



St Augustine of Canterbury Catholic Academy

Behaviour Policy

‘Excellence for All’

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Signed:	C Murphy

***F**riendship and Forgiveness*

***A**mbition and Adaptability*

***I**ntegrity and Independence*

***T**rust and Tolerance*

***H**onesty and Humility*



St Joseph
Catholic Multi Academy Trust

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St Augustine of Canterbury Catholic Academy Behaviour Policy 2022

Aims

“to create an environment that enables all pupils to overcome barriers and challenges so they can flourish and be the best version of themselves”

Pupils at St Augustine of Canterbury Catholic High School will follow our ASPIRE principles:

ACHIEVE	ALL PUPILS TO ACHIEVE REGARDLESS OF BARRIERS
SUCCEED	ALL PUPILS WILL SUCCEED BY GIVING 100% EVERY DAY
PUNCTUAL	ALL PUPILS WILL BE ON TIME, WELL MANNERED AND RESPECTFUL
INDEPENDENT	ALL PUPILS WILL BE RESILIENT AND OVERCOME CHALLENGES
READERS	ALL PUPILS WILL BE LITERATE AND HAVE A LOVE FOR READING
EQUIPPED	ALL PUPILS WILL HAVE THE CORRECT EQUIPMENT AND SHOW PRIDE IN THEIR UNIFORM

Introduction

The primary educational mission of the Catholic school is the ongoing development of the potential of every person. It seeks to promote the well-being and freedom of every person, made in the image and likeness of God and finding fulfilment in God alone. This is the vision which shapes the daily life of a Catholic school as a community in which faith is expressed and shared and every member is invited to grow.

Good behaviour in St Augustine of Canterbury Catholic Academy is central to a good education. We aim to provide a calm, safe and supportive environment which all children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for all pupils to succeed personally. We expect all pupils to follow the St Augustine of Canterbury rules consistently both inside and outside of the classroom. All pupils will be expected to follow a reasonable request without question or hesitation.

It is important that all pupils know how to behave well so they can maximise learning time and eliminate instances of child-on-child abuse, anxiety, bullying, violence, and distress which can lead to poor attendance and potential mental health concerns. It is vital that pupils experience an environment that allows all pupils to learn and all teachers to teach.

St Augustine of Canterbury Catholic Academy will respond promptly, predictably, consistently and with confidence to maintain a calm, safe learning environment. We will use a variety of rewards, sanctions and pastoral support to achieve these aims.

1. **Creating and maintaining high standards of behaviour**
 - a. **Pupils know and understand what good behaviour looks like at St Augustine of Canterbury Catholic Academy**
 - b. **Staff apply the behaviour and rewards systems fairly and consistently to create a calm and safe environment**
 - c. **Have systems in place to identify areas of need**
 - d. **Have a range of strategies and targeted interventions in place to support pupils to help reduce the risk of exclusion**
 - e. **Make reasonable adjustments for pupils with SEND**
 - f. **Ensure any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively**
 - g. **Build positive relationships with parents and carers to promote positive behaviour in school**
 - h. **Develop relationships with external agencies to support pupils at risk of exclusion or alternative provision**
- **St Augustine of Canterbury Catholic Academy has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils, and applied consistently and fairly to help create a calm and safe environment**
- **Academy leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy**
- **Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required**
- **Ensure that pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour**
- **All members of the Academy create a positive, safe environment in which bullying, physical threats of abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully**
- **Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively**
- **Pupils arriving to school without correct uniform, footwear or equipment will be asked to borrow from school supply or go home to collect their own.**

2. Academy Structures

- a. Leadership of behaviour management will be robust
- b. Arbor will be used to monitor, track and record behaviour
- c. Staff will be trained and supported in managing behaviour inside and outside of the classroom
- d. Clear routines in place that are consistently followed
- e. Clear systems in place that are consistently followed
- f. Reintegration protocols in place to support pupil transitions

3. Pupil Expectations

Students are expected to:

- Arrive on time for school and lessons
- Wear full, correct school uniform in accordance with the school uniform policy
- Bring correct equipment for school including a full pencil case and a bag
- Work hard in all lessons
- Behave in an orderly and self-controlled way
- Follow any reasonable request from staff
- Show respect to members of staff, other adults and each other
- In class, make it possible for all students to learn
- Treat the school buildings and property with respect
- Switch off mobile phones on school premises and grounds and ensure it is kept out of sight
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including outside of school

4. Rewards

St Augustine of Canterbury Catholic Academy has an ethos of encouragement which is central to the promotion of good behaviour. Rewards are one of the means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued. We use Attitude to Learning Points (ATLS) certificates, pupil of the month, SLT raffle tickets, positive phone calls home use of the rewards shop as well as trips and visits to recognise, reward and reinforce good behaviour.

5. Sanctions

Sanctions are needed to respond to inappropriate behaviour. The Academy follows the revised guidance from the DFE July 2022 [Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106421/behaviour-in-schools-advice-for-headteachers-and-school-staff.pdf).

St Augustine of Canterbury Catholic Academy has a tariff system in place that can be found in the appendices below.

6. Recording

All behaviour incidents will be recorded on Arbor. Consistent recording of incidents by staff will allow us to monitor and track behaviour allowing for early intervention to take place. Parents and carers will be able to track these incidents by signing up to the parent Arbor app.

7. Banned items

The following items are banned on school premises and will be confiscated in line with <https://www.gov.uk/government/publications/searching-screening-and-confiscation> guidance. This includes:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).
- Tobacco, cigarettes, cigarette papers and lighters
- Fireworks
- Pornographic images
- E-cigarettes

Searching and screening

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

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

Use of Reasonable Force

“A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder” (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)

8. Child on Child Sexual Violence or Sexual Harassment offline or online

St Augustine of Canterbury Catholic Academy to take all measures to prevent, record and report any incidents of child on child abuse. We will follow the safeguarding principals set out in [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education). Sexual violence and sexual harassment will not be tolerated and strict sanctions will be enforced. Abusive language or behaviour will not be treated as 'banter' and cases of sexual violence or harassment could result in referrals to the Police or Children's Social Care.

9. Behaviour Incidents Online

The same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour and behaviour in school.

10. Mobile Phones

The use of mobile phones in school is banned. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning.

Pupils caught using mobile phones in school including the use of ear phones or ear pods will have their phone and ear phones/pods confiscated. Confiscated phones will be held until 4pm and can be collected at the end of the school day. If a pupil has their phone confiscated 3 times or more over the academic year and parent or carer will need to come and collect the phone from school.

11. Drugs

Pupils need to be informed about the range of legal and illegal drugs that are part of everyday life. Through our PSHE and Personal Development Programme we will educate pupils so they have the knowledge and understanding to make mature and informed decisions relating to drugs and how they will respond if they come into contact with illegal drugs throughout their lives.

At St Augustine of Canterbury Catholic Academy we will:

- **Inform students about drugs, legal and illegal and the consequences of using and misusing these substances**
- **Equip students with the necessary skills of assertiveness and responsible decision making**
- **Shape attitudes within the legal framework of society today**
- **Work in partnership with parents and the wider community**
- **Keep all staff, students and parents informed of current issues**
- **Recognise the need for and to deliver an element of 'harm reduction' education**
- **Establish clear procedures for responding to the misuse of drugs on the school site**
- **Nurture a safe, healthy learning environment.**

We will ensure that all pupils will receive appropriate drugs education through our PSHE and Personal Development programmes. We will also ensure that:

- **There will be additional curriculum enrichment activities as and when required**
- **We will be flexible enough to respond to any specific current issues so that students can be made aware promptly via tutors, PSHE lessons, assemblies and personal development curriculum. When we receive updates from the L.A. Adviser, responsible for Drugs Education, we will ensure staff, students and parents are well informed.**
- **In the event of an incident we will work with the ambulance service, if appropriate, along with liaising with the St Helens safeguarding unit, the Young Persons Drugs and Alcohol Team and the Police. The safeguarding and/or deputy safeguarding lead will coordinate the response to a drugs incident, reporting directly to the Headteacher**
- **All instances of the misuse of substances will be dealt with by the Headteacher in a sequential escalating scale of sanctions as agreed by the St Helens Association of Secondary Heads.**
- **Students who are known to be involved in misusing drugs will be offered the appropriate advice, guidance and counselling and where necessary encouraged to seek the help of professional agencies. We will always support students involved with drug misuse with a multiagency response**
- **We will always be mindful of risk factors around child exploitation and county lines. All drugs' incidents will be dealt with as a safeguarding concern as well as a conduct concern, with safeguarding being the upmost priority**
- **The bringing of drugs or alcohol onto school site is a serious breach of the behaviour policy and will not be tolerated. Any pupil that brings drugs or alcohol onto school site may face a suspension or permanent exclusion from school**

12. Detentions

Detentions can be given to individual students for misbehaviour and/or underachievement in lessons. Students may be detained for up to an hour at the end of the day, without advance notification to parents.

All detentions issued will automatically trigger a message home via the Arbor Parent Email.

A phone call home will be made by the class teacher if they fail to attend a detention.

Detention Type	Time	Reason
Level 1 class teacher detention	30 minute after school same day detention	ATL3 issued in lesson
Level 2 middle leader detention	60 minute after school same day detention	ATL4 removal from lesson Missed L1 detention
Level 3 SLT detention	90 minutes after school next day detention	Missed L2 detention Serious incident

What the law allows. "Teachers have authority to issue detention to pupils, including same-day detentions... Parental consent is not required for detentions"

13. Removal from Lesson

Removal from lessons will be used in instances where pupil behaviour within the classroom is at such a level that the classroom teacher feels the student is severely disrupting the learning of other students. Removal from lessons should usually be issued once the 2 warning system has been implemented or in cases of extremely difficult behaviour, though teachers reserve the right to use their professional discretion for disruptive behaviour. Pupils that are required to leave the lesson due to disruptive behaviour will be placed in a supervised room and expected to complete their work. Pupils will be escorted by on-call staff and automatically issued with a Level 2 same day 60 minute detention.

14. Internal Exclusion

Pupils that persistently breach the Academy behaviour policy, miss an SLT detention or are removed from 2 lessons in one day will be required to complete time in internal exclusion. This can range from half a day to 5 days. Pupils completing full days in internal exclusion will arrive at school at 9:00am and finish at 4:30pm. Pupils will be required to hand in mobile phones on arrival. Pupils will not circulate with other pupils during break and lunch time and will be supervised at all times. Pupils will be given work to complete throughout the day and will be expected to complete the work quietly and diligently throughout the day.

15. Suspensions

- a. **There may be times that pupils will be required to work from home due to severe behaviour incidents, repeated breaking of school rules or refusing to follow a reasonable request. All suspensions from school will have been thoroughly investigated, with blue incident forms completed, witness statements compiled and the voice of the pupil taken into account. Previous behaviour record will be considered and final decisions will be made on the ‘balance of probability it is more likely than not that a fact is true’, rather than the criminal standard of ‘beyond reasonable doubt.’**
[\(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)\)](#)
- b. **Parents/carers will be informed of suspensions and pupils will not leave site until contact has been made.**
- c. **A suspension letter will be sent home informing parents/carers of the reason for the suspension and their legal responsibilities to keep their child at home during the length of the suspension. The period of a suspension, the parents’ right to make representations about the suspension to the governing board and how any representations should be made**
- d. **All suspensions will be scrutinised by the Assistant Headteacher, SENCO and Headteacher before being issued.**
- e. **Pupils will be provided work to complete during any suspensions using the online platform SENECA. Where this is not possible work packs will be provided.**

16. Permanent exclusions

Only the Headteacher shall have the discretionary power to exclude permanently any student. The Governors will be informed of the decision. In some circumstances, the Headteacher may decide to take this course of action without the student having had any previous suspensions.

Reasons for suspensions and exclusions

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- **Physical assault against a pupil**
- **Physical assault against an adult**
- **Verbal abuse or threatening behaviour against a pupil**
- **Verbal abuse or threatening behaviour against an adult**
- **Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy**
- **Bullying including online bullying**
- **Racist abuse**
- **Abuse against sexual orientation or gender reassignment**
- **Abuse relating to disability**
- **Serious damage to Academy property**
- **Bringing, distributing, supplying or selling of banned substances on site**
- **Misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students**
- **Being in possession of a pointed/bladed article or otherwise offensive weapon**
- **Inappropriate sexual behaviour/touching or sexual harassment**
- **Extreme behaviour on the way to and from the Academy or in the community outside of Academy hours which brings the Academy into disrepute e.g. involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the Academy community**
- **Making serious false allegations against a member of staff**
- **Serious abuse or misuse of the Academy's IT systems e.g. distributing pornographic materials, hacking into restricted areas**

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Preventing Permanent Exclusions

A permanent exclusion is a last resort and we will work with the pupil, parents and external agencies to try and avoid a permanent exclusion taking place:

This can include:

- **L2 behaviour plan or BSP**
- **TESSA referral**
- **A range of school-based interventions**
- **SEND assessment or equivalent**
- **Referrals to external agencies**
- **Offsite direction**
- **PSP with a school based or external mentor**
- **Consideration of a managed transfer**
- **Consideration of alternative provision**
- **Consideration of adapted curriculum or timetable**
- **A parent/carer can appeal the decision to exclude permanently. Relevant information on how to do this will be provided by the Academy.**

17. The use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/use-of-reasonable-force-in-schools)

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

18. Staff

Staff are responsible for engaging in regular training and implementing the behaviour policy consistently and will use the rewards and sanctions systems fairly. Staff will model positive behaviour and will always seek to deescalate behaviour using a variety of behaviour management strategies. Staff will record all incidents of positive and negative behaviour and will have regular contact with parents throughout the school year.

19. Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home

as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Parents and Carers will support our school by

- **Encouraging their child to take responsibility for their actions**
- **Ensuring that their child attends school regularly, punctually and properly equipped**
- **Informing the school of any concerns or problems that might affect their child's work or behaviour**
- **Supporting the schools' policies, rules and regulations regarding uniform, discipline and orderly behaviour and supporting the school if sanctions are necessary**
- **Supporting the intervention strategies**
- **Encouraging their child to work hard, give of his or her best and develop his or her potential to the fullest**
- **Ensuring that their child completes all homework and coursework assignments and hands them in on time**
- **Encouraging their child to take a full part in the extra-curricular life of the school and support the extra-curricular activities of the school**
- **Attending parent-teacher meetings and any other meetings which are arranged to discuss their child**

20. Behaviour outside of school

St Augustine of Canterbury Catholic Academy has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- **When taking part in any school-organised or school-related activity**
- **When travelling to or from school**
- **When wearing school uniform**
- **When in some other way identifiable as a pupil at the school**
- **That could have repercussions for the orderly running of the school**
- **That poses a threat to another pupil**
- **That could adversely affect the reputation of the school**

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school

21. Links with other policies

This behaviour policy is linked to the following policies:

- **Safeguarding and Child Protection policy**
- **Anti-bullying policy**
- **Equality and Diversity policy**
- **RHSE policy**
- **E-safety policy**
- **Attendance policy**
- **Uniform policy**

22. Legislation and statutory requirements

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

- **Behaviour in Schools 2022**
- **Suspensions and permanent exclusions 2022**
- **Ofsted grade descriptors for behaviour and attitudes paragraph 246 and 247**
- **Keeping children safe in Education 2023**
- **Education and inspections act 2006 section 88(1), 88(2), 89(6)**
- **Mental Health and behaviour in schools 2018**
- **Equalities Act 2010**
- **SEND code of practice**
- **Children and Families Act 2014**
- **Use of Reasonable force in schools 2013**
- **Searching, screening and confiscation at school 2022**
- **Alternative Provision statutory guidance for local authorities 2013**
- **Supporting students with medical conditions at school 2017**

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 students

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

Appendix 1 - Behaviour tariff system

Fixed Term Exclusion/Suspension	Action	Internal Exclusion	Action
1	PM Report Card	2	PM Report Card
2	SEND Assessment School Intervention	4	SEND Assessment School Intervention
3	L2 Behaviour Plan	6	L2 Behaviour Plan
4	TESSA Referral	8	TESSA Referral
6	PSP Offsite Direction EHCP Discussion	12	PSP Offsite Direction EHCP Discussion
7	MT Discussion Governors Meeting	14	MT Discussion Governors Meeting
10	PEX	20	PEX

Detentions	Action	Lates per HT	Action
8	PM Report Card		
16	SEND Assessment School Intervention	2	PM Report card
24	Internal exclusion L2 Behaviour Plan	3	PM telephone meeting with parent
32	TESSA Referral 1 Day Suspension	4	HOKS Report card
48	Governors Meeting	5	HOKS meeting with parents
8	PM Report Card		
16	School Intervention		
24	Internal exclusion PSP		
32	1 day exclusion Governors Meeting		
48	PEX		

Appendix 2 - Behaviour Flow Chart

Behaviour	Consequence	Teacher Follow up	Sanction Completed
Late to lesson No note provided	ATL3	Issue level 1 CT detention	Yes – NFA No – escalate to L2 ML detention
Poor work rate	ATL3	Issue a level 1 CT detention	Yes – NFA No – escalate to L2 ML detention
Work not completed to expected standard	ATL3	Issue a level 1 CT detention	Yes – NFA No – escalate to L2 ML detention
Out of lesson without permission	ATL3	Issue L1 CT detention	Yes – NFA No – escalate to L2 ML detention
First warning	No action	Leave thinking time for pupil to accept reprimand and change behaviour	NA
Second warning	ATL3	Leave thinking time for pupil to accept 2 nd warning and change behaviour	Yes – NFA No – escalate to L2 ML detention
Removal from lesson	ATL4	Issue a level 2 ML detention Teacher must provide work for pupil to complete in the detention	Yes – NFA No – escalate to L3 SLT detention
Derogatory language (racist, homophobic etc), Bullying	ATL4	Pupil to spend 1 day in IE – work to be provided by teachers through email	Yes – NFA No – escalate to 1 day suspension
Swearing	ATL4	Pupil to spend half day in IE – work to be provided by teachers through email	Yes – NFA No – escalate to 1 day IE
Aggressive behaviour Play fighting Vandalism Truancy Reckless behaviour Name calling	ATL4	Issue a L2 ML detention Teacher must provide work for pupil to complete in the detention	Yes – NFA No – escalate to L3 SLT detention
Walking away from SLT	ATL4	Pastoral staff to contact home	Suspension issued Reintegration meeting arranged
Refusal to follow a reasonable request	ATL4	Pastoral staff to contact home	Suspension issued Reintegration meeting arranged

Appendix 3 – Attitude to learning

Pupils will be awarded positive ATL points for demonstrating the following:

In lessons:

On Time

Full Correct Uniform

Correct equipment/kit for the lesson

Complete review activity in silence

Excellent engagement with teacher led activities

Complete independent activity in silence and to a high standard

Ask appropriate questions

Answer questions and follow up questions

Support peers in group work, paired work or other activities

Out of lessons:

Demonstrating FAITH values

Involved in whole school events such as open evenings etc

Participation in extra curricular events