

Prohibited Items

School staff can search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, matches, e-cigarettes, fireworks, mobile phones*, pornography, chewing gum, aerosols, solvents, make-up, jewellery and perfume. It includes any item that a member of staff reasonably suspects has been, or may be, used to commit an offense or personal injury to, or damage to the property of, any person (including themselves). Staff may confiscate any item from the above list. Cigarettes will be destroyed in front of the pupil. In most cases, parents will be asked to collect confiscated items, or in the case of illegal items, the police will be informed. In cases where police are required to interview pupils about illegal items, parents will always be invited to the interview. (The school follows DFE advice on *Searching, Screening and Confiscation: January 2018*). These rules can also apply out of school – for example on school buses, trips or other school activities. Pupils chewing gum will be given an after-school detention as gum defaces carpets and is very difficult to remove. Pupils in possession of prohibited items on this list risk fixed term or permanent exclusion.

All contact between pupils and parents/carers during school hours should be through the school office. Pupil mobile phones must be switched off throughout the school day. Pupils are not allowed to use other electronic devices such as Ipods, MP3 players or smart-watches. Use of a phone during the school day will lead to confiscation. In rare cases where parents request that a phone is urgently needed by a pupil, they will be able to collect the phone and an after-school detention will be issued to the pupil. If for some special reason a pupil needs to make a call or send a text, they must ask a teacher for permission and do so in their presence. **Earphones** must not be worn during the school day or when lining up for buses; pupils are advised not to wear them when they are near traffic.

Uniform and appearance

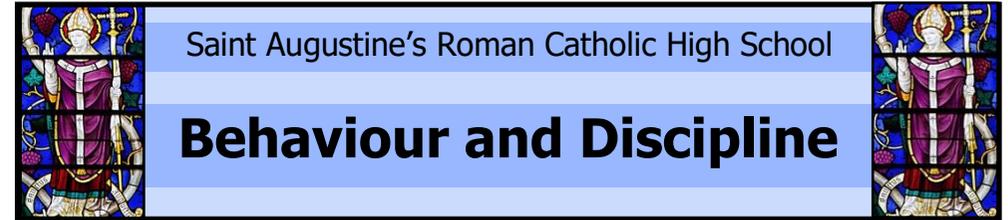
Our uniform and appearance rules are in our prospectus, on our website and in leaflets to parents. On the rare occasion when a pupil blatantly disregards our appearance code they may be sent home or isolated from their lessons until the matter is resolved.

Respect for property

Theft will not be tolerated at St Augustine's. If a pupil steals, the usual sanction is a fixed term exclusion or seclusion. We are particularly vigilant with lockers which are intended to provide you with a safe place to keep your belongings. There is, thankfully, hardly any vandalism at St Augustine's. Pupils who damage school property are usually secluded or excluded. We will work out the cost of the damage and contact your parent to arrange for payment of the repairs. We would expect the cost to be met from your own savings or pocket money.

No items may be sold by pupils on school premises, school buses or school trips unless this has been approved by staff and is for a charitable purpose. No games involving money or gambling are allowed on school premises, school buses or school trips.

A school is a living community. Our reputation for discipline and good behaviour has been achieved through attention to detail and is the outcome of years of commitment to improving standards. Nearly all of our pupils and parents share our values and are proud of our school, and so the pupils at St Augustine's have a wonderful reputation for being considerate, well-mannered young people - a source of pride to their families, their school and their local community.



We come here to learn and to achieve our best



School Policy Statement
Updated March 2019

www.sarchs.com

Pupils have the right to learn and teachers have the right to teach

Your parents/carers and teachers believe that you are entitled to get on with your studies in a calm atmosphere. We want you to feel safe and confident wherever you are, in classrooms, corridors, stairwells, playgrounds and on buses, and enjoy being part of a friendly, open community. If all of us treat people and property with respect, and if we're all careful not to drop litter or leave a mess after us, we each help to make St Augustine's a great school to belong to.

We know from what pupils and parents tell us that our rules are seen to be fair. You belong to a school which works closely with parents. They chose to send you to us because of our friendly atmosphere and the respect and consideration we show towards each other.

This leaflet is not a complete list of all the rules and sanctions we use at school. Other leaflets which are on our website deal with specific matters such as uniform and appearance, substance misuse and anti-bullying.

Respect for learning

At St Augustine's we promote a positive learning environment throughout all areas of school, ensuring that learning can be effective and that pupils and staff feel safe, secure and respected. This is the behaviour we expect from all our pupils:

1. We expect you to show respect towards your teachers and towards each other and to treat school property and other people's property with respect.
2. We expect you to arrive on time to your lessons, pay attention in class, bring the correct equipment with you and complete your home learning on time.
3. We expect you to wear our school uniform correctly.
4. We expect you to follow our school rules and your teachers' instructions.

At St Augustine's we have a reward system which recognizes and celebrates positive behaviour, along with a pupil's effort and achievement regardless of ability. At school far more letters of praise or congratulation are sent home than ones which express concern. Each term ends with a special assembly to reward effort and achievement. Nearly all the prizes handed out are sponsored by our Parents' and Teachers' Association [PTFA]. This shows just how strongly parents and teachers feel about wanting all our pupils to do well. Our aim as a school is to support and encourage all pupils to become better learners.

Respect for each other

Your feelings and worries matter to us. This is why we try hard to ensure that nobody feels put down, isolated or bullied at school. If you ever do feel upset, scared or anxious we want you to tell a teacher or to ask your parent or a friend to tell a teacher so we can help to make things better for you. The best person to speak to is your Form Tutor or Year Leader or, if it is urgent, staff on duty or anywhere else in the school.

Most of you are kind and respectful towards each other. Unfortunately, however, this is not always the case. At St Augustine's we will not tolerate bullying, cyber-bullying, name-calling,

cruel teasing, mockery over looks or body size, inappropriate physical contact, fighting, incitement to fight, peer on peer abuse, racism, homophobia (using words like "gay" as a term of abuse), any other prejudice-based bullying or other anti-social behaviour within school, on the school buses or when representing school by wearing the school uniform. More information on our anti-bullying policy is available on our school website.

Above all else we expect you to be kind towards other people.

Respect for ourselves

Low self-esteem can be at the root of poor behaviour and lack of progress at school. It is normal, however, to have self-doubts and worries, especially as you go through secondary school. Staff, including a counsellor and the pupil well-being team, are available in school if a pupil needs someone to listen or give advice. We also have pupil mentors and chaplains who can give lots of support. We want our pupils to always do their best and to be ambitious for themselves.

Pupils must recognize that they are responsible and accountable for their own behaviour and that they make a clear choice when deciding how to behave. When a pupil chooses not to follow our expectations by breaking our school rules or behaving in an unacceptable way, that pupil will be disciplined. Our sanctions will be used in a hierarchical way to support learning and eliminate negative behaviour. Sanctions include verbal warnings, essays to be completed at home, lunchtime detentions and after-school detentions (issued by Curriculum / Year Leaders or a member of the School Leadership Team).

After-school detentions are normally on Friday afternoon. We write to parents to give advance notice of these detentions and send a reminder text. **After-school detentions cannot be replaced with lunchtime detentions.** If a parent feels there is a pressing reason to ask for the detention to be put back for a week or so, they must contact school in good time and the head teacher may allow for this to be arranged. This request has to come from parents. **A message passed on by a pupil is unacceptable.**

Where poor behaviour is serious or repeated we place pupils in our Seclusion Unit. This is a supervised room where pupils are kept apart and in silence and are given work linked to their lessons. Parents are informed about this, although it is usually not possible to do this in advance. Sometimes seclusion may be combined with after-school detentions. **Fixed term exclusions** are used for serious incidents or persistent disregard for school rules. **Permanent exclusions** are very rare - they are the very last resort. When this happens, teachers try to keep in touch with the pupil concerned until their next school placement. The school follows DFE guidelines on *Use of Reasonable Force (2013)* and staff are permitted to use reasonable force to prevent pupils from hurting themselves or others and for restraint and control purposes. Decisions on exclusion are taken by the Headteacher and include the ability to exclude pupils for behaviour that takes place off the school site.

When applying a sanction, staff will focus on behaviour and not the individual. Staff will state a clear reason why the sanction has been given. There should be no need for confrontation. Pupils who argue should be moved to the next sanction up. Behaviour which hinders or prevents pupils' learning will not be tolerated. Strategies put into place to improve behaviour e.g. a pupil being placed onto a report card or to sit in a particular place, will remain in place as long as required.