



# St Augustine's Catholic College

## Behaviour Policy

*Ad Maiorem Dei Gloriam*

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

### PART OF THE CHURCH'S MISSION:

1. 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**

**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 disruption-free environment where they feel safe and respected. 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 this review and to identify behaviours that undermine the learning of others and positive learning behaviours which we need to promote each day. This policy should also be considered in conjunction with the following policies:

- Safeguarding and Child Protection

- Teaching and Learning
- Anti-Bullying
- On-line e-safety
- SEND Policy

## Start of the Day

2. 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 and the Tutor will undertake a uniform check to ensure that all students are ready for the learning of the day.

The checklists will be given out by HOY and returned to them afterwards.

Any uniform issues will be dealt with then before students can go to lessons.

**On wet days the uniform check will be undertaken in the Tutor bases**

## Conduct in Lessons

3. 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 that for any behaviour that would be considered for a formal suspension from College (See page 9) eg. 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.*

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 an isolation room (The Don Bosco Room) for a period of one working day. Failure or refusal to go to the isolation room will result in an extended period being served in the Don Bosco Room and a parental meeting. **(For the process of how this works from when a student is sent out of class, please see Appendix 1. P.13)**

## The Restorative Conversation

4. If a student is sent to isolation, the member of staff who sent the student out will meet with the student at the end of the day 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 forwards.

The member of staff will then contact the student's parent(s) / guardian by phone to explain what happened and how it has now been resolved. Every effort should be made to speak with the parent/guardian however there may be occasions where a message may need to be left or an email sent. These messages/ e-mails must not contain any confidential information.

To allow this to take place students sent to isolation will be required to remain in College until 4:00pm 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 3:30 but will be expected to remain until 4:00pm 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 24 hrs as parents will be expecting a phone call.

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
- Use of a mobile phone/airpods
- Mocking or laughing at others
- Disrespectful behaviour
- Refusing to follow basic instructions
- Talking whilst others are talking
- Making hurtful or personal comments about others
- Lack of necessary equipment
- Incorrect uniform – including jewellery and piercings

## Conduct around the College:

5. 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!”

Any issues about uniform and behaviour outside of lessons needs to be challenged and a note placed on Classchart for the HOY/DBM to follow up with.

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.

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.

## Conduct outside of the College

6. 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

### **Students are expected to:**

- To arrive at and leave college in full uniform (*see the Uniform lists below*)
- To use the traffic lights crossings where possible to cross the road safely.
- To use the cycle lanes/pedestrian zones safely and to wear a cycle helmet
- To take any litter home and dispose of it properly.
- To respect our neighbours and all local residents.

## Mobile Communication Devices (phones/ear pods/tablets)

7. These devices are not banned from College as we recognize that they may be needed for the journey to and from College each day. Having arrived on the College premises however, all phones and devices, together with any headphones will need to be switched off and kept out of sight in the student’s bag (*not in a pocket*). In some specific circumstances, the use of a phone or mobile device can be authorised by a member of staff within the context of a lesson or an emergency.
  - If a phone/tablet is seen during lesson time or around the College, it will be confiscated and on the first occasion it can be collected from reception at the end of the school day.
  - The same applies to headphones and ear pods. Headphones are not to be worn around the neck. They should be placed in bags during the school day.
  - If a student refuses to hand their phone or device over, this will be seen as defiance, they will be sent to the Don Bosco for up to one working day.
  - We reserve the right to insist that the parent collects the phone/device from reception if this has been a persistent problem or if there has been defiance.
  - Refusal to go to isolation will result in an extended period in the Don Bosco room or a Fixed Term Suspension (FTS) and a parental meeting.
  - **Sixth Form:** Sixth formers may use their devices to support their learning in the Sixth Form areas only. Devices should not be seen or used when moving around the main College areas as this undermines the policy for all other students.

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

8. 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 chooses to associate with smokers the consequences will be as outlined below:
  - Smoking/associating with smokers/being found in the possession of smoking 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. Two members of staff will be present for any searches and parents informed if any search has been undertaken.
  - Refusal to hand over smoking items when asked by a senior member of staff will lead to a fixed term exclusionAll tobacco and related items will be destroyed

## Searching, Screening and Confiscation

9. 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 below:

<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 • tobacco and cigarette papers
- 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

10. 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.

For issues relating to homework which warrants a detention, these will be set after school on a **Thursday 3:30- 4:30**. *(Please note that an after-school detention is NOT negotiable and refusal to attend will result in a full day in isolation the following day)* Notification for parents of an afterschool detention will be through Class Charts, so that necessary arrangements can be made to collect students at 4:30.

*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 Suite.*

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

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

Staff can refer the SEND information about students, including their Student Passports, for advice and information about how best to support them. 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 need. Alternative strategies will be employed as agreed with all stakeholders as part of the support plan in place for the individual student.

Students who have a 'timeout card' will be invited by staff to use this following any disruption to learning *before* their name is put on to the board. This is to show a reasonable adjustment toward students who may have impulse-control issues 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.

## Suspensions (Exclusions) from the College

12. Key Terms

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

- 1) Fixed Term Exclusions (FTX) are now Fixed Term Suspensions (FTS)**
- 2) Permanent Exclusion is still referred to as an Exclusion (PX)**
- 3) Alternative Provision: (AP) Education provided off site**

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.

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.

### 13. 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 moves** and **alternative provision (AP)** where appropriate.
- We take account of the Equality Act 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.

### 14. The Decision to Suspend

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

#### **The decision to suspend a student is not taken lightly and the Headmaster 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.

*NB. For any Fixed Term Suspension, 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 S.E.N. 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.

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 even 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 will be provided and either sent with the student or arrangements made for collection or posted online using Classcharts or in some cases e-mail.

### Fixed Term Suspension (FTS)

15. The decision to Suspend a student for a fixed-term may be taken in response to breaches of this Policy. Examples of behaviour that may lead to a Fixed-Term 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
- 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 Headmaster judges that exclusion is an appropriate sanction.

- 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 Headmaster may suspend a student for one or more fixed 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 Headmaster must, without delay, notify the following by an email the Clerk to the Governing Body (GB), copied to the Chair of the GB, giving the duration of and reasons for the exclusion.
- 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 fixed term suspension of 5 or fewer days, work will be set by the School for the student to complete at home. 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 they are 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.

## Re-Admittance Meetings

16. Before the end of any fixed-term 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. This meeting has to take place before any student can be fully reintegrated in to the College. 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 isolation so as to be able 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.

### Permanent Exclusion (Level 3 Exclusion)

17. 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 for Excellence 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 for Excellence 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 Headmaster 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 Headmaster 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 Headmaster will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently exclude.

### Permission to Leave the College Site:

18. 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 Headmaster.

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

Signed by:	
Date:	May 2022
Next review date:	

### **How the Isolation 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 student isolation process:

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 isolation or a FTS from school.

#### **The student arrives at isolation:**

- The student hands over their mobile phone.
  - The student is booked in and when ready, given work to complete.
  - Parents will be contacted by text from the DBR Manager to inform them their child has been isolated
  - The DBR Manager will email the teacher concerned to remind them to attend the restorative conversation and contact home.
  - Any issues relating to SEND or pastoral concerns will be recorded and reasonable adjustments made which may include completion of the period of isolation under supervision in the SEND designated area.
- 2 At the end of the day the student is expected to engage in a restorative conversation with the teacher who sent them to the DBR.
  - 3 The teacher will have a restorative conversation with the student and record the outcome agreed.
  - 4 The teacher will then contact home by telephone to explain what has happened today and what has now been agreed as a way forward.
  - 5 A record of this call is put on Provision maps.
  - 6 The student remains in isolation 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 24-hour period, a decision will be made by the DBR Manager and the HOY as to whether the period of isolation 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 Fixed Term Suspension (FTS).

## Escalation of Interventions

**Level 1: Student sent to DBR for one day**

**Level 2: Student who has had 3 or more isolations within a term. Behaviour Plan set up with HOY, parents and student**

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

In this level 3 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 the Behaviour plan with the involvement of the SENCo and Pastoral Lead where appropriate.

(NB. students may need 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.

**Level 4: Formal meeting with Deputy Head or Headmaster and Pastoral Lead, parents and the Student.**

**Level 4:** Student who has failed or is failing to meet the targets set out in their behaviour plan. Increased referrals to DBR and FTS. Review meeting to include Deputy Head and Pastoral Lead. Plan to be monitored weekly by HOY.

### Flow Chart Behaviour

