



St Augustine's Catholic College

Behaviour Policy

Ad Maiorem Dei Gloriam

*"This is what God asks of you, that you act justly, love tenderly and walk humbly with your God"
(Micah 6:)*

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Part of the Church's Mission

St Augustine's is a Catholic Lasallian College where each child's universal right to an education is protected.

We believe that every student has the right to learn in an environment without disruption and where they feel safe.

We are an inclusive and welcoming community in which the mission of the Church can be seen in the way in which we are building a community of faith where diversity is celebrated, where social justice is promoted and a place where the dignity of each person is respected.

Our SPIRIT Values underpin this policy as we seek to promote positive behaviour and attitudes throughout our community. They are:

- Self-Control
- Positivity
- Integrity
- Respect
- Initiative
- Teamwork

Celebrating Success: Our Rewards System for Positive Behaviour

At St. Augustine's, we focus on positive learning behaviours which can significantly reduce the need for managing misbehaviour in the classroom. By developing self-regulation and self-reflection, students learn to set goals, monitor their progress, and adapt their strategies, enhancing their autonomy and responsibility. This proactive approach not only minimises disruptive behaviour but also empowers students to take ownership of their learning, leading to a more harmonious and effective educational experience.

We also believe in recognising and celebrating our students' achievements and positive behaviour. Our rewards system is designed to encourage and motivate students to consistently demonstrate excellent conduct, effort, and progress in their learning journey. By acknowledging their accomplishments, we foster a sense of pride and self-esteem in our students, inspiring them to continue striving for excellence. Our rewards system includes a variety of incentives such as SPIRIT points, verbal praise, certificates of achievement, special privileges, and recognition during school assemblies. This inclusive approach to rewarding positive behaviour helps create an engaging and supportive learning environment where students feel valued and motivated to excel both academically and personally.

At St Augustine's, we believe that no student has the right to disrupt the learning of others.

This policy for Behaviour and Excellence is intended to guide parents, students and staff as to how we can live and work as a community of hope where success can be achieved and celebrated. The foundation for this policy is our non-negotiable belief that every child has the right to learn in a disruption-free environment where they feel safe and respected. This approach is aligned with the Department for Education's 2024 document, Behaviour in Schools – advice for headteachers and

school staff which says 'school culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption'. We are a non-shouting environment and pride ourselves in the quality of relationships that exist throughout the college. Behaviour in our College should not be based on fear but on respect.

This policy is set out as a foundation for the focus of our College on developing the highest quality of learning experiences for our students through effective and innovative teaching. All staff and students have been given the opportunity to contribute to the formation of this policy in 2021 and a full review of the system for behaviour was conducted in December 2022. This review included the views of parents, students and staff.

In line with government guidance (Behaviour in Schools. Sept 24. DfE), we recognise that *"Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school's approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect."*

This policy should also be considered in conjunction with the following policies:

- Safeguarding and Child Protection
- Mobile phone policy
- Teaching and Learning
- Anti-Bullying
- On-line e-safety
- SEND Policy
- Communication Policy
- Trips Code of Conduct Policy
- Respectful Communication Policy
- As well as all other policy's shared on the college website

All school policies are available on the college website.

In order for our policy to promote positive learning behaviours for life, we need to work together as parents, students and staff. Below are some of our key expectations which form the basis of our Home-College Agreement.

Expectations of Parents:

- To support the College and work with us to resolve difficulties
- To not use social media to criticise the College or our Staff but to bring concerns to us directly
- To respect the dignity of staff and students at all times by not using aggressive or threatening language especially when communicating in writing or speaking directly to members of our College Community

- To reinforce at home decisions made in line with this policy for both rewarding positive achievement or sanctioning unacceptable behaviour

Parent Communication During the School Day:

If parents need to contact their child during the school day, this must be done via the main college office rather than directly to the student's phone. This expectation supports our policy that students do not access mobile phones during the school day and ensures that any urgent messages can be passed on safely and appropriately by staff.

Expectations of Students:

- To come each day to college, ready to learn and to engage positively in your learning
- To respect the dignity of staff and students at all times by not using aggressive or threatening language especially when communicating in writing or speaking directly to members of our College Community
- To celebrate and respect the diversity of cultural, religious and ethnic backgrounds of all members of our college community
- To follow the College Mobile Phone Policy, including not using any personal electronic device to record or share images, audio or video of other people in College in a way that undermines their dignity
- To follow the expectations of our College behaviour policy

Expectations of Staff

- To uphold the values of our Catholic Lasallian College in all that you do
- To be professional at all times respecting the dignity and value of each person
- To follow the expectations of this policy for behaviour in both rewarding and challenging students
- To communicate with parents in a timely way to ensure the establishment of positive relationships

Involving Students in the Behaviour Management Process: A Collaborative Approach

At St. Augustine's, we firmly believe in the importance of involving students in the behaviour management process. By actively engaging students in discussions and decision-making, we empower them to take ownership of their learning environment and foster a sense of shared responsibility for maintaining a positive school community.

1. **Student Feedback on Policies and Procedures:** We value the perspectives of our students and consider their feedback essential in assessing the effectiveness of our behaviour policies and procedures. By providing students with opportunities to share their thoughts and experiences, we can identify areas for improvement and make necessary adjustments to better support their needs. Regular surveys and open forums such as our school parliament are some of the ways we gather student input and ensure their voices are heard.

2. **Student Involvement in Behaviour Plans:** Involving students in the development of behaviour plans not only promotes self-awareness and self-reflection but also encourages them to take responsibility for their actions. By working collaboratively with students, we can create personalised behaviour plans that address individual needs and challenges, setting clear expectations and outlining strategies for improvement. This approach empowers students to actively engage in their personal growth and fosters a deeper understanding of the importance of positive behaviour.
3. **Student-led Initiatives:** We also support student-led initiatives that promote positive behaviour and a sense of community within the school. This includes peer mentoring programs, school parliament initiatives, and anti-bullying campaigns. These initiatives help students develop leadership and teamwork skills while reinforcing our school's values and promoting a supportive learning environment.

By involving students in the behaviour management process, we cultivate a sense of shared responsibility and commitment to maintaining a positive, inclusive, and respectful school community. This collaborative approach not only contributes to the success of our behaviour policies but also helps our students develop essential life skills and a strong sense of personal responsibility.

Supporting Our Teachers: Induction and Ongoing Training in Our Behaviour Policy

We understand the importance of ensuring that our teachers, both new and experienced, are well-equipped to effectively implement our Behaviour Policy. To achieve this, we provide a comprehensive induction programme for new teachers, introducing them to our policy, expectations, and the strategies used in managing student behaviour. Additionally, we offer ongoing support and training for all our teachers to help them refine and develop their skills in applying the policy consistently and effectively.

We also recognise that supply teachers play a vital role in maintaining a positive learning environment. To ensure their seamless integration, we provide them with clear guidelines and resources about our Behaviour Policy before they begin working at our school. This preparation allows supply teachers to uphold the same standards and consistently apply our policy, ensuring a cohesive and supportive atmosphere for all students. By investing in the professional development of our teachers, we create a nurturing and harmonious school community that benefits both students and staff.

Start of the Day

The start of the College day is an essential way we welcome students and ensure that they are ready for learning.

In the Autumn and Summer terms, the students arrive and following the first bell at 08:50, they go directly to their Fire Drill Stations for our daily '*Line up*'. They line up alphabetically and in silence

Morning line-up begins at 8:50am. Students are expected to attend in correct uniform. Any uniform issues will be logged on ClassCharts. Persistent uniform issues may result in further consequences led by the Head of Year.

For the rest of the year or on wet days, students will go directly to their tutor groups where they will be welcomed, uniform checked and a morning prayer will be said to begin the day.

Conduct in Lessons

The entry routine for our College to each lesson is designed to ensure consistency in helping all students to prepare for learning. Students are expected to do the following:

- Line up quietly outside of the classroom (unless, due to limited space, a teacher directs students to enter on arrival)
- Enter the class, remove coats and get out any necessary equipment ready to begin learning
- To be seated immediately and begin the retrieval practice activity in silence
- Member of staff to complete the register accurately
- Work silently whilst the register is taken
- Listen carefully whilst the member of staff leading the lesson speaks
- Everyone to listen to whoever is leading the prayer
- Raise their hand to ask a question without calling out
- Work hard to complete every task to the best of their ability without disrupting any other student's learning

Please note: Lack of equipment is logged on ClassCharts but does not result in a warning on the board and does not count as a first behaviour warning.

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The student now has a choice to either work with their teacher and peers or to continue to disrupt the learning of others.

The second time during a lesson that a student fails to meet these expectations they will then be sent to the Don Bosco room to continue their education in a supervised setting for a period of one working day. Failure or refusal to go to the Don Bosco Room will result in a C6 suspension in addition to the five lessons in the Don Bosco room for the removal from class. (For the process of how this works from when a student is sent out of class, please see Appendix 1.)

Please note that for any behaviour that would be considered for a formal suspension from College (see Suspensions section) e.g. swearing at a member of staff or aggressive behaviour, the student needs to be sent immediately to the DBR. The SLT SafetyNet is in place to support if needed by staff should the student refuse to leave or if the situation is considered unsafe.

The Restorative Conversation

The keystone of our policy is the opportunity for the relationship between teacher and student to be rebuilt following an incident. This brings together our values of justice, fairness and reconciliation. If a student is sent to DB the member of staff who sent the student out will meet with the student for a 'Restorative Conversation' where they will look back on what went wrong and why it disrupted learning. The conversation will then focus on what needs to be done differently for the next lesson and beyond. This is an opportunity for staff and student to work together to find a way forward.

Within one working day, the member of staff will contact the student's parent(s)/guardian by email or phone to explain what happened and how it has now been resolved. These messages must not contain any confidential information.

To allow this to take place students sent to the Don Bosco room will be required to remain in College until 3:30pm that day to enable the restorative conversation to occur and parents need to accept that alternative transport arrangements may be necessary.

Please note that students who are sent out during lesson 5 will be allowed to go home at the normal time of 3:15pm but will be expected to remain until 3:30pm the following day.

Any member of staff but especially staff who work part-time, can have the restorative conversation at a time that suits them but within one working day as parents will be expecting contact.

In the case of a supply teacher, the Head of Department may be needed to have the restorative conversation.

Key behaviours in class which could trigger a warning include:

- Disrupting anyone else from learning
- Shouting out
- Refusing to make an effort to work
- Answering back
- Swearing
- Offensive language
- Mocking or laughing at others
- Disrespectful behaviour
- Refusing to follow basic instructions
- Talking whilst others are talking
- Making hurtful or personal comments about others

Please note: Mobile phones and personal electronic devices are managed separately under the Mobile Phone Policy and do not form part of the classroom warning sequence. Lack of necessary equipment and incorrect uniform (including jewellery and piercings) are logged on ClassCharts but do not count as behaviour warnings and are not to have names placed on the whiteboard. These issues do not trigger removal from lessons.

Repeated removal from classes:

If a student is repeatedly removed during a term, parents will be expected to engage with us to explore the underlying reasons for this and formulate a Behaviour Support Plan which will support the student to develop positive social and learning behaviours.

Conduct around the College

All students are expected to take responsibility for their actions and their choices at all times. Students are expected to make visitors to the College feel welcome.

Students should move around the College between lessons with purpose so that they are not late to class. (Keep Left, Keep going, Get there)

All of us are responsible for keeping our College looking smart and tidy. "Don't ignore, just pick it up!"

Where behaviour is not appropriate:

Any issues about uniform and behaviour outside of lessons need to be challenged and recorded when possible on ClassCharts for the Tutor, Head of Year and/or Senior leadership team to follow up.

If a student arrives late to class, without an acceptable reason, a notification is placed on ClassCharts. Two late notifications within one week will result in a detention after school the following week. (C4 Detention)

Truancy, whether external or internal truancy, is a significant safeguarding concern. If a student decides to truant school, or internally truant, in the first instance they will make up the amount of time missed through lunchtime detentions. If there are further instances of truancy the student will be issued a C5. If truancy becomes a persistent problem for a student, parents will be expected to engage with us to explore the underlying reasons for this and formulate a Behaviour Support Plan which will support the student to engage with school and lessons.

At Break and Lunchtimes students are expected to follow instructions without argument in order to keep people safe, especially in the playground and Canteen areas. Lunchtime supervisors are members of staff and should not be treated differently in any way. Any rudeness or defiance will have a consequence which may include a referral to the Don Bosco Room by the Head of Year or a Senior member of Staff.

Conduct outside of the College

Students are expected to demonstrate a high standard of conduct on the journey to and from College as each person is an ambassador for St Augustine's.

Behaviour expectations apply at all times when students are travelling to or from school, or wearing St Augustine's uniform in the community. Students are representing the college in these contexts and are expected to conduct themselves accordingly.

Students are expected to:

- Arrive at and leave college in full uniform (see the Uniform lists on the College website)
- Use the traffic light crossings where possible to cross the road safely
- Use the cycle lanes/pedestrian zones safely and to wear a cycle helmet
- Take any litter home and dispose of it properly
- Respect our neighbours and all local residents

Mobile Communication Devices (phones/ear pods/tablets)

From 1 September 2026, St Augustine's is a phone-free learning environment throughout the College Day. The College Day begins when a student enters the College site in the morning and ends when they leave the site at the end of the day. Students are encouraged, wherever possible, to leave phones at home. If a device is brought to College, the preferred storage is a secure locker. Where a locker is not used, the device must be switched off completely and kept inside the student's school bag for the entire College Day. A device kept in a pocket, blazer or on the student's person does not meet this expectation.

This section should be read alongside the College Mobile Phone Policy. It applies to smartphones and mobile phones; smartwatches and other wearable devices that can make calls, send messages or record audio or video; wireless or Bluetooth headphones and earbuds; tablets and handheld games consoles; and other personal devices that can communicate, record or access the internet, unless they have been provided or approved by the College for learning.

- If a device covered by the Mobile Phone Policy is seen or heard, is out of a bag or locker, is switched on, is being worn or used as a smartwatch, or is found on a student's person during the College Day, it will be confiscated and retained securely. It will only be released to a parent, carer or guardian, or another adult nominated by them in advance. Collection is available from the College office up to 4.00pm on the same day; otherwise collection should be arranged for the next working day.
- If a student refuses to hand over a device, they will be removed from lessons immediately. Refusal will normally result in a suspension of no less than half a day, following the College's normal suspension procedures. The precise length of the suspension will be determined by the Headteacher, taking account of the circumstances. Before the student returns to lessons, the College will hold a readmittance meeting with a parent or carer.
- Where breaches become a pattern, whether through repeated use of a device or repeated refusal to hand it over, the College reserves the right to retain the device securely for up to five College days before it is returned to a parent or carer.
- Sixth Form students may use a mobile phone when a teacher has specifically asked them to do so as part of a lesson. Phones must not be used in study rooms or other designated quiet study spaces. At break and lunchtime, phones may be used only in the designated Sixth Form social area (the Lasallian Centre). At all other times they must remain out of sight and must not be used elsewhere on the College site.
- Where a student has a medical condition, SEND need, safeguarding need or other exceptional circumstance that requires an adjustment to the Mobile Phone Policy, an appropriate arrangement may be agreed on an individual basis. For Key Stages 3 and 4, the Headteacher reserves the right to make reasonable exceptions in exceptional circumstances, including where required to meet a student's medical, safeguarding or SEND needs.
- For extra-curricular activities and educational visits, decisions about mobile phone use rest with the trip leader or organiser, who may permit use where it directly supports the safe and effective running of the activity. Outside any permission given, the normal expectations continue to apply. Parents or carers who need to contact a student urgently during the College Day should do so through the College office.

Smoking/Vaping

(Smoking is defined to include any tobacco-based products and also e-cigarettes and vaping products)

No student or member of staff will smoke on the St Augustine's site or when dressed in the uniform of our school. If a student smokes or uses Vapes or chooses to associate with students who do, they can expect the consequences as outlined below:

- Smoking/Vaping, associating with smokers/Vapers or being found in the possession of smoking/Vaping paraphernalia will lead to one day in the Don Bosco room on the first occasion
- The College reserves the right to search a student's bag and pockets if there are reasonable grounds to believe that they may be in possession of any items which could cause harm to self and others. (See guidelines below)
- Refusal to hand over smoking/Vaping items when asked by a senior member of staff will lead to a suspension

All tobacco and related items will be destroyed.

Searching, Screening and Confiscation

The College reserves the right to search a student's bag and pockets if there are reasonable grounds to believe that they may be in possession of any items which are illegal or could cause harm to self and others. Any practice of searching, screening or confiscation is done in line with the national guidelines:

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

Two members of staff will be present for any searches and parents informed if any items are found which are not acceptable or illegal.

Please note that student consent is not required if there are reasonable grounds to suspect the student to be in possession of something illegal or not appropriate for school. These may include any of the following:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vaping materials
- Tobacco, cigarette papers and lighters
- Fireworks
- Pornographic images
- 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 the property of, any person (including the student)

- Headteacher 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

Detentions

This revised policy for behaviour has removed the need for teaching staff to set and supervise break and lunchtime detentions. For issues of inappropriate behaviour around the College site, especially during break and lunchtimes, Heads of Year will reserve the right to set a lunchtime detention. (C3 Detention)

For issues relating to homework which warrant a detention, these will be set after school on a Tuesday 3:30–4:15. (Please note that an after-school detention is NOT negotiable and refusal to attend will result in a full day in the Don Bosco room the following day.) Notification for parents of an after-school detention will be through ClassCharts, so that necessary arrangements can be made to collect students at 4:15pm.

Sixth Form students may not necessarily be required to attend a detention after school, however, should they fail to complete work or behave in line with College expectations, they will lose independent study time and be required to work under direct supervision in the Don Bosco room.

Students who have an Educational Health Care Plan (EHCP) or Special Educational Needs and Disabilities (SEND)

Students who have an Educational Health Care Plan or identified with an additional need(s) are expected to follow the behaviour policy.

We have high expectations of all of our students and staff can reference the SEND information about students, including their Student Passports, for advice and information about students with SEND. Students are therefore supported to access their learning through an inclusive approach to learning. Adaptive teaching is therefore used to ensure that learning is accessible for all.

When applying the behaviour policy, reasonable adjustments may need to be made for some individuals. Advice from the Learning Support Department and from external agencies when appropriate, will be used to inform our adjusted approach when it is needed. Alternative strategies will be employed as agreed with all stakeholders as part of the support plan in place for the individual student.

The Government Behaviour in Schools document (P.18. 46), highlights the need for us to provide consistent boundaries and levels of support so that our students feel valued especially in times when their behaviour is being challenged.

To facilitate reasonable adjustments some students may be given the provision of 'Reset' or a 'De-escalation Plan'. The intention is that these strategies will be employed to help students regulate within a lesson and can support students who may have impulse-control difficulties or specific SEMH needs which can trigger impulsive behaviour responses. The intention is to de-escalate situations and to help the student to manage their own behaviour however, this must not be at the expense of the learning of others. Continued disruption will then result in the process used for all students being applied.

If a student chooses to use their re-set card, any mobile phone or personal electronic device must remain stored in accordance with the Mobile Phone Policy. The member of staff must log the use of the re-set card on ClassCharts at the same time. Any agreed exception relating to a device must form part of the student's individual support arrangements.

Supporting Students from Diverse Backgrounds and Disabilities

At St. Augustine's, we are committed to providing a nurturing and inclusive learning environment for students from all backgrounds and with various abilities. We believe that embracing diversity and supporting the unique needs of each student is essential for their academic, social, and emotional development.

Our support measures for students from diverse backgrounds and with disabilities include:

1. **Personalised Learning Plans:** We create tailored learning plans to address the specific needs and goals of each student, ensuring they have the necessary resources and support to thrive in our school community.
2. **Special Educational Needs and Disability (SEND) Support:** Our dedicated SEND team collaborates with teachers, students, and families to develop and implement individualised support strategies, enabling students to overcome barriers to learning and achieve their full potential.
3. **Additional Language Support:** For students who speak English as an additional language, we offer targeted language assistance to help them develop the necessary skills and confidence to succeed academically and socially.
4. **Cultural Awareness Training:** We provide ongoing cultural awareness training for our staff, promoting understanding and respect for diverse cultures, traditions, and perspectives within our school community.

Addressing Discrimination and Bias-Based Harassment

St. Augustine's has a zero-tolerance policy for discrimination and bias-based harassment. We take any incidents of such behaviour seriously and address them promptly through the following steps:

1. **Reporting:** Students, staff, and parents are encouraged to report any incidents of discrimination or bias-based harassment.
2. **Investigation:** All reported incidents are thoroughly investigated by the school, maintaining confidentiality and ensuring the well-being of those involved.
3. **Disciplinary Actions:** If an incident is confirmed, appropriate measures are taken, which may include verbal or written warnings, suspension, or, in severe cases, permanent exclusion.
4. **Support and Education:** We provide support for those affected by discrimination or bias-based harassment, while also working to educate students and staff about the importance of respecting diversity and promoting an inclusive school community.

By fostering an inclusive and supportive environment, St. Augustine's empowers all students to achieve their full potential, regardless of their background or abilities, and helps them develop the skills and empathy necessary to thrive in a diverse and interconnected world.

Suspensions from the College (& Exclusions)

Key Terms

Recent government guidelines have changed the language around school exclusions as follows:

1. Suspensions (formerly Fixed Term Exclusions)
2. Permanent Exclusion (PX)
3. Alternative Provision (AP): Education provided off site
4. **STEP**- Short Term Education at a Partner School arrangement
5. **Offsite direction**

Our intention is to not suspend any child from the College, however, there may be some circumstances where it is deemed necessary to formally suspend a student for a temporary period or, in particular circumstances, a Permanent Exclusion, where a child will no longer be on roll or educated on site in the College.

Any decision to exclude is never taken lightly and will follow a detailed investigation and with reference to the Department for Education (DfE) legal guidelines for exclusions from school.

<https://www.gov.uk/government/publications/school-exclusion>

In line with the Wiltshire Schools Protocol, we aim to avoid Permanent Exclusion as much as possible and in such cases, an Alternative Provision programme will be formulated to match the particular circumstances of each case. If it is deemed by the Headteacher that for a child to remain on site poses a risk to their own or the safeguarding of others, a student can be directed for off-site provision. This will be formally set up and communicated to the parents of that student.

Reasonable adjustments are considered for any Child in Care or a child who has an EHCP. The Designated Safeguarding Officer (DSL) and the SENCO are therefore consulted prior to any decision being made.

Key Principles

- The College is a learning institution which aims to provide life chances for all of its students. We view suspension as a last resort when all other possible methods of managing student behaviour have been exhausted.
- We recognise the detrimental impact of suspension on both the education and well-being of students and their families. We also recognise the impact of social exclusion which can result from the permanent exclusion of a student and will try hard to avoid it.
- Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered.
- We are committed to working with the West Wiltshire Alliance to explore alternatives to permanent exclusion such as 'Managed Move and STEP's' and alternative provision (AP) where appropriate.
- We take account of the Equality Act (2010) and of our duty not to discriminate against students for any reason.

- We also take account of our statutory duties in relation to SEND / LAC.
- We aim to involve parents as early as possible in any process.

The Decision to Suspend

The decision to suspend is made solely by the Headteacher, or a Deputy Head acting on the Headteacher's behalf.

The decision to suspend a student is not taken lightly and the Headteacher will:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations.
- Allow and encourage the student to give their version of events.
- Keep a written record of the actions taken including the signed statements of witnesses.

N.B. For any Suspension, or any other consequence for misbehaviour, parents do not have the right to conduct their own investigation by interviewing other students or demanding to see witness statements and CCTV footage which have been obtained within school for the purpose of the investigation. This is to protect the identity of students involved and those who were witnesses, as part of our safeguarding duty. It is also to avoid ambiguous judgements being made without the possibility of verifying detail from other students and staff involved.

- Be confident that the procedures detailed in this policy have been carried out.
- Ensure SEND expert advice has been considered where appropriate and reasonable adjustments have been taken.
- Ensure that parents have been kept informed throughout the process and consulted where appropriate.
- Incidents of significant violence, racial abuse or Harmful Sexual Behaviour (HSB) will be treated in line with our Safeguarding Policy and reported either directly to the Police or other appropriate professional authorities in line with best practice and Local Authority guidelines.

The burden of proof applied, when deciding whether or not to suspend a student from the College, is done on the 'balance of probabilities'. This is where the evidence shows that an event is more likely to have happened than not. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

Suspension will not be used as a consequence for the following:

- Minor incidents such as a failure to complete homework.
- Poor academic performance.
- Lateness or truancy.
- Breaches of school rules on uniform or appearance except where these are persistent or in open defiance of such rules.
- As a punishment for the behaviour of their parent/carer.

Once the decision has been made to suspend, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety.

Work during a period of suspension: Where possible, work will be provided for students during any period of suspension. Suspension letters include a link to Oak National Academy resources, which are age-appropriate and suitable for students with SEND, to support continued learning at home.

Suspension

The decision to suspend a student may be taken in response to breaches of this Policy. Examples of behaviour that may lead to a Suspension include the following:

- Serious actual or threatened violence against another student or a member of staff
- Swearing at a member of staff (even under their breath)
- Defying a member of staff by walking off when being spoken to/reprimanded, or refusing to hand over a mobile phone or other personal electronic device when requested. In line with the Mobile Phone Policy, refusal to hand over a device will normally result in a suspension of no less than half a day.
- Sexual abuse or assault
- Sexual Harassment
- Verbal abuse of staff or students
- Physical abuse of staff or students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances
- Theft
- Carrying and/or supplying an illegal substance
- Carrying an offensive weapon or a banned item
- Arson
- Persistent disruptive behaviour contrary to acceptable behaviour outlined in this policy
- Bullying, including cyber-bullying

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that suspension is an appropriate sanction.

The Process for Suspension

- Parents/carers will be notified by a phone call to explain the circumstances which have led to the suspension and will be notified formally by letter. The College aims to complete this process within 24 hours of the incident itself.
- The Headteacher may suspend a student for one or more periods which do not exceed a total of 45 school days in any one school year.

- For a suspension that is permanent or would mean a student being suspended for more than 5 school days in a term, missing 10 lunchtimes or missing a public exam, the Headteacher must, without delay, notify the Clerk to the Governing Body (GB), copied to the Chair of the GB, giving the duration of and reasons for the suspension.
- The Local Authority (LA) is also notified, giving the duration of and reasons for the suspension; and for a permanent exclusion, the student's home LA if different.
- During a suspension of 5 or fewer days, where possible, work will be set by the college for the student to complete at home. Suspension letters include a link to Oak National Academy resources which are age-appropriate and suitable for SEND students. This work should be returned completed at the end of the suspension for marking.
- For a suspension longer than 5 days, the College will arrange full time educational provision from the sixth day of suspension which may be through an Alternative Provision (AP) provider.
- During the first five days of any suspension, the parents of a suspended student must ensure that the student is not present in a public place during normal College hours without reasonable justification, whether with or without a parent/carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.
- The student is not allowed on College site throughout the period of suspension.

Re-Admittance Meetings

Before the end of any suspension, Managed Move or period of Alternative Provision, parents/carers will be invited to attend a re-admittance meeting at the College with their son/daughter in full College uniform. N.B. The student cannot be allowed back into lessons until this process of re-admission is completed formally. Parents/carers must therefore make every effort to attend at the earliest possible moment if they are unable to meet at the time specified in the letter.

The purpose of this meeting is not to challenge the decision of the school to suspend the student but to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. (A behaviour support plan to explore any support that may be needed, which may include a risk assessment, can be initiated at this point.) The student is expected to take responsibility for their actions and to work with the College to ensure that this behaviour does not happen again.

The role of parents/guardians is essential in the process to work with the College to support the targets for improving behaviour.

The aim of the College will be for the student to be fully engaged with their learning in lessons as soon as possible following their re-admittance meeting.

The College does reserve the right to control the reintegration process to ensure the safety of all of those involved so that reasonable adjustment can be made and support put into place. This may include a period of work in the silent study (Don Bosco) room to ensure that co-operation and trust can be established. Achievable targets will be set and the College will consider all further support needed to help the student, including referral to external agencies where appropriate.

The re-admittance forms will be signed by all those present as a record of this agreement.

The student may also spend a period of time on report to support their reintegration.

Preventative Measures to School Exclusion

1. C5 Internal Suspension

Where behaviour choices are a serious breach of the behaviour policy, but not at the level of a formal C6 suspension, a C5 internal suspension is put in place. This involves five lessons as well as break and lunchtime in the Don Bosco room.

2. Off-Site Direction

Where interventions or targeted support have not been successful in improving a student's behaviour, and to avoid the risk of exclusion, off-site direction can be used to arrange time-limited placements (six-week period) at an AP or another mainstream school. Off-site direction is a formal arrangement where a student is required to attend another educational setting on a temporary basis. It does not require parental consent.

3. Community Off-Site Direction (Trowbridge Schools)

The Trowbridge secondary schools have agreed a shared community sanction, allowing a student to be placed for up to two weeks in another school's equivalent of the Don Bosco room. This provides a circuit breaker from their usual school environment, creating time and space for reflection, reset, and improved reintegration.

4. Short Term Education at a Partner School (STEP)

A STEP is a short-term placement at another partner school to support a pupil who is struggling in their current setting. Unlike a managed move, it is temporary and does not automatically mean the pupil is transferring permanently.

5. Managed Move

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. This process is managed using the IYFAP (In Year Fair Access Panel) protocol agreed for Wiltshire Schools. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

Permanent Exclusion

Permanent exclusion is an extremely rare sanction at the College and always avoided wherever possible. The Wiltshire Schools Alliance ensures that every step is taken to avoid this happening.

The decision to permanently exclude is taken only:

- in response to serious breaches of the College's Behaviour Policy and
- if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.

<https://www.gov.uk/government/publications/school-exclusion>

A student may be permanently excluded where there have been repeated breaches of the College's Behaviour Policy, for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the College has exhausted all available strategies for dealing with the student and is a last resort.

There may be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Serious bullying including cyber-bullying
- Being in possession of an illegal substance and/or supplying an illegal substance
- Carrying an offensive weapon

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

The College operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances.

Any student who brings an offensive weapon onto site, or who brings in and/or supplies an illegal substance on site, is likely to be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion. The Headteacher will meet with the parents and student before reaching a decision to permanently exclude a student.

Under normal circumstances, a student will be suspended before the decision is made to permanently exclude.

Permission to Leave the College Site

Students in the main school (11–16) do not have permission to leave site when they choose through the school day. Authorisation from parents concerning a medical appointment which could not have been made at an alternative time, would need to be given before a student signs out from reception.

Any other permission to leave the site would need to be authorised by the Headteacher.

Sixth Form Students may leave the site during the College day but need to sign out and then sign in again on their return.

Useful Links

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

<https://www.gov.uk/government/publications/school-exclusion>

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

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/government/publications/mobile-phones-in-schools>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[Behaviour in Schools – DfE Guidance \(Feb 2024\)](#)

[School Exclusion – GOV.UK](#)

[Searching, Screening and Confiscation – GOV.UK](#)

Signed by:	Headteacher Chair of Governors
Date:	September 2026
Next review date:	September 2027

Appendix 1

How the Don Bosco Referral Process Works

There are a number of things that will happen once a student has been sent to the Don Bosco Room (DBR). The following is a simplified version of the process where a student will continue their education in a supervised setting:

1. Student has chosen to ignore the warning about their disruptive behaviour and is then sent out of class. The student has five minutes to arrive at the Don Bosco Office to be booked in. Failure to do this or refusal to leave the class will escalate the situation and will result in extended time in the Don Bosco room or a Suspension from school.

The student arrives at the Don Bosco room:

- Mobile phones and personal electronic devices remain stored in accordance with the Mobile Phone Policy. Students should not remove a device from a bag or locker simply because they have entered the Don Bosco room. Any device already confiscated will remain securely held for parent/carer collection in accordance with the Mobile Phone Policy.
- The student is booked in and when ready, given work to complete.
- Parents will be automatically notified through ClassCharts to inform them their child has been isolated.
- The DBR Manager will email the teacher concerned to remind them to attend the restorative conversation, contact home and log conversations on Provision Maps.
- Any issues relating to SEND or pastoral concerns will be recorded and reasonable adjustments made which may include completion of the period of continuing their education under supervision in the SEND designated area.

2. During the period of being in Don Bosco the student is expected to engage in a restorative conversation with the teacher who sent them there.

3. The teacher will then contact home within this period by telephone or email to explain what has happened and what has now been agreed as a way forward.

4. The teacher will have a restorative conversation with the student and record the outcome agreed.

5. A record of this call is put on Provision Maps.

6. The student remains in the Don Bosco room for five lessons from the time they were sent out of their class. (e.g. sent out lesson 3, remain isolated until the end of lesson 3 the following day.)

7. The DBR manager will complete the daily monitoring card for each and every student who is sent to the DBR. At the end of their period, a decision will be made by the DBR Manager and the HOY as to whether the period of continuing the pupil's education in a supervised setting has been completed successfully or not. Evidence to be recorded on Provision Maps.

8. If the student does not engage with any of the above expectations, they will be given a further sanction; this could include a second day in the DBR or a Suspension.

Appendix 2: Escalation of Interventions

Stage 1: Student sent to DBR for one day.

Stage 2: Student who has had 3 or more Don Bosco room referrals within a term. St Augustine's Behaviour Support Plan set up with HOY, parents and student.

Stage 3: A student who has continued to be referred to DBR (6 or more referrals or has been suspended on more than one occasion this academic year). Formal meeting with Parents/guardians/Student, HOY and Pastoral Lead to review the behaviour support plan and ensure that sufficient steps have been taken to identify required support.

In this meeting the tutor or HOY will review the behaviour plan for that individual student. Issues concerning SEND and SEMH will be re-considered as part of their individual support plan with the involvement of the SENDCo and Pastoral Lead where appropriate.

(N.B. students may need to remain in the DBR until a meeting date has been made if their behaviour is likely to cause disruption to the learning of others.)

Any additional support which can be offered will be identified, which may include external agencies.

Behaviour Plans need to be monitored daily and formally reviewed after three weeks.

The Behaviour Plan will be monitored by the relevant HOY and Student report cards will be issued where necessary, to track improvement and monitor progress. Parents will be expected to sign these daily to support the College and ensure success for their child.

Stage 4: Formal meeting with Deputy Head or Headteacher and Pastoral Lead, parents and the Student.

Any student who has failed or is failing to meet the targets set out in their behaviour plan. Increased referrals to DBR and Suspensions. Review meeting to include Deputy Head and Pastoral Lead. Plan to be monitored weekly by HOY.