

St Augustine's Behaviour Policy

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Approved:	Headteacher Miss R. Flanagan	

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DFE guidance, 'Behaviour and Discipline in Schools' (2016), has been taken into consideration when producing this policy. It outlines that:

Teachers have power to discipline pupils for poor behaviour which occurs in school and, in certain circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

2 Mission statement and policy principles

1. Our Mission Statement

St Augustine's is a Roman Catholic school rooted in the belief that every individual is made in the image and likeness of God and is called to an eternal destiny in Jesus Christ. Our mission, *"To Love and Serve Through Christ,"* is the foundation of all we do.

As a Christ-centred and welcoming community, we celebrate the uniqueness of every person and strive to foster a love of learning, a joy in discovery, and a deepening awareness of each child's spirituality. We are committed to nurturing a culture of respect, acceptance, and care for all.

We believe that pupils thrive when they feel valued and supported. At St Augustine's, students are encouraged to honour God by working hard, behaving with integrity, and developing habits that will serve them well throughout their lives.

Our values

We exist as a Catholic community to serve our students, welcoming them into a life with Christ. We strive to provide an authentic Catholic education unpinned by gospel values that creates a truly holistic education for our young people. We value each individual as equal, regardless of nationality, gender, race, colour, sexuality or creed.

"All your children shall be taught by the Lord, and great shall be the peace of your children" Isaiah 54:13.

We pride ourselves on exceptional standards of personal pastoral care, rooted in our Christian tradition and values of kindness, support, peace, justice, forgiveness and joy. We are an inclusive school, striving to provide a support and nurturing learning environment where our students can grow and develop spiritually and morally. It is through our holistic approach to education we support our students.

"The heart of the discerning acquires knowledge, for the ears of the wise seek it out". (Proverbs 18:15)

We strive for a virtue driven approach to pastoral care. The virtues of love, responsibility, serve, joy and hope underpin all that we do for our children. We aim to support our students in living out these virtues in all aspects of their school lives.

2. Behaviour Policy Principles

Our behaviour policy is designed to reflect and uphold the values of our mission. It provides a clear and consistent framework for promoting positive behaviour, supporting pupils' personal development, and ensuring a safe and respectful learning environment for all.

Key principles includes:

- Establishing clear expectations for behaviour, both in and out of the classroom
- Providing a consistent approach to behaviour management across the school
- Defining unacceptable behaviour, including bullying, and outlining appropriate responses
- Clarifying the roles and responsibilities of staff, pupils, and parents
- Ensuring that rewards and sanctions are applied fairly and proportionately

A central focus of the policy is the celebration of positive behaviour. We believe that recognising and rewarding effort, progress, and kindness is just as important as addressing challenges. Our approach is inclusive and we focus on acknowledging the achievements of all pupils. Reconciliation is at the heart of our relationships and acknowledge there will be times when both students and staff need to reconcile for their actions – 'Be kind and compassionate to one another, forgiving each other, just as Christ forgave you'. Ephesians 4:32

We are also committed to making reasonable adjustments for pupils with additional needs, ensuring that every child has the opportunity to succeed. Discipline is constructive, consistent, and rooted in care, with support provided through our pastoral system where needed.

3 Roles and Responsibilities

It is the **responsibility of all staff** to collectively uphold the high standards and expectations, meaning all staff must challenge instances of poor behaviour.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

3.1 Roles and Responsibilities of the Head Teacher and Deputy for Pastoral Care:

- Review the policy and present changes where required.
- Ensure that the school environment encourages positive behaviour in line with the Catholic ethos of the school.
- Ensure that all staff deal effectively with poor behaviour, understand the behavioural expectations and importance of maintaining them.
- Monitor the implementation of the policy to ensure rewards and sanctions are issued consistently to all groups of pupils.
- Provide 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.
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour.
- Ensure this policy works alongside the Safeguarding Policy to offer pupils both sanctions and support when necessary.
- Ensure that the pastoral data is reviewed regularly to review and adjust support for individual pupils when required.

3.2 Roles and Responsibilities of Pastoral Leaders and Heads of Year

- Regularly review the behaviour data to support and challenge pupils.
- Communicate with parents and carers to address any behavioural and pastoral concerns, meeting with home where necessary.
- Communicate with subject teachers where required, detailing particular circumstances and suggestions of support for pupils.
- Support pupils with a range of social, emotional and well-being needs that may have an impact on positive behaviour in school.
- Support the Safeguarding team to complete referrals for external agencies when pupils require further support.
- Liaise with the SENCO in fortnightly SEN meetings to discuss pupils, strategies and plans where required.
- Liaise with departmental leads, supporting with reconciliations and building positive relationships.

3.3 Roles and Responsibilities of Heads of Department / Faculty

- Oversee and monitor behaviour in their subject area to ensure a positive and focused learning environment.
- Implement departmental reports, strategies and support plans for pupils finding the subject challenging.
- Communicate with home, including meetings, when the behaviour issue is isolated to a subject area.
- Liaise with pastoral teams to improve behaviour of individuals / classes.

3.4 Roles and Responsibilities of Teaching Staff:

- Create a calm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour

- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils, such as ensuring any SEND needs are met on an individual basis whilst still ensuring that this approach enables staff to operate within the parameters of the Behaviour and Attitudes Policy.
- Record and report behaviour incidents promptly
- Challenge and support pupils to meet the school's expectations and standards.

4 Student behaviour expectations and procedures



At St Augustine's, we have introduced a shared commitment to excellence that underpins every aspect of school life and help us live out our Mission. It sets the standard for how we learn, behave, conduct ourselves and treat one another. It also demonstrates the expectation of high attendance and being punctual.

The SAS Best is the expectation for every student, every day. It reflects our belief that success is built not only on academic achievement, but also on character, kindness and responsibility.

To help students live out their 'SAS Best', staff will:

- Use common language of the term 'best' to help students understand how to live out the expectations.
- Actively promote 'taught' behaviours – making it clear to students exactly what is expected of them at all times.

SAS Best: In the classroom – showing your best in your learning.

- Arriving on time, fully equipped, and ready to learn
- Listening attentively and following instructions first time
- Participating actively in discussions and group work
- Taking pride in your work and striving to improve
- Supporting others and celebrating their success

SAS Best: Outside the classroom – showing your best in conduct

- Wearing the correct uniform with pride
- Moving calmly and respectfully through corridors
- Holding doors open and using polite language
- Respecting the school environment and property
- Being kind, inclusive, and helpful to others

SAS Best: Beyond the classroom – showing your best in the community

- Representing the school positively on trips and journeys
- Using social media responsibly and respectfully
- Taking part in charity events, clubs, and school life
- Being a role model for others

Behaviour Support Unit

BSU is an adult rich, safe environment used to house students for a myriad of different reasons. In BSU and the adjoining areas are a number of pastoral staff who are available to support students. Whilst this is not an exhaustive list, students may be placed in BSU for:

- Receiving a yellow card
- Whilst an investigation is taking place.
- A sanction as a result of an investigation

Students may also spend time in BSU if:

- They need time to regulate before being ready to be in the classroom / unstructured time
- They are finding their day challenging and need some additional support.

Please note that detentions also occur in BSU on a lunch time and after school.

If students are in BSU for any period of time, they will:

- Be provided with a clear structure, including toilet and lunch breaks where appropriate.
- Complete academic work relevant to the current point in the curriculum – no learning time will be lost.
- Complete a tailored intervention activity with a member of the Pastoral Team if appropriate.

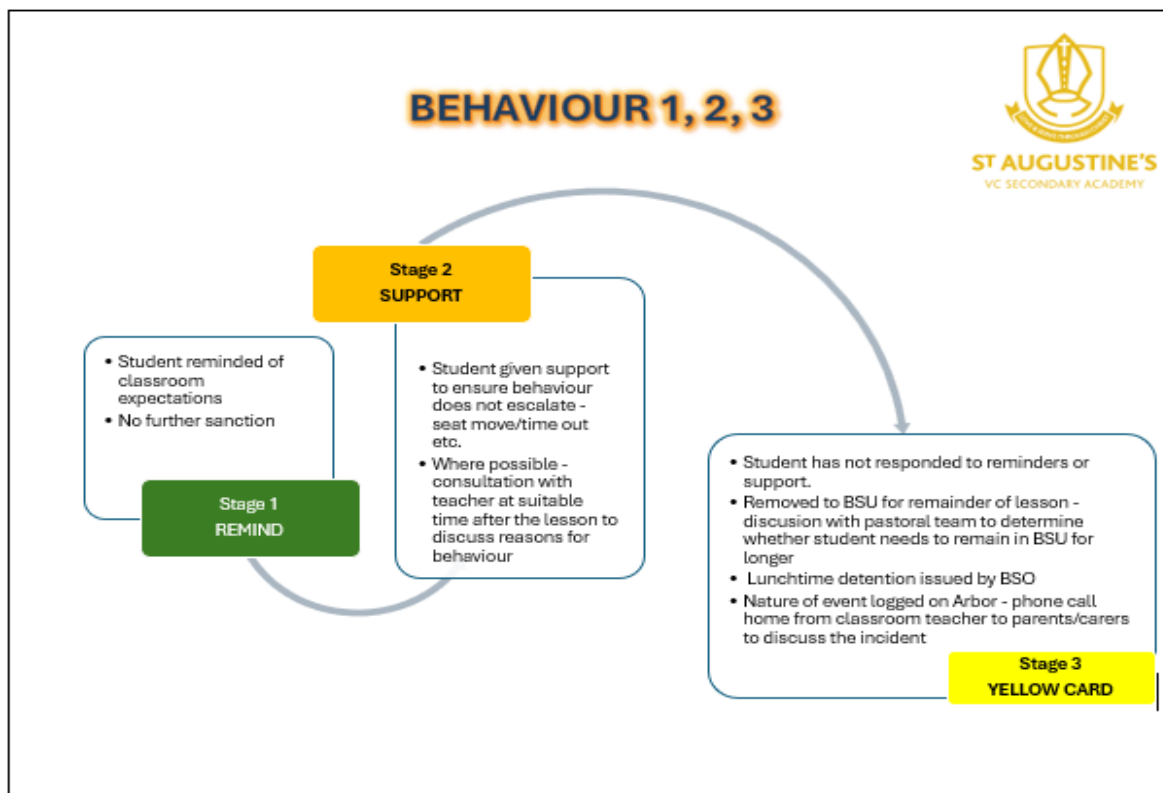
If a student is unable to meet the expectations in BSU, relevant sanctions, such as internal and external suspension can be issued.

Behaviour policy: In the classroom

Yellow cards:

To allow teachers to deliver high quality lessons without regular interruptions, there is a clear policy to tackle low level disruption in the classroom. The 1,2,3 system is applied in the classroom as follows:

- **x1 warning issued (Remind)**– warning explained and write the name on the board.
- **x2 warning (Support)**– warning explained and tick or write x2 next to the name on the board.
Where possible pupils should be moved seats in the classroom.
- **x3 warning (Yellow card)** – warning explained, and student is asked to leave the classroom and given a yellow card. The member of staff will alert staff on call via Arbor and the student will be collected from outside the classroom.



Warnings are issued for low level disruption in the classroom and all pupils will be told why they have received a reminder. Examples of when reminders will be issued for low level disruption include instances where students are not demonstrating their SAS Best:

- ☒ Shouting out
- ☒ Talking whilst the teacher is talking
- ☒ Continue to do something when asked to stop (tapping pen, swinging on chair)
- ☒ Poor effort and lack of work.
- ☒ Anything that may disrupt the learning of others

Yellow card sanctions:

If a student receives a yellow card, the following actions will happen:

- Be asked to stand outside of the room to wait to be collected
- Taken to BSU where they will spend the remainder of the lesson (please note that pastoral staff are able to make a professional judgement as to whether a student is able to return to their next lesson)
- Students will sit a lunch time detention (same day if possible) the following lunch time.
- The classroom teacher who has issued the yellow card will call home to let parents / carers know of the reasons as to why they have been removed from the classroom.

Escalating sanctions:

Where students receive yellow cards on more than one occasion, there will be a graduated response to both sanctions and support, as outline below. Please note that senior leaders reserve the right to consider reasonable adjustments for students where required.

Number of Yellow Cards	Sanction	Support
1	20 minute lunch time detention	Tutor conversation.
2-4	40 minute lunch time detention	2: Tutor conversation & pastoral team. 3: Learning mentor support. 4: Pastoral Manager support & call home. *Behaviour reports will be issued when a student reaches 3 YC in a half term, or 2 YC in one subject in a half term. Where required, reconciliations will take place.
5	Half a day in BSU	Head of Year phone call home. HOY report
6	Full day in BSU	Head of Year – meeting with home to discuss support. Individual Behaviour report – SLT link.
7+	Relevant sanctions discussed with DHT.	Bespoke plan discussed and support from DHT.

Behaviour incidents

On the rare occasion that behaviour cannot be addressed through the use of the warning system, a student may be issued with a 'behavioural incident'. This is where behaviour is more than low level disruption, a student can be removed from the classroom immediately without warnings being issued should their actions warrant this. Examples of a behavioural incident in the classroom may include:

- Use of inappropriate language
- Dangerous behaviour
- Aggressive behaviour

Where these serious incidents happen, they will be fully investigated by the pastoral team and an appropriate sanction will be put in place. The student will remain in BSU whilst it is being investigated. In extreme cases, behaviour in the classroom could result in internal and external suspensions.

Key points to note:

Pupils are expected to be in lessons at all times. Pupils should visit the toilet during break and lunch time, however if a pupil has a desperate need to visit the toilet during a lesson, they should have a note/pass from their class teacher that gives permission to be out of class. We ask staff to use their professional judgement around whether they to allow pupils to leave lessons. For pupils with medical conditions, they will have an out of lesson pass / medical pass. Pupils should not be allowed to leave a lesson to fill their water bottle with the exception of days where there is extreme heat in school.

Behaviour policy: Outside the classroom

Like in the classroom, students are expected to demonstrate their SAS Best at all times. Where there are instances of behaviour that does not reach the expected standards, they will be categorised into two areas of Behavioural Incidents:

Conduct – behaviour.

Instances of poor behaviour around the site include but is not limited to:

- Poor corridor and around site conduct eg running down corridors, being boisterous
- Hands on behaviour
- Dangerous behaviour

Conduct – manners

Instances of demonstrating poor manners include but are not limited to:

- Being rude to staff and students
- Using inappropriate language
- Refusal to follow instruction

All staff should address poor behaviour during unstructured time. They should then log details of the incident on Arbor where the pastoral team will follow this up with an appropriate sanction. Please note, for students who are persistently receiving behaviour incidents outside of the classroom, additional sanctions will be issued relative to the context of the incidents. If a student receives 3 or more 'BI's' in a half-term, you should expect to hear from a member of the pastoral team to discuss their behaviour. Please note that a students' behaviour outside of the classroom can warrant an internal or external suspension and also follows a tiered report system.

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of pupils and/or staff, the services of external agencies such as the Police or social care may be called upon. The school will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

Any racist, homophobic or sexist language or comments (both in and outside the classroom) should be challenged immediately and reported to the DSL, Deputy Headteacher or Pastoral Manager.

Behaviour policy: In the community

The school expects pupils to behave well out of school: on journeys to and from school and school events, when travelling to other venues for school activities, and on school trips. Pupils' behaviour should reflect the expectations of the SAS Best. Pupils are representatives of the school even when not on the school site. Instances where pupils have brought the name of the school into disrepute will be investigated and can result in pupils being sanctioned, including the use of suspension.

Under the Education and Inspections Act (2006), the school has the right to exercise discipline beyond the school premises. This includes misbehaviour:

- On activities arranged by the school such as educational and sporting events.
- On the way to and from school, including on the buses.
- When wearing the school uniform in a public place.
- Which could have repercussions for the orderly running of school
- Which poses a threat to another pupil or member of the public.
- Which could adversely affect the reputation of the school

In response to non-criminal bad behaviour or bullying which occurs offsite, witnessed by a staff member or reported to the school, the school will investigate the incident, communicate with parents and discipline pupils accordingly.

Report cards

Report cards are designed to monitor attitude, behaviour and the general ability of a pupil to conform to all standards expected in both the academic and pastoral areas.

The form tutor, pastoral staff, HOY and SLT will use reporting systems in school when behaviour expectations are not being met. The report will be discussed with parents. Pupils will remain on report for a minimum of 1 week and a maximum of 2 weeks. Parent will be contacted regularly during this time and updated on their child's progress.

- **BLUE** Report (3+ YCs/BIs in a half-term) – Pastoral Manager/Learning Mentors
- **YELLOW** Report (5+ YCs/BIs in a half-term) – Head of Year
- **RED** Report (7+ YCs/BIs in a half-term) – SLT

Support:

Where students are receiving persistent sanctions, including suspensions, they will receive a graduated response to the support they require. This will allow for 1:1 pastoral care to be put in place.

Universal support	Targeted support	Intensive support
All students receive the following support: <ul style="list-style-type: none">- High quality pastoral care from their form tutor- High quality, highly intentional teaching from their classroom teachers.- Ad hoc support from their year team as and when required.	Some students may need additional support and guidance through a graduated response from: <ul style="list-style-type: none">- Learning mentors- Pastoral Manager- Heads of Year This may also include:	Some students may require more intensive support to help their behaviour: <ul style="list-style-type: none">- Off-site direction organised to allow students to have a fresh start at another organisation with the aim of reintegration back at SAS.

	<ul style="list-style-type: none"> - Well-being support, both in house and external agencies - Bespoke, individualised reports for behaviour and attendance. <p>Graduated approach to behaviour:</p> <ul style="list-style-type: none"> - Reports, including bespoke, individual initiatives. - RAG rating timetables and considering the curriculum offer. - Target support from pastoral manager and HOY before seeking an off-site direction. 	<ul style="list-style-type: none"> - Where appropriate, unregulated alternative provision place secured. - Alternative Provision place explored.
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5 Uniform, appearance and equipment expectations

The SAS Best includes expectations around uniform and equipment. Uniform and appearance expectations are communicated regularly to parents and carers. Systems which address uniform will be regularly reviewed and updated where appropriate. At SAS, we believe that all rules matter, and our standards around uniform are just as important as any other rule we have in our school. Therefore, we expect our students to wear their uniform as professional dress.

Uniform & appearance

The uniform expectations can be found on the [**school website for full details.**](#)

All uniform issues are addressed by all members of staff at all times.

From January 2026, the following sanction system will be in place to ensure we have the highest of standards with regards to uniform.

If a student is challenged **twice in one day** for uniform issues, they will receive a sanction on an escalating scale:

- **First stage:** Lunchtime detention
- **Second stage:** A week of lunchtime detentions
- **Third stage:** Half a day in the Behaviour Support Unit (BSU)
- **Fourth stage:** Parental meeting to discuss ways forward, however where needed sanctions will continue to escalate.

Each time a student is challenged about their uniform, they will be issued with a uniform point. This will be automatically communicated home through a generated message on Arbor / email. Uniform points can be issued for wearing uniform incorrectly, or incorrect uniform. Each day during form time, form tutors will help students be ready for the school day and ensure that their uniform is correct before beginning their curriculum lessons for the day. Where the issue can be rectified to prevent further uniform logs being recorded, students will be given time to:

- Change their uniform – such as footwear. St Augustine’s has recently invested in a number of new school shoes to help rectify issues with footwear. A personal item, such as a mobile phone, will be asked for in return for borrowing items. This will be returned at the end of the school day. Refusal to change uniform will result in a student being placed in BSU.

- Take out piercings that have been challenged. This includes wearing translucent piercings; these are still classed as jewellery.

In the instance where piercings, haircuts (such as inappropriate unnatural colouring), and any physical modifications to the appearance (such as false eyelashes and nails) cannot be rectified, students will be placed in BSU. It should be noted that as a school we work in line with The Equality and Human Rights Commission, recognising that different types of hair, such as afro, require different treatment and care to European hair. The final analysis of whether a haircut is deemed appropriate or otherwise is left to the judgement of Heads of Year and Senior Leaders. Please note that where students will be loaned uniform (and equipment) students will be asked to hand in an item, such as their mobile phone, to ensure that the loan item is returned.

Skirt Expectations

Uniform is business dress and skirts should be of an appropriate length and material. In other words, skirts that are too long or too short are not allowed. Skirts must be worn at knee length. Students are not permitted to roll their skirts up at the waist to make the length shorter than knee length. Continual refusal to comply with requirements around the length of school skirts could result in students being required to wear trousers as a suitable alternative.

Footwear expectations

Students cannot wear black trainers. It is an expectation that all students wear black shoes, as well as wearing their uniform professionally, and with pride. There will be frequent uniform checks to ensure consistency in our approach to upholding high standards of uniform.

Equipment expectations

All students need to be fully equipped for each school day. **This includes bringing a bag to school.** Students who do not bring a bag will be provided with one. For repeated instances of a lack of equipment, students can be subject to appropriate sanctions. Equipment list:

- X2 black pens
- Red pen
- Ruler
- Rubber
- X2 pencils
- School planner

When students are issued with their own 1:1 device, this will also become a part of the equipment expectations:

- Chromebook (fully charged)
- Charger
- Chromebook cover

There are now specific equipment items that are used for mathematics which we have introduced to the compulsory items list. Students are expected to have the following as a part of their equipment:

- Protractor
- Compass
- Scientific calculator

6 Mobile phones and online behaviour

Mobile phones

Mobile phones should not be used by pupils when on the school site. Phones should be switched off and placed in student bags. For further details of sanctions for the use of mobile phones on the school site, please see the mobile phone policy.

Online behaviour

Students are expected to demonstrate the same high standards of behaviour online as they do in school. This includes the appropriate use of their 1:1 devices (when issued), both during lessons and at home. Any misuse of technology—such as accessing inappropriate content, cyberbullying, or using devices to disrupt learning—will be taken seriously and may result in sanctions. Incidents that occur outside of school but impact the wellbeing of others within the school community, including online harassment or threats, will be investigated and, where necessary, reported to the police. St Augustine's is committed to safeguarding all students and promoting responsible digital citizenship.

7 Prohibited items, searching, screening and confiscation

Pupils are prohibited from bringing the following items to school:

- Alcohol
- Drugs and drugs paraphernalia
- Tobacco / cigarettes / vapes / vape and smoking material
- Guns (including air and pellet guns, any kind of toy imitation gun or firearm, and water pistols)
- Knives, including pen knives and any kind of toy or imitation knife or any sharp instrument.
- Fireworks, caps and matches
- Glass bottles
- Stolen items
- Chewing gum
- Laser pens
- Large sums of money
- Pornographic images
- Any additional item that is identified as a 'prohibited item' in DfE guidance

The list above is not exhaustive and other items can be classed as prohibited. In line with DfE guidance, pupils can be searched without consent should there be a concern about having a prohibited item in their possession.

Screening, searching and confiscation

The Department for Education published advice for headteachers, school staff and governing bodies in January 2018 in relation to schools' powers in terms of screening and searching pupils for prohibited items. Key points are:

Searching

- School staff can search a pupil for any item if the pupil agrees. (1)
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

(1) The ability to give consent may be influenced by the child's age or other factors

Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.
Also note:
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

8 SEND

Children with SEND form an invaluable part of our school community. We also recognise that they may face barriers to learning that other children find easier to navigate. Therefore, staff are trained throughout the school year regarding how to meet the needs of children with SEND, alongside bespoke pupil passports with key strategies for individual pupils. The Behaviour Policy still applies to all SEND pupils, but it will be actioned judiciously and according to the needs of individual learners. SEND pupils are not to be treated explicitly differently to others, but reasonable flexibility is built into the policy to allow SEND pupils to understand expectations but have the support and reasonable adjustments in place to meet them.

Our SEND pupils are complete, fully realised people with important and unique qualities who, like all other pupils, at times, need more help and support in order to meet our behavioural expectations.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

9 Pupil Exclusion Policy

We do not like issuing suspensions as if a student is at home, they are not in a place to receive the best education. However, in a small minority of situations there will be no other alternative. Significant behaviour which undermines the health and safety of others in the school, will be considered for a suspension

Please note, the school has a separate suspension policy.

10 Rewards

At St Augustine's we believe that all pupils should be commended and rewarded for their efforts, regardless of academic ability. We all respond well to praise and we wish our rewards policy to inspire and motivate pupils to achieve even greater things.

Rewards should not be routinely used to reward good behaviour for the small minority of pupils who choose to misbehave, as this undermines and devalues the system for the majority of pupils who behave well every day, yet receive no recognition for this.

Our staff use a variety of methods to recognise and celebrate students and groups of students who meet our high expectations.

- Verbal praise from staff in lessons, around the school and in assemblies/collective worship. It is important that staff focus on the positive aspects to ensure that students are clear on what good behaviour looks like.
- Communication with home, this can be in the form of a phone call, email or a notification in our parental app from Arbor.
- A range of rewards including:
 - House Points issued in every lesson. Between 5-10 students who have met/exceeded expectations should receive a House Point every lesson – these should be logged in a timely manner on our MI system (currently Arbor).
 - Above & Beyond nomination – half-termly prize draw for those who exceed expectations
 - Pastoral Praise postcards
 - Celebration assemblies
 - Certificates and prizes for reaching various milestones

We are very much trying to build intrinsic motivation with students. Staff should use rewards after a student has done something good rather as a motivator to do something good.

For 2025-2026, there will once again be a 'Rewards Calendar' which is linked to the House Points students will earn in lessons/around school – this will reset each half-term to give students a 'fresh start' after each school holiday. Each half-term, the top net House Points scorers (positives minus negatives) in each year group will be invited to a rewards activity/win a prize as outlined below:

October HT – Halloween Hot Chocolate

Christmas – Selection Box

February HT – Valentines Pizza Party

Easter – Easter Eggs

May HT – Ice Cream Party

Summer – Silent Disco

In addition to the above, the following rewards will also be offered:

- Top 5 House Points scorers in each year group each week will be published on social media
- House with the most weekly House Points will be celebrated on social media. The 'scores' will also be published on the House noticeboards in A-Block
- The House with the overall House Points each half-term will win a cinema experience in school. This will be for ALL students in the winning house.

Parents/carers can monitor students' behaviour and attendance data via our Arbor Parental app. If parents/carers are having issues with the installation of this, they should contact the main office where staff will be able to suppo

Section 11 Child on Child Abuse

Child on child abuse (formerly known as peer on peer abuse) is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. It is more likely that girls will be victims and boys' perpetrators, but all child on child abuse is unacceptable and will be taken seriously.

Child on child abuse can take many forms including serious bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical harm; abuse within intimate partner relationships; domestic abuse; child sexual exploitation; youth and serious youth violence; financial abuse; initiation/hazing type violence and rituals; harmful sexual behaviour (sexual violence and sexual harassment - Part five of Keeping Children Safe in Education) and Sexual Violence and sexual harassment between children in schools and colleges; upskirting; sharing nude and semi-nude images and/or gender-based violence and is often motivated by prejudice against particular groups steered by a dislike for a person's:

- race; religion; gender; sexual orientation; special educational needs or disabilities;
or where a child:
- is adopted or in care; has caring responsibilities; is suffering from a health problem; is frequently on the move (e.g. those from military families or the travelling community); is experiencing a personal or family crisis; has actual or perceived differences, (e.g. physical or cultural differences).

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

Bullying

The HOY/DHT will investigate and respond to concerns about persistent bullying.

The school will consider the imposing of sanctions on an individual case basis, will always act lawfully, reasonably and proportionately and will draw from a range of strategies including:

- Withdrawal from classroom
- Behaviour/Monitoring reports
- Multi agency assessments
- Withdrawal of access to the school IT system (e.g. if the pupil misuses)
- Confiscation of property
- A variety of forms of detention (e.g. break, lunchtimes, after school)
- Withholding participation in a school event/trip/sporting activity
- Withdrawal of break or lunchtime privileges
- Carrying out a community/useful task in the school
- Restorative approaches
- Internal suspension
- A fixed term suspension (note: pupils excluded from school for more than 5 days will receive full-time education elsewhere from the sixth day)

At St Augustine's, we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours will never be tolerated or passed off as 'banter' or part of growing up. Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and wellbeing.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either the Police and/or North Yorkshire County Council Children and Families Services.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the school's Anti-Bullying or Online Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident.

