



Wallington County Grammar School

Behaviour Policy and Procedures

Wallington County Grammar School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

School Behaviour Policy and Procedures

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Contents

Part A	4
A.1 Application	4
A.2 Approval and review	4
A.3 Responsibilities	4
A.4 Associated policies and procedures	4
Part B	5
B.1 Policy Statement	5
Part C - Procedures	6
C.1 Legislation, statutory requirements and statutory guidance	6
C.2 Definitions	6
C.3 School Behaviour Curriculum	7
C.4 Classroom management	7
C.5 Mobile phones	7
C.6 Safeguarding	7
C.7 Responding to good behaviour	8
C.8 Responding to unacceptable behaviour	8
C.9 Reasonable force	8
C.10 Searching, screening and confiscation	9
C.11 Off-site unacceptable behaviour	9
C.12 Online misbehaviour	9
C.13 Suspected criminal behaviour	9
C.14 Zero-tolerance approach to sexual harassment and sexual violence	10
C.15 Malicious allegations	10
C.16 Removal from classrooms	11
C.17 Detention	11
C.18 Suspension and permanent exclusion	12
C.19 Anti-Bullying	12
C.20 Recognising the impact of SEND on behaviour	13
C.20.a Adapting sanctions for pupils with SEND	14

C.20.b Considering whether a pupil displaying challenging behaviour may have unidentified SEND	15
C.20.c Pupils with an education, health and care (EHC) plan	15
C.21 Supporting pupils following a sanction	15
C.22 Inducting incoming pupils	15
C.23 Preparing outgoing pupils for transition	15
C.24 Training	16
C.25 Monitoring and evaluating school behaviour	16
C.26 Suspensions and Exclusions	16
Part D - School Specific Procedures	19
D.3 School Behaviour Curriculum and School Rules	
D.7 Responding to good behaviour	
D.8 Responding to unacceptable behaviour	
D.16 Removal from classrooms	
D.17 Detention	
D.19 Anti Bullying Strategies	
D.20 Recognising the impact of SEND on behaviour	
D.21 Supporting pupils following a sanction	

Part A

A.1 Application

Our school is part of the Greenshaw Learning Trust (GLT), therefore it is subject to the policies and procedures of the Trust, as approved by the GLT Board of Trustees.

Parts A, B and C of this Behaviour Policy and Procedure apply to the Greenshaw Learning Trust as a whole and to all the schools in the Trust in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust. Part D of this Behaviour Policy and Procedure applies specifically to our school.

The Policy and Procedure is subject to the Trust's Scheme of Delegation for Governance Functions. If there is any ambiguity or conflict, then the Scheme of Delegation takes precedence. If there is any ambiguity or conflict between Parts A to C and Part D, Parts A to C take precedence.

In implementing this Policy and Procedure the Governing Body, Headteacher and school and Trust Shared Service staff, must take account of any advice or instruction given to them by the GLT CEO, GLT Education Directors or Board of Trustees.

If there is any question or doubt about the interpretation or implementation of the Procedure, the GLT CEO, or GLT Education Directors should be consulted.

A.2 Approval and review

Maintenance of the Policy and Procedure is the responsibility of the GLT Directors of Education (Part A, B & C) and the Headteacher (Part D).

- The Policy and Procedure (Parts A, B & C) was approved by the Board of Trustees on 27 March 2026.
- The School Specific Procedures (Part D) were approved by the Governing Body on June 2026
- The Policy and Procedure is kept under review and updated where necessary by the Education Directors in line with statutory guidance.

A.3 Responsibilities

The following persons and bodies have a role in ensuring compliance with this Behaviour Policy and associated Procedures and providing and maintaining the Trust's expectations for behaviour in its schools:

The GLT **Board of Trustees** is responsible for monitoring the effectiveness of this Behaviour Policy and associated Procedures, and holding each Governing Body to account for their implementation.

It is the responsibility of the **Governing Body** and **Headteacher** of each school to ensure that their school and its staff adhere to this Behaviour Policy and Procedures.

A.4 Associated policies and procedures

This Behaviour Policy and Procedure are constituent part of the:

- GLT Student Welfare Statement.

The following Trust and School policies and procedures are directly related to and complement this Policy and Procedure:

- GLT Safeguarding Policy.
- GLT Suspensions and Exclusions Procedure.
- GLT Positive Handling and Restrictive Intervention Policy
- School Safeguarding Policy.

Part B

B.1 Policy Statement

The Board of Trustees of the Greenshaw Learning Trust believes that its schools have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Greenshaw Learning Trust as set out in the Procedure.

This School Behaviour Policy and Procedure and any associated school rules and approaches will ensure that:

In all GLT schools:

- Schools have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force, where appropriate, are used consistently by staff, in line with the Behaviour Policy.
- The school will work to create an environment where removal from class and exclusion from school is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The Behaviour Policy and Procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the school and pupils' home life.

Part C - Procedures

C.1 Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

C.2 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour like interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Imitation weapons
 - Alcohol.
 - CBD products, such as oils, vapes and gummies.
 - Illegal drugs, including THC (Tetrahydrocannabinol) and any related products.
 - Stolen items.
 - Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
 - Fireworks.
 - Pornographic images.

- Any article a staff member 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 pupil).

C.3 School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- Arrive at lessons on time and be properly equipped and ready to learn
- In class, make it possible for all pupils to learn, support and promote a positive and disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Wear the correct uniform at all times, including to and from school and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures, see Part D.3.

C.4 Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own school rules.
- Will develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Following the school procedure for dealing with low-level disruption.
 - Using the rewards procedures to encourage positive behaviours.

C.5 Mobile phones

- In GLT Schools, mobile phones and smart watches are not allowed.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site, in accordance with the school's procedures (see section D).
- School procedures will follow DFE Searching, screening and confiscation guidance for confiscation of mobile phones.

C.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's Safeguarding Policy and Procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

C.7 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, school staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

The approach used at our school is detailed in our school procedures, see Part D.7.

C.8 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, school staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff expect classrooms and learning environments to be disruption free.

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues from escalating.

All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified, and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered in the future to a pupil to help them to meet behaviour expectations in the future.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The approach used at our school is detailed in our school procedures, see Part D.8.

Personal circumstances of the pupil will be taken into account when deciding on consequences and alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil. The school will have regard to the impact on consistency and perceived fairness when considering any alternative arrangements.

C.9 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school staff can use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

- Committing an offence.

Reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents in writing, unless doing so would likely result in serious harm to the pupil.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

When the use of reasonable force constitutes a restrictive intervention, the procedures set out in the GLT Positive Handling and Restrictive Intervention Policy must be followed.

C.10 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#).

C.11 Off-site unacceptable behaviour

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of the school.

Sanctions may also be applied where a pupil has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.12 Online misbehaviour

School staff can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.13 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police investigation. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with the police investigation.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

C.14 Zero-tolerance approach to sexual harassment and sexual violence

The Headteacher will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Individual schools have their own procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to the School Safeguarding Policy and procedure for more information.

C.15 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes a serious allegation, including one of sexual violence or sexual harassment against another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the School Safeguarding Policy for more information.

C.16 Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the school procedures, see Part D.16.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school Management Information System (MIS).

C.17 Detention

School staff can issue detentions to pupils during break, after school or on weekends during term time.

School staff will inform pupil's parents in accordance with school procedures.

When imposing a detention, staff will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

The approach used at our school is detailed in the school procedures, see Part D.17.

C.18 Suspension and permanent exclusion

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort. When making the decision to suspend or exclude, due consideration will be given to the impact of allowing the pupil to remain in school and the impact that this would have on the education and welfare of the pupil or others, such as staff or pupils in the school.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*).

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

See Part C.26 for further information.

C.19 Anti-Bullying

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We recognise that bullying is a form of Child-on-Child Abuse.

Bullying is, therefore, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being deliberately and persistently unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support. We recognise that bullying is a form of Child-on-Child Abuse and therefore support will be managed in accordance with the School Safeguarding Policy.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.

Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

The approach used at our school is detailed in our school procedures, see Part D.19.

C.20 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
- Adjusting uniform requirements for a pupil with sensory issues.
- Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.
- Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

C.20.a Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim

If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour.

Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

C.20.b Considering whether a pupil displaying challenging behaviours may have unidentified SEND

The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

C.20.c Pupils with SEN but without an EHC plan displaying challenging behaviours

For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

C.20.d Pupils with an education, health and care (EHC) plan

The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and if any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

The approach used at our school is detailed in the school procedures, see Part D.20.

C.21 Supporting pupils following a sanction

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

The approach used at our school is detailed in the school procedures, see Part D.21.

C.22 Inducting incoming pupils

School staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider school culture.

C.23 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

C.24 Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

C.25 Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- At Trust level.
- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Governing Body.

The school will work with the Greenshaw Learning Trust Shared Service to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to The Greenshaw Learning Trust Board of Trustees.

C.26 Suspensions and Exclusions

Definitions:

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance, the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

The process:

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. *(This may be by email if they have given written consent for notice to be sent this way).*
- Representations should be made in writing to the Clerk to the Governing Body - details of how to do this will be provided in the notification letter.

Review by a governors' Exclusions Committee:

- For:
 - i. a **permanent exclusion**;
 - ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
 - iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.

- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil is reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5** school days in one term:

Then an Exclusions Committee will consider any representations from the parents/carers, if any are made, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk to the Governing Body, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

Following a suspension or permanent exclusion:

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

Part D - School Specific Procedures

D.3 School Behaviour Curriculum and School Rules

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D. 5 Mobile phones

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.7 Responding to good behaviour

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.8 Responding to unacceptable behaviour

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.16 Removal from classrooms

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.17 Detention

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.19 Anti Bullying Strategies

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.20 Recognising the impact of SEND on behaviour

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.21 Supporting pupils following a sanction

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

Part D - School Specific Procedures

D.3 School Behaviour Curriculum and School Rules

Students are taught about the values and behaviour expected at Wallington County Grammar School through our pastoral curriculum. This is delivered during form time, assemblies and in fortnightly wellbeing lessons. Our pastoral curriculum is reviewed annually to ensure it meets the needs of our students and is responsive to the changing local and national contexts.

Our school rules are as follows:

- **Values**
 - **Commitment** - students should work diligently to succeed in their studies and should also engage actively in all they do in school, contributing as much as possible to all aspects of school life, including school sport, the arts and the house system, to become well rounded individuals.
 - **Creativity** - students should strive to become scholars in the subjects they are studying, thinking deeply and considering a wide range of solutions to the problems and tasks they encounter.
 - **Courage** - students should never be afraid to stand up for what is right even in the face of opposition. They should always be brave in seeking the support of staff when needed with both pastoral issues and problems relating to their learning. Students should show courage in the face of failure, never being afraid to fall down but to learn from it to better themselves.
 - **Compassion** - students should always put the interests of others before themselves, working to support one another and be part of a cohesive and caring team of young people. Students will show kindness to all members of the communities that surround us. As part of this, we expect our students to work hard to prevent all forms of prejudice and discrimination, actively seeking to eradicate discrimination based on: Sexuality, Race, Gender, Social or cultural background, Religion Physical appearance, Disability or Special Educational Needs, Health (physical or mental), academic ability, and political affiliation. We encourage all students to discuss issues that are important to them in an atmosphere that promotes tolerance and respect.
- **Relationships**
 - Students will treat staff, other students and all members of the community with compassion, courtesy, dignity, equality and respect.
 - They will support their peers with the above, guiding them when appropriate and supporting students who have not been treated in this way to come forward to resolve the issue with the help of a member of staff.
 - They will notify Mrs Owen, Mr Jones or Mrs Jennings if they have safeguarding concerns about another student.
- **Attendance**
 - Students will strive for 100% school attendance.
 - They will arrive onsite by 8.20am
- **In lessons**
 - Students will follow all instructions given to them by a member of staff on the first time of asking.
 - They will remain focussed on their work for the entirety of the lesson and will work in silence or in groups when required.

- They will engage positively with feedback given to them by their teachers to ensure they are always learning and improving.
- They will never disrupt the learning of others or the work of the teacher.
- **Around school**
 - Students will treat the school and local environment with great respect, taking care of our facilities and equipment and picking up any litter they happen across.
 - They will keep good order in corridors, moving purposefully and considerately between lessons.
 - They will wait by the signs in playgrounds in an orderly manner for all lessons in the English, science and Hutchins blocks.
 - They will always use school IT for educational reasons and with professionalism and caution.
- **Mobile Phones and earphones**

Mobile Phone Policy for Years 7 Students

- Many parents report that giving their child a smartphone early is a decision they deeply regret. A recent HMD survey (of over 10,000 parents) revealed that over 33% of parents have shed tears over their child's smartphone addiction, and 70% believe these adult devices damage family life. According to an article in the Financial Times dated 14 March 2025 and analysis done by Professor Jonathan Haidt, the decline in PISA and other academic scores post 2012 is highly correlated with teenagers in the western world getting unfettered access to smartphones. As such parents who wish for their child to carry a mobile phone to school must adhere to the following policy. If parents wish to add to their peace of mind by being able to 'track' their child we recommend using something like <https://www.apple.com/uk/airtag/>.
- This policy has been designed so that we can safeguard our students ability to read, reason, focus, and learn new things, as well as encourage them to socialise, whilst being mindful of parents' concerns regarding Y7s increased independence and the associated desire to be able to contact them if necessary.
- Approved Phones
- The phone must be one of the following types:
 - Nokia 105
 - Samsung E1200
 - Alcatel 10.16G
- Any other phone must be approved by Mr Jones and parents should apply in writing to djones@wcgschool.co.uk. Please note that no phone with internet access or access to whatsapp will be approved.
- Any non-approved phone will be classified as a 'prohibited phone' and confiscated (see below).
- Phone Requirements
 - The phone must be clearly marked with the student's name.
 - The phone must be switched off before the student enters the school site and placed in their school bag.
The phone must not be brought out at any point during the school day and should only be used after school, when the student is out of sight of the school entrances.
 - The phone remains the responsibility of the student at all times, and the school will not take action if it is lost or stolen.

- Prohibited Items
 - In addition to phones, smartwatches and wireless headphones of all kinds are prohibited. If a smartwatch or wireless headphones are seen, the same sanction as for a prohibited phone will be given.

- Searching for Mobile Phones
 - There may be occasions where a member of staff is required to search a student's personal belongings to look for a mobile phone. Any such search will be conducted in accordance with the DfE guidance on searching and screening.
 - If a school phone is found during a search, it will not be confiscated, provided it is switched off and does not contain evidence related to an investigation.
 - All prohibited phones and school phones that are not switched off will automatically be confiscated as part of a search.

- Confiscation and Collection
 - Any phone that is seen or heard during the school day (whether approved or otherwise) will automatically be confiscated. This includes phones that are heard from within a student's uniform or bag.
 - When a phone is confiscated, it will be handed in at reception, locked away, and parents will be contacted.
 - Confiscated school phones will be securely locked away until collected by parents.
 - Prohibited phones will be securely locked away and returned to the student after 6 school weeks.

Mobile Phone Policy for Years 8-10 Students

- Students may bring mobile phones into school but they should never be seen or heard unless a teacher gives explicit permission to use them in lessons which is rare. They should therefore remain firmly in students' pockets or bags at all times on the school site.
- Sixth Form students may access their mobile phones as an aid to their learning and use/wear headphones in private study and the Cafe during Period 1 to 5. Sixth Form mobile phones must not be seen or heard in corridors, around the school, or in lessons unless a member of staff has given permission for them to be used as an aid to learning.
- All students, including sixth form students, will never wear headphones around the school site.
- They will hand over phones and headphones that are seen by staff without permission to be collected from their Year Leader at a time of their choosing.
- In an emergency, students may request to use their phone to call their parents at the Student Services window. Students will not text their parents in this space, only call.
- **eSafety**
 - Students will follow the School's eSafety acceptable use policy and IT code of conduct including being wary of who they communicate with online.
 - They will follow the guidelines given by social media companies, including age restrictions.

- They will treat people with compassion, courtesy, dignity, equality and respect whilst online.
- They will not share anything online that could cause harm, offence or upset to others.
- It is possible that students may receive permission from a teacher to use AI in the following circumstances:
 - (a) As a research tool
 - (b) Idea generation for projects
 - (c) Revision aids
 - (d) Development of critical thinking skills

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the pupil's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of an assessment or homework so that the work does not reflect the pupil's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references

AI may only be used with the permission of your teacher.

IT Code of Conduct/ Acceptable Use Policy

- I will only use the School's computers for appropriate school activities and learning, and am aware that WCGS monitor my internet use.
- I will use the internet responsibly and will not visit websites that are inappropriate for the School or my key stage.
- I will not bring files into school that can harm the School network or be used to circumvent WCGS security tools.
- I will be careful when opening files and attachments, checking for viruses etc. If I am unsure I will never open a file.
- Images or videos of students and staff taken, stored and used in line with school policy, should not be distributed outside the School without the permission of the Designated e-Safety Lead.
- I will not use any device to capture and / or store images or videos of students and staff unless with the permission of a member of staff for educational purposes.
- I will only e-mail or contact people I know, or those approved as part of learning activities.
- I will not give my personal information that could be used to identify me, my family or my friends on any online space, unless a trusted adult has given permission or reviewed the site.
- I will never arrange to meet someone I have only ever previously met on the internet or by email or in a chat room, unless I take a trusted adult with me.
- If I see anything I am unhappy with or I receive a message that makes me feel uncomfortable, or does not embody the WCGS core values, I will not respond to it but I will save it and talk to a trusted adult.
- I will keep my logins, IDs and passwords secret and change my password when requested to do so.

- I will not attempt to infiltrate the School's network or internet system.
- I will respect the privacy and ownership of other students' work.
- I will only edit or delete my own files and not view, or change, other people's files or user areas without their permission.
- The messages I send, or information I upload, will always be polite and sensible. I understand that all messages I send reflect on me and the School.
- I am aware that some websites, games and social networks have age restrictions and I should respect this.
- I am aware that my online activity at all times should not upset or hurt other people and that I should not put myself at risk, particularly from those promoting extremist ideologies.
- I will not deliberately upload images, text, audio, video or any content which may cause offence to members of the school community or public.
- My online activity both within and outside school premises will not cause distress to my school, staff or pupils.
- I will not take any RAM from the IT equipment.

I understand these rules are designed to keep me safe. If any students at WCGS violate this policy, access to the Network, Internet and e-mail may be denied. Where a student uses a login that belongs to someone else - or intentionally accesses a part of the school system, software or data, which is not allowed for them, there will be very serious repercussions that could include the Police. If you become aware of other students having unauthorised access to the school's computer systems, data, software or other material, you should report this to a member of school staff immediately.

You should be aware that all of the following actions are criminal offences under the law:

- Gaining access to computer programs, school data, apps or school systems without permission to do so;
- Gaining access to a computer system without permission, with a plan to commit a crime;
- Changing something on a computer system, app or school computer, which you do not have permission to do.
- **Library**
 - Students will be silent at all times unless speaking to the librarian.
 - Students will avoid eating or drinking.
- **Private Study**
 - Students will work in silence at all times during private study.
 - Students will work in a focussed manner for the duration of their private study sessions and avoid distractions such as social media.
 - Students may wear headphones in private study.
- **Cafe**
 - Students will line up at their allotted time in an orderly manner to enter the cafe by the rear entrance.
 - Students will not enter the cafe via the doors by the English block stairs.
 - Sixth form students have access to use the Cafe during free periods throughout the school day (Periods 1 to 5).
- **Homework**

- Students will complete homework to the best of their ability and in an organised and timely manner.
- Students will bring their homework in on the due date.
- **Health**
 - Students will always be mindful of the need to be healthy by eating a balanced, nutritious diet and taking regular exercise.
 - Students will never attend school or a school trip under the influence of alcohol and will never bring alcohol into the vicinity of the school. Students will obey the law in that, if they are under the age of 18, it is illegal to buy or get someone else to buy alcohol.
 - Students will never attend school or a school trip under the influence of nicotine and will never bring cigarettes, vapes or nicotine products into the vicinity of the school. Students will obey the law in that, if they are under the age of 18, it is illegal to buy or get someone else to buy cigarettes or vapes.
 - Students will never attend school or a school trip under the influence of controlled drugs and will never bring them into the vicinity of the school. Students will obey the law in that it is illegal to possess, supply and produce controlled drugs.
 - Students will obey the law in that it is illegal to carry knives or any weapons in public. This includes in school.
- **Uniform**
 - Students will follow our uniform policy. Boys will always have their shirts tucked in and top buttons done up. Blazers must be worn unless a teacher has given permission to remove it.
- **Driving**
 - Students will drive and park in a safe, legal and considerate manner.
 - Students will notify the school of the make, model, colour and number plate of their car.
- **Equipment** - Students must bring:
 - Student planner (for Year 7-11)
 - Purple pen
 - Red pen
 - Green pen
 - Pen (black or blue ink)
 - Pencil
 - Ruler
 - Rubber
 - Pencil sharpener
 - Scissors
 - Glue stick
 - Highlighters
 - Calculator - Casio FX 991EX CLASSWIZ calculator for 6th Form (Casio FX CG50 Graphical Calculator for Further Maths Students) and FX 83GTPLUS or FX 85GTPLUS (but the best one to use is Casio FX 991EX CLASSWIZ) for Y7-Y11
 - Protractor
 - A pair of compasses
 - Spanish/ French dictionary (for those that study this language)

As part of our drive to ensure high quality responsive teaching we will be asking all students to bring a mini whiteboard, pen and whiteboard eraser to school each day. The aim is to allow staff to easily gain a snapshot of understanding across a whole class.

The whiteboard pens and eraser can be of any description but the whiteboard itself must be double sided with one blank side and one gridded side.

- **Leaving School**

- Students will leave school and queue for buses in an orderly and considerate way, allowing members of the public onto buses first and giving up seats to those that are more vulnerable than themselves.
- Sixth Form students have the privilege of being allowed out of school during lunch times after they have signed out from reception, and upon their return must sign back in, no later than 1:40pm.
- Sixth Form students also have the privilege of being allowed to leave School at 1:00PM after PM registration if they do not have a Period 5 lesson and do not need to stay for any after school commitments.

- **Independent study for 6th Form students**

- 6th form students will be expected to complete 10 hours a week per subject of independent study. Failure to complete this work will typically result in the interventions outlined below;

Number of missed independent study sanctions on SIMS	Initiative
3	FT conversation and logged as initiative
4	YL conversation and logged as initiative
5	YL detention and call home
7	SLT detention - student writes action plan
9	SLT detention and parents in to meet YL
11	SLT detention and parents in to meet KSL
15	HM detention and removal of frees
17	HM detention, parents in, 1st written warning from KSL
20	1 day suspension, parents in and 2nd written warning from HM
25	2 day suspension, parents in, final written warning from HM
30	Withdrawn from public exams at headmaster's discretion

D.7 Responding to good behaviour

Low Level Praise

Staff will consistently make students feel valued by providing frequent verbal praise and encouragement, both in and outside of lesson time.

Commendations

Commendations will be awarded to students based on the School's core values which were created in collaboration with students, staff, parents and governors.

These are a formal recognition of a positive aspect of a learner's performance. They can be given for one of the following reasons:

Commitment- Passion/Determination/Ambition/Responds to Feedback

Compassion- Respect/Kindness/Empathy/Support

Courage- Resilience/Adventurous/Seeks Support/Educated Guesses

Creativity- Curious/Deep Thinking/Problem Solver/Scholar

Positions of Responsibility

These are used to reward students who show exceptional leadership whilst at the school.

- School Captains (Head Boy & Head Girl)
- Vice-Captains of School
- Head Prefect
- Senior Prefect
- Prefect
- House Leadership
- School Council
- Year 11 prefect
- Presidents of Clubs and Societies, including President of the Hutchins Society
- Leadership of sports teams, including Captain of Sport, Captain of Rugby
- Form Group Leadership

Celebration

- Year Leaders hold Praise Assemblies every half term to celebrate the achievements of the students in their year group;
- Recognition of extensive achievement. E.g. Letters home; Year Group Praise Board
- Commendations will be aggregated for each House and Key Stage at the end of the year and points allocated, accordingly, to the Cock House Cup;
- The D. Mangham Cup will be awarded to the overall winning House each year.

Pins are awarded for particular school positions or in recognition of excellent and sustained participation in different areas of school life.

- The Captains of School (Head Boy and Head Girl) Vice-Captains of School and Head Prefect are awarded with the specific pins to recognise their roles in representing the students of WCGS.
- Monitor Pins are awarded to students who support around the school such as Form Monitor or Librarian Monitor.
- Senior Prefect Pins are awarded to Senior 6th Form Prefects.
- Prefect Pins are awarded to 6th Form Prefects.
- Captain of Form Pins are awarded to those who lead their form group.
- Vice Captain of Form Pins are awarded to Vice Form Captains.
- School Council Pins are awarded to those students who have been elected to represent their form groups on School Council.
- House Pins are awarded for exceptional levels of participation in house events.
- Arts Pins are awarded to students who have shown great commitment to the arts in the school and the wider community.
- Science pins are awarded to students who have shown a great commitment to the sciences in the school and the wider community.
- Co-curricular pins are awarded to students for exceptional levels of participation in co-curricular activities.

Ties are awarded for recognition of students who have demonstrated outstanding and sustained leadership in a particular area. Students wishing to be nominated or who wish to nominate others for a tie must fill out the Tie Nomination form, available from Miss Gayle, the Headmaster's PA.

- **The Hutchins Tie** is awarded to those students who have shown exceptional levels of leadership in a number of different areas of school life over a sustained period. This tie is named after the school's first headmaster, Mr Hutchins.
- **The Headmaster's Tie** is awarded to students who have made outstanding contributions to one or several areas of school life over a sustained period.
- **Full Colours** are awarded to those who have shown sustained and exceptional talent and commitment in school sport.
- **100 Ties** are awarded to students who have represented the school 100 times in sporting or other activities such as school plays, orchestras, choirs etc.
- **House Ties** are awarded to students who have shown outstanding commitment to the House and a proven track record of House leadership over a sustained period.
- **Scholars Ties and Prizes for Achievement in Year 11** are awarded to students who have attained 8 or more grade 9s at GCSE.
- **Co-curricular Ties** are awarded to students who have shown exceptional, sustained commitment to leadership of an area or areas of the co-curriculum.
- **Humanities Ties** are awarded to students who have shown exceptional, sustained commitment to and leadership of the humanities in the school and the wider community.
- **Arts Ties** are awarded to students who have shown exceptional, sustained commitment to and leadership of the performing or visual arts in the school and the wider community.
- **Science Ties** are awarded to students who have shown an exceptional, sustained commitment to and leadership of the sciences and mathematics in the school and the wider community.

- **Sixth Form Leadership Ties** are awarded to Prefects, Senior Prefects and the Student Leadership Team
- **Year 11 Prefect ties** are awarded to applicants deemed suitable by their Year Leader and relevant Deputy Headteacher to lead their year group.

Senior Prizes awarded on Celebration Evening

- **Annual Subject Prizes:** Each Subject Area will award an annual prize to the highest performing student in the year group.
- **The Headmaster's Prize for Community Service** is awarded for outstanding and sustained contributions to and leadership of the **'local Perspective'** strand of the co-curriculum. This might include recognition for running school events, contributing to School Council, working as a subject ambassador, raising money for school projects etc.
- **The Commander Mason Prize for Endeavour** is awarded for outstanding levels of perseverance and resilience. Normally awarded to a student who has overcome significant odds to achieve highly academically, sportingly or in any other aspect of the co-curriculum. It may also be given to students who perform very highly in national or international competitions.
- **The Albert Prince Memorial Prize for Achievement** is awarded for outstanding academic achievement in the school. Normally reserved for the top achieving student in the Upper Sixth.
- **The Dr Haworth Prize for International Life** is awarded for outstanding and sustained contributions to and leadership of the **'Global Perspective'** strand of the co-curriculum. This might include recognition for volunteer work, charitable work or contributions to high-level local, national or international organisations such as Sutton Youth Parliament.
- **The F. Townsend Prize for Excellence in Other Areas of School Life** is awarded for outstanding and sustained contributions to and leadership of any strand of the co-curriculum not covered by any other prize. This might include recognition for significant and sustained contributions to clubs and societies, technical support for school productions etc.
- **The W. J. Ireland Memorial Cup for Rugby Player of the Year** is awarded for outstanding performance in Senior Rugby.
- **The P. Smart Cup for Cricketer of the Year** is awarded for outstanding performance in Senior Cricket.
- **The Alistair Stewart Plate for Distinction in Drama** is awarded for outstanding performance in Drama.
- **The Brian Deards Memorial Cup for Senior Music** is awarded for outstanding contributions to Music in the Upper School.

Junior Prizes awarded at Prize Giving

- **The Ronald Harrison Memorial Shield Junior Music Award** for distinction in musical performance in Y7-9
- **The Millwood Trophy** is awarded to the most improved Junior Rugby Player.
- **The Fred Clifford Prize for Academic Achievement** is awarded to students who receive ten or more Grade 9s at GCSE
- **The Millwood Trophy** is awarded to the most improved Junior Rugby Player.
- **The Nigel Hook Trophy** is awarded to the most improved Intermediate Rugby Player.

Four students from each form group also receive a prize for exhibiting one of our core values: Commitment, Courage, Compassion and Creativity.

House Cups

- **The Cock House Cup** (F) is awarded to the House with most points.
- **The Manor Trophy** is awarded for the Year 7 Road relay and Assault Course.
- **D. Mangham Trophy** or **(F) Commendations Cup** is awarded to the House that achieves the highest number of commendation points during the year.
- **Athlete of the Year Cup** is awarded to a student who has excelled the most in athletics during the year.
- **House Drama (F) Trophy.**
- **House Music (F) Trophy.**
- **House Football (F) Trophy.**
- **Mackmin Cup** (F) is awarded for Junior House Athletics.
- **Richard Meller Cup** (F) is awarded for Junior House Cross Country.
- **Bruce Foster Cup** (F) is awarded for Senior House Cross Country.
- **Old Boys Cup** (F) is awarded for Junior House Cricket.
- **Ruskin Cup** (F) is awarded for Intermediate House Cross Country.
- **Heyward Cup** (F) is awarded for Intermediate House Cricket.
- **John Eyles Cup** (F) is awarded for Intermediate House Athletics.
- **Bawden Shield** (F) is awarded for Senior House Rugby.
- **Chewter Cup** (F) is awarded for Junior House Rugby.
- **Slade Jones Cup** (F) is awarded for Intermediate House Rugby.
- **Moriarty Cup** (F) is awarded for Senior House Athletics.
- (f) = Flag awarded in Main Hall.
- **The Washer Cup** is awarded to the winner of the WCGS Rugby v Old Boys XV.

D.8 Responding to unacceptable behaviour

Serious Misconduct

Whilst the below is not an exhaustive list, it is likely that the following types of behaviour will meet with high level sanctions including suspensions and exclusions:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Abuse relating to any protected characteristic including race, sexual orientation, gender identity and disability
- Sexual misconduct
- Drug and alcohol related offense (this includes vape use)
- Damage / vandalism
- Theft
- Persistent disruptive behaviour
- Persistent failure to follow the instructions of members of staff
- Inappropriate use of social media or online technology

- Wilful and repeated transgression of protective measures in place to protect public health

Low Level Misconduct

The route of escalation for low level misconduct is as follows:

1. Verbal Warning
2. Recorded Warning
3. Teacher Detention
4. Removal from lesson and Senior Leadership Team Detention

Staff may skip parts of this route of escalation if behaviour is particularly concerning.

Persistent low level misconduct will be treated as serious misconduct.

Other Sanctions

Other sanctions include:

- Community service
- Gating
- Removal from trips or other privileges
- Headmaster's Detentions
- Inclusion (including on staff training days): This is where a student works in isolation with a senior leader.
- Suspension
- Permanent Exclusion

D.16 Removal from classrooms

As stated above, the route of escalation for low level misconduct is as follows:

1. Verbal Warning
2. Recorded Warning
3. Teacher Detention
4. Removal from lesson and Senior Leadership Team Detention

Staff may skip parts of this route of escalation if behaviour is particularly concerning.

Students removed from lessons will normally continue their work in a senior leader's office.

D.17 Detention

Detentions have three categories:

- Teacher detentions - normally last for thirty minutes after school and are normally led by the teacher that issued the detention.
- Senior Leadership Team Detentions - Last for 1 hour after school and are normally led by the student's Key Stage Leader.
- Headmaster Detentions - Last for two hours after school and are led by the Headmaster.

If a student does not attend a detention, it will be escalated to the next most serious detention/sanction.

D.19 Anti Bullying Strategies

Staff and students at Wallington County Grammar School have a zero tolerance approach to bullying. We use the definition provided by the Anti Bullying Alliance which is as follows: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. The School takes a very active approach to the prevention of bullying including addressing the issue through our induction programme, pastoral curriculum, wellbeing lessons and assemblies. If parents or students suspect bullying is taking place, they must report it immediately to a member of staff, usually the relevant Year Leader. This can be done anonymously if preferred through the School website ([Student Voice - Wallington County Grammar School](#)), however, this can make investigating incidents more difficult. All incidents are then investigated and appropriate action taken in accordance with this policy. The school will always aim to take a restorative approach to relationships when possible.

D.20 Recognising the impact of SEND on behaviour

School staff will always take special educational needs and disabilities into account before issuing a sanction from this behaviour policy. School staff will never discriminate against students because of a disability.

D.21 Supporting pupils following a sanction

Student support following a sanction can include:

- Undertaking reflective practice in a detention
- Restorative practice with the victims of any anti-social behaviour
- Root cause analyses and referrals to explore further needs
- Counseling
- Mentoring
- Target setting and student reports
- Visiting alternative provision