support the student with improving their behaviour and attitude to learning and allows these to be monitored on a lesson by lesson and daily basis.

- C4 – Walkabout called and initiate removal rota within the department. Follow up from class teacher to log a negative on SIMS and an intervention put in place such as phone call home and restorative conversation at Restorative Detention, with the Subject Leader supporting if necessary.

C5 – Walkabout called and student removed to PYC/DOL/SLT. Follow up from class teacher to log a negative in SIMS. Intervention and further sanction then decided by PYC/DOL/SLT and parents called. Restorative conversation with the teacher and member of the Pastoral Team (PYC/DOL/SLT) **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information:  
<https://www.stahigh.org/about-us/policies-key-information/>



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## Rewards

St Augustine's reward system recognises the powerful and positive impact praise and encouragement can have on behaviour and motivation of students. It is important to catch the students doing the right thing and offering both intrinsic and extrinsic rewards to promote and reinforce safe and positive behaviours, as well as our ethos and values. This approach helps to build relationships between students and staff, and all staff can issue rewards to students.

Our rewards at St Augustine's are linked to our Saints and Values, and students are awarded positive praise points based on displaying these values in and out of lessons. This includes; Kindness, Curiosity, Joy, Perseverance, Inclusion, Courage and Wisdom. If students display positive behaviour for all nine of our Saints and Values, they are awarded in termly assemblies with an ethos and values badge as a reward.

Additional examples of positive reward practice at St Augustine's include:

- Greeting a student and the class positively at the start of a lesson
- Acknowledge effort with praise
- Speaking respectfully and be curious about behaviour (Trauma Informed)
- Smiling
- Valuing student's work
- Displaying students work
- Listening and being interested in the student's opinions/answers/questions
- Delivering challenging and stimulating lessons
- Positive Praise
- Personal Feedback
- Positive phone calls and emails home
- Positive Praise Postcards
- Golden Tickets

Each Year Group has additional rewards in place which encourage competition amongst form groups. This includes student of the fortnight Headteacher's Award, Non-Uniform Days, Jump the Queue, Subject Awards, Attendance Draws, Form Group of the Half Term, Prom (Year 11) and Graduation (Year 13)

## Sanctions

Sanctions are used when our effective response as a trauma informed school have been unable to deregulate a student or resolve the behaviour that is a concern. In considering sanctions, we look at the cause of the behaviour, and remember the Christian principle of forgiveness, repair of damage and the avoidance of public humiliation.





The principles of St Augustine's Sanctions:

- They are applied fairly and consistently
- They minimise the likelihood of recurrence of the inappropriate behaviour
- They look to improve the relationship between teacher and student so that effective learning can take place.
- To repair, reflect and return to learning.
- They are appropriate and trauma informed.

Students at St Augustine's are taught that actions have consequences. Clear boundaries are set, and rules and consequences taught and reinforced where necessary. Students will be reminded of these during the 'Establishment Phase.' When boundaries and rules are breached, sanctions, increasing in seriousness, will be applied. Sanctions at St Augustine's include, but are not limited to:

- A reminder of expectations
- Firmly and politely requesting cooperation and issuing warnings
- Speaking one to one with the student at the end of the lesson or before the next lesson
- Detaining students at break/lunch times ensuring that students have time to get lunch from the Canteen
- Reviewing and insisting on a change in seating plan to maximise learning and minimise disruption
- Confiscation of banned items
- Setting of written tasks such as an account of their behaviour
- Letter or phone call home to parents/carers
- Putting a pupil on report
- Removal of the pupil from the classroom
- Multi-agency referrals and assessments
- Asking support from the Form Tutor or Subject leader. It is important for staff to work together in these cases, in order to rebuild relationships with students.
- Placed in the L.S.C (Learning Support Centre)
- Direction to an offsite alternative provision - W.E.C (Westminster Education Centre)
- Restorative Detentions and SLT Detention
- For the most serious breaches of the Behaviour Policy, students may be sent to the A.R.C (Additional Regulation Centre – Internally), a managed move to another school, or a fixed term or Permanent Exclusion may be recommended.

It is imperative that any removal of a student from a lesson are followed up by the referring staff member, so that causes can be explored and parameters agreed before the next lesson. At St Augustine's we keep data on students who are sent to the A.R.C and receive more serious sanctions in order to support these students.

### **Documenting Incidents**

St Augustine's records all positive and negative behaviour on Bromcom. This enables the school to establish patterns of positive behaviour and ensure that students are rewarded and respond swiftly when a pattern of unacceptable behaviour is developing.

When unacceptable behaviour is developing, staff must make a record of the incident on Bromcom and ensure action is taken either by themselves or by referring to the appropriate member of staff.



These records become extremely useful in identifying intervention and guiding further support and action.

All records are public documents so staff should remain professional and record details and facts on Bromcom, not make any judgements.

### **Corridor and Break/Lunchtime behaviour**

All staff are expected to be active during lesson changeover to help move students swiftly and calmly to their next lesson. All staff in duty at breaktime and lunchtime should be actively patrolling their designated areas, remaining calm and purposeful in their role.

### **A.R.C (Additional Regulation Centre)**

The use of the A.R.C is used at St Augustine's in response to serious or repeated breaches of St Augustine's Behaviour Policy. As a Trauma Informed School, we will make every effort to look at alternatives to exclusion, to understand the behaviour of the student, and will tailor our use of the A.R.C if we feel this is in the best interests of the child.

### **Behaviours leading to Suspension and/or Permanent Exclusion**

Suspending a student is making a statement that the rights of staff to be treated respectfully and the rights of students to be taught free from distraction and disruption, and to be safe, is our priority. The positive reputation of the school is important to everybody and suspension may need to be used when behaviour has brought the school into disrepute.

The only person legally empowered to suspend a student from school is the Headteacher or member of staff deputising for the Headteacher, primarily this will be the Deputy Headteacher. All Senior Staff can make recommendations for suspension.

There are a number of circumstances when having established a student's responsibility for serious breaches of the Behaviour Policy, and taking into consideration SEN and other vulnerabilities (if applicable), the student will be given a fixed term suspension. In some very serious instances, the student may be permanently excluded. An investigation will be carried out before a decision regarding suspension is made. Parents will be notified initially by phone and then by letter.

The circumstances where suspension or permanent exclusion are likely to result include, but are not restricted to:

- Persistent breaches of the School's Behaviour Policy
- Physical aggression against a member of staff
- Serious acts of physical aggression against other students, acts of violence leading to injury or repeated acts of violence against the same victim where exclusion has already been undertaken.
- Very serious acts of high-level disorder and lack of cooperation that place the health and safety of students and/or staff at risk



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- Possession of weapons and the use or attempted use of weapons both in school and outside of it
- The possession of prescribed substances including drugs and alcohol and the passing on or selling of such substances on school premises or in the immediate vicinity of the school or the attempting to do so
- The possession or use of explosives including fireworks in the school building or in the vicinity of the school
- Vandalism of school property
- Discriminatory behaviour directed at people with disabilities or racist, sexist or homophobic conduct, particularly if such conduct is repeated and/or involve the same victim, including on any form of social media.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear and/or intimidation. The school would refer to the following document May 2018.  
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- Behaviour which could potentially publicly damage the reputation of the school, this includes behaviour on the journey to and from school and in the vicinity of the school.

## Responding to misbehaviour from pupils with SEND

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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](#))
- If 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 take into account 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
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones) where pupils can regulate their emotions during a moment of sensory overload



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When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (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/carers 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

## **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



## Incidents taking place outside of school

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions 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
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour 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 the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 7.9 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 Head of School or DSL 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 sanctions, 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.

## 7.10 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:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our **Child Protection and Safeguarding Policy** for more information:

<https://www.stahigh.org/wp-content/uploads/2024/01/Child-Protection-and-Safeguarding-Policy.pdf>

## Supporting pupils following a sanction

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

### Section 4. Trauma Informed School

Being a Trauma Informed Schools means that our approach to every child is with curiosity. We try and find out what may be a reason for a change in behaviour or a change in mood/demeanour to ensure that we effectively respond to a student rather than react. We try to ensure that we teach our students how to regulate themselves so that we can support them when they are having a crisis, giving them options to deescalate a situation before their fight or flight response is initiated.

We understand that any adverse childhood experiences that may have occurred in a student's lifetime have a long-term impact on their health and well-being, and through an understanding of these experiences, we can better support our students who may have been exposed to such complex trauma, including those who have also not disclosed any trauma they may have experienced. We build on having clear boundaries, consistent routines and work hard at building connections and positive relationships with students so that every student can be the best they can be whilst in our care.

For staff, this means recognising when a student maybe in crisis and having the skills and knowledge to know how to effectively respond rather than adding to the stress the student may be under. It is understanding that behaviour is complex and not personal. At times, we have no idea what experiences the students has had before they have got themselves to school, so understanding that is crucial in how we greet our students and the language we use with them. Teaching can be tough, so we must look after everyone. Developing relationships and having an adult that they can trust is important for them and key for managing trauma.



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To be effective with behaviour, all staff need to understand the theory behind trauma and that there are no magic strategies that work with all students and work every time. Changing behaviour too is a long process, which sometimes you do not see until the child has potentially left in Year 11 or 13.

### **At St Augustine's we are Trauma Informed.**

**We connect before we correct.  
We stay curious not furious.  
We help our pupils to regulate.  
We believe in kindness.  
We care.  
We build character.  
We empathise and listen.  
We believe in positive relationships,  
We believe we all need one another.  
We are here to support and challenge.  
Your worth is far more than your test results.**

## **Section 5. Expectations**

### **All students are expected to:**

- Uphold the ethos and values of the school. Be kind.
- Arrive on time to school fully prepared to study and equipped to learn.
- Wear the correct school uniform, including PE kit, and remove coats, hats and on-uniform items when inside the school building.
- Arrive to registration and lessons on time
- Sit as directed by the teacher in lessons and accept that adults are in charge of the classroom environment.
- Sit quietly and wait for the register to be taken at the beginning of registration and lessons.
- Students should be focused ready for the lesson
- Have respect for other people's property, views and beliefs.
- Help and support others and participate positively in lessons and not disrupt the learning of others
- Never engage in bullying of others either in person or online
- Only eat in the Atrium and bring in a bottle of water to drink in the classrooms.
- Use appropriate language at all times and respect each other's personal space
- Conduct yourselves sensibly in class, corridors and playgrounds, including your journey to and from school, whilst in the local community and on school trips.
- Walk in corridors, take care on staircases



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- Leave a classroom only for an emergency (unless the student has a medical pass/time out pass) and must be given an out of lesson pass by the class teacher.
- Mobile phones should be off and out of site. If a mobile phone is seen, it will be confiscated and must be collected by a parent 24 hours later from main reception.

## **Student Communication**

The students have regular assemblies and Year Team meetings where the expectations of student behaviour are shared. St Augustine's Saints and Values are a weekly focus for all year groups in Year 7 to 13, with rewards linked to students demonstrating and upholding the ethos and values of the school. There is positive communication with parent/carers weekly regarding highest performing tutor groups, most improved year group and tutor group that has demonstrated the highest number of positives for a particular Saint. Displays of the Saints, the values and what this may look like at St Augustine's CE High School are in every tutor group.

## **All Staff are expected to:**

The adults encountered by the children at school have an important responsibility to always model the highest standards of behaviour. This includes both in their dealings with the children and with each other, as their example has an important influence on the children. Staff should use this policy in conjunction with the more detailed guidelines in the Staff Handbook, linked to professional standards. All staff should also be actively promoting and using trauma informed approach when interacting with our students.

As adults we should aim to:

- uphold the ethos and values of the school
- have the highest expectations of all students and of ourselves;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, sexuality, ability and disability;
- show appreciation of the efforts and contribution of all;
- be consistent and communicate effectively with students;
- use positive language and a trauma informed approach to behaviour management





## Section 6. Implementation

### Within the classroom

Our teachers understand the importance of Behaviour for Learning and recognise the positive and negative behaviour within the classroom and record this using our SIMS system. The accumulation of positive comments leads to rewards while negative comments lead to sanctions.

### Outside the classroom

Students are expected to always behave with courtesy and respect around the school and outside the school, including on school trips, events, around the local area and to and from school. St. Augustine's students are ambassadors for the school.

### Banned Items

The following items are banned from St. Augustine's CE High and on school visits offsite:

- Weapons – or any object that could be used with the intention of harming others
- Alcohol and/or drugs
- Fireworks
- Cigarettes/E-Cigarettes and/or smoking related materials including Vapes, lighters and matches
- Stink bombs and water bombs
- Mobile phones that are heard or visible
- MP3 players and/or headphones/Air pods that are heard or visible
- Aerosols
- Bandanas
- Hooded sweatshirts
- Jewellery (except for one pair of stud earrings)
- Make-up
- Nail varnish
- Chewing gum
- Junk food including fizzy drinks
- Any clothing that is discriminatory to other religions/culture or has political links.

Bringing these items on to the premises may lead to confiscation and/or a sanction depending on the nature of the item.

### Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 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/carers, 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, 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 make sure 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 member of staff 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 scarf”
- 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 sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.



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 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, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

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/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 sanctions 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 whether 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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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 2 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:

- o Act to safeguard the rights, entitlements and welfare of the pupil
- o Not be a police officer or otherwise associated with the police
- o Not be the headteacher
- o 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 where the 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.

### Use of Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. St Augustine's staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. In St Augustine's, force is used for two main purposes – to control pupils or to restrain them. This can range from guiding a pupil to safety through to more extreme circumstances where a student needs to be restrained to prevent violence or injury to themselves and/or others.

'Reasonable in the circumstances' means using no force than is needed. Control can mean either passive physical contact, such as standing in between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstance. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and a personal risk assessment taken place by the member of staff. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:



- remove disruptive children from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.
- Incidents of reasonable force must always be the 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 be used as a form

Any member of staff who may need to use reasonable force with any child with SEN will make the necessary adjustments with regards to their safety, the circumstances of the case and the information and understanding of the needs of the pupil concerned.

Additional information on the Use of Reasonable Force can be found in the DFE guidance document here: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## Section 7. Example of Rewards and Sanctions for Students

### Praise, Commendations and Rewards

All students respond to praise and encouragement and at St. Augustine's we strive to reward students who are making a positive contribution or are achieving beyond their expectation.

- A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this, informing Parents / Carers regularly on their child's positive behaviour.
- Use of lesson monitor to record positive behaviour is an important strategy in helping students feel valued and successful.
- Regular communication with home is another important strategy to reward and praise individuals for successful work or particularly positive behaviour.
- SIMS is used to track positive behaviour and classroom teachers, departments, Year Teams and SLT employ a range of rewards to recognise positive behaviour including attendance and punctuality.

### Behaviour Sanctions that may be used in addition to those mentioned in the policy:

#### Community Service:

This is a sanction which can be used. A student is given a number of hours' community service which has to be completed in a specified time outside lessons, often at lunch time. This sanction is used by DOLs/PYCs & SLT.

#### Bromcom behaviour points:



Students can be issued behaviour points on Bromcom from any member of staff. There is specific guidance for staff in terms of not duplicating Bromcom points if more than one member of staff in the lesson/witness the behaviour, no more than 1 behaviour point can be awarded per lesson and those students with EHCP/SEND who have specific areas that may impact on their behaviour should be taken into consideration before a behaviour point is logged. For example, if a student has on their EHCP difficulties with mobility and has a medical condition, it may be appropriate for that student to wear trainers and not be awarded a negative Bromcom point for a uniform infringement.

## Section 8 – Early Intervention

### Walkabout Rota:

A member of SLT or senior staff is on 'walkabout' for each period of the working week so that staff can call upon them if necessary. This is used to support staff and students to ensure behaviour standards are maintained.

St. Augustine's is committed to providing support for all students including those whose behaviour does not meet the expected standards. We understand the importance of early intervention for addressing behavioural concerns and as an important measure in improving behaviour for learning within the school. The following strategies can be used to ensure students have the correct support for them to improve:

**Reports** - Reports are used to monitor student behaviour across the school and to improve parental communication and engagement in supporting the student.

**Learning Support Centre (LSC)** - The LSC is an on-site provision where students work in small groups with members of staff on strategies to improve their behaviour and personalised learning to ensure that students can address areas of the curriculum where the student has found learning difficult.

**Student Support Meeting** - The pastoral student support team meet weekly to discuss students at St. Augustine's who may need additional support to improve their behaviour for learning. This may include support from outside agencies including a range of therapists and mentors to support the student in their learning and behaviour.

**Mentors** - Students may be allocated a mentor within the school who is a member of staff. This mentor will provide academic and pastoral support to help reengage and motivate students with their learning.

**Counselling** - Referrals may be made to our school councillor or external professional services that we have links with, following consultation with the parent/carer unless the student self-referred.

**External Agencies** - At St. Augustine's we work closely with external agencies to ensure we provide the best support possible for our students. This can include work with the Child and Adolescent Mental Health Service (CAMHS) and Social Services to ensure an integrated approach to support for our students.

**Schools Police Officer** - Our school-based police officer works closely with the staff, students and our community to provide preventative support for students whose behaviour does not meet



expected standards (both within and outside school) and for those students who are at risk of suspension.

**Alternative Provision** - When a student is at risk of suspension or is consistently failing to meet our behaviour standards, alternative provision is considered in the form of an off-site education site or college. This can be for a fixed term period or until the student has made sufficient progress in their placement to return to St. Augustine's.

**Managed Move** - St. Augustine's has a good working relationship with other schools in Westminster and Tri- Borough Alternative Provision (TBAP). A managed move may be considered to another school or TBAP when the alternative is permanent exclusion or when there has been a consistent failure to meet expected standards for behaviour.

## Section 9 – Monitoring and Training

### Training

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Trauma Informed School

Behaviour management will also form part of continuing professional development.

### Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders

The data will be analysed by SLT and Pastoral Teams every half term and the Governing Body will receive updates via the Head of School Reports.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.





## Monitoring this policy

**This behaviour policy will be reviewed by the head of school and Full Governor at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the the Governing Body.** **Section 10 – Links to other Policies**

The behaviour policy refers to and is in accordance with the following school policies: Anti-bullying Policy; Attendance Policy; Behaviour Policy Summary; Drugs Education Policy; E-Safety Policy.



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