

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.

Policy Title	GLT School Behaviour Policy and Procedure	
Category	Common School Policy	
Responsible Officer	Director of Primary Education Director of Secondary Education	
Approved on	March 2026	
Minor technical or operational updates made	Name	Date
Review Cycle and next approval date	Annual March 2027	
Monitoring arrangements	This policy will be reviewed annually, or sooner if required by statutory guidance updates. The implementation of this policy will be reviewed annually by the Headteacher.	
Associated Policies *Internal Policy Library* *Published GLT Policies* *For school policies please visit the school website*	● GLT Student Welfare Statement ● GLT Safeguarding Policy ● GLT Suspensions and Exclusions Procedure ● GLT Positive Handling and Restrictive Intervention Policy ● School Safeguarding Policy	
This Policy is based on or takes into account the following legislation and guidance	● 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.	

School Behaviour Policy and Procedures

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Part A

Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school or academy within the Greenshaw Learning Trust.
- Headteacher means the headteacher, executive headteacher or principal of the school/academy.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Trust Shared Service means the services, functions and staff of the Trust that are not contained within a school budget and/or are not the responsibility of a school Headteacher. With respect to the Trust Shared Service, references in this Policy to the responsibilities of the Headteacher should be read as the GLT CEO.
- Responsible Officer means the member of the Director Team to which responsibility for the management of the policy, procedure or statement has been delegated by the Board of Trustees
- Policy or Policies should be read as including any procedures, reports, templates, models, statements and schedules etc. as specified in the GLT Policy Schedule. Categories of Policy are defined in 'Scope and Applicability'

Scope & Applicability

- It is the responsibility of the Headteacher of each school, and the GLT CEO for the Trust Shared Service, to ensure that their school/service and its staff follow this Policy and all Policies and Procedures across the Trust.
- If there is any question or doubt about the interpretation or implementation of this Policy, the 'Responsible Officer' or the GLT CEO should be consulted.
- Unless otherwise stated, all Policies apply to all schools within the Trust, all Trust employees (including temporary and agency staff), all pupils, all trustees and committee members (including members of community committees), all volunteers, and all visitors and contractors
- 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.
- **This is a Common School Policy**. Common School Policies are where the Board of Trustees has determined that all schools in the Trust must follow the same Policy, so that the Trust can fulfil its statutory responsibilities and/or manage its schools effectively. Common school policies and procedures are approved by the Board of Trustees. Some will have a school-specific element or annex; in these cases each school's Headteacher will have tailored those specific parts of the policy/procedure – and those parts only, as indicated in the policy/procedure – to their specific requirements. All schools and services within the Trust must comply with Common School Policies, although the appendix is applied locally.
- 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. 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 Headteacher, 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.

Part B

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 ~~P~~olicy 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: ● 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)
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 Education Director(s).

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 - details of how to do this will be provided in the notification letter.

Review by a 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 to be 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, 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 Behaviour 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, student workshops 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.

The following school rules outline our daily expectations. Please note that this list builds on point C3 of the main policy, which sets out generic poor behaviour. This list is not exhaustive; the school reserves the right to sanction any other behaviour which undermines the welfare and/or education of pupils or staff, or otherwise impacts the running or reputation of the school.

1. Our Core Values

Everything we do is underpinned by four core values:

- **Commitment:** Students must work diligently to succeed academically and engage actively in school life, including sports, the arts, and the house system, to become well-rounded individuals.
- **Creativity:** Students should strive to be true scholars—thinking deeply and considering a wide range of solutions to the problems and tasks they encounter.
- **Courage:** Students must stand up for what is right, even facing opposition. This includes the bravery to seek staff support for pastoral or academic issues, and the courage to learn and grow from failure rather than fearing it.
- **Compassion:** Students must put the interests of others first, supporting their peers and fostering a cohesive, caring team. We expect students to actively prevent and eradicate prejudice and discrimination based on sexuality, race, gender, social or cultural background, religion, physical appearance, disability, special educational needs, health, academic ability, or political affiliation.

2. Conduct and Relationships

General Conduct

- Students will treat staff, peers, and the public with compassion, courtesy, dignity, equality, and respect.
- Students will guide and support peers to uphold these standards, helping those who have been mistreated to come forward to staff.
- **Safeguarding:** Any student with safeguarding concerns about a peer must immediately notify Mrs Owen, Mr Jones, Mr Barwick or Mr Croft.

Health and Safety

- Students must prioritise their health through a balanced diet and regular exercise.
- **Substances:** It is illegal and strictly forbidden to attend school or school trips under the influence of alcohol, nicotine, or controlled drugs. Students must never bring alcohol, cigarettes, vapes, nicotine products, or controlled drugs into the vicinity of the school. Illegal use and sharing of these substances outside of school is also forbidden.
- **Weapons:** Carrying knives or any weapons in public, including in school, is illegal and strictly prohibited.

3. Academic Expectations

Attendance and Lessons

- **Punctuality:** Students must strive for 100% attendance and arrive onsite by 8:20 am.
- **In Class:** Students will follow all staff instructions the first time of asking.
- **Focus:** Students must remain focused for the entirety of the lesson, working in silence or in groups as directed.
- **Improvement:** Students will engage positively with teacher feedback to ensure continuous improvement.
- **Respect:** Students will never disrupt the learning of others or the work of the teacher.

Homework

- Homework must be completed to the best of the student's ability, in an organised manner, and submitted on the due date.

Required Equipment
Students must bring the following items to school every day:

Category	Items Required
General Stationery	Black/blue pen, pencil, ruler, rubber, pencil sharpener, scissors, glue stick, highlighters.
Feedback Tools	Purple pen, red pen, green pen, mini whiteboard, working whiteboard pen.
Organisation	Student planner (Years 7–13).
Maths Equipment	Protractor, pair of compasses.

Calculators	**Sixth Form:** Casio FX 991EX CLASSWIZ (FX CG50 Graphical for Further Maths). **Years 7–11:** Casio FX 991EX CLASSWIZ (highly recommended), or FX 83GTPLUS / FX 85GTPLUS.
Languages	Spanish/French dictionary (if studying the language).

4. The School Environment

Around the School

- **Environment:** Students will treat the school and local environment with respect, taking care of facilities and picking up any litter.
- **Corridors:** Keep good order, moving purposefully and considerately.
- **Queuing:** Wait by the designated signs in playgrounds in an orderly manner for all lessons in the English, Science, and Hutchins blocks.
- **Leaving Site:** Leave school and queue for buses considerately. Allow the public onto buses first and give up seats to those more vulnerable.
- **Uniform:** Follow the uniform policy strictly. Boys must tuck shirts in and fasten top buttons. Blazers must be worn unless a teacher grants permission to remove them.
- **Driving:** Student drivers must drive and park safely, legally, and considerately.

Specific Facilities

- **Library:** Absolute silence unless speaking to the librarian. No eating or drinking.
- **Private Study:** Students must work in silence and remain focused. Phones and headphones are forbidden in this space.
- **Cafe:** Line up at the allotted time and enter via the rear entrance only (do not use the English block stairs doors). Sixth Form students may use the Cafe during free periods (Periods 1 to 5).

5. Technology, eSafety, and Mobile Phones

eSafety and Acceptable Use

- Follow social media age guidelines, treat people online with respect, and never share content that could cause harm or offence.

Artificial Intelligence (AI) Use

AI may **only** be used with explicit teacher permission.

- **Permitted uses (with permission):** Research tool, idea generation, revision aid, developing critical thinking.
- **Prohibited misuse:**
    - Copying/paraphrasing AI content so the work is no longer the student's own.
    - Using AI to bypass personal analysis, evaluation, or calculations.
    - Failing to accurately acknowledge and reference AI tools when used as a source.

System Security and Equipment

- **Educational Use Only:** Students will only use the School's computers for appropriate school activities and learning.
- **Hardware:** Students must never tamper with IT hardware. Taking RAM or any other components from school equipment is strictly prohibited.
- **Logins:** Students must keep their logins, IDs, and passwords completely secret and change their passwords when requested. Using a login that belongs to someone else is strictly forbidden.
- **Network Integrity:** Students will not attempt to infiltrate the School's network or bypass WCGS security tools.
- **Viruses and Files:** Students must be careful when opening files and attachments, always checking for viruses. If unsure, a file should never be opened. Students must not bring files into school that could harm the network.

Privacy and Media

- **Respecting Others' Work:** Students will respect the privacy and ownership of others. They must only edit or delete their own files and must never view or change other people's files or user areas without permission.
- **Personal Information:** Students will not share personal information online that could be used to identify themselves, their family, or friends unless a trusted adult has given permission or reviewed the site.
- **Images and Video:** Students will not use any device to capture or store images or videos of students and staff without explicit staff permission for educational purposes. Any permitted media must be stored in line with school policy and must **never** be distributed outside the School without the permission of the Designated e-Safety Lead.

Online Behaviour and Communication

- **Appropriate Content:** Students will use the internet responsibly, respecting age restrictions on websites, games, and social networks. They will not visit sites inappropriate for the School or their key stage.
- **Conduct:** All messages sent and information uploaded must be polite, sensible, and reflect positively on the student and the School. Online activity—both inside and outside of school—must not cause distress, offence, or hurt to the school, staff, pupils, or the public.

- **Safety and Extremism:** Students must ensure their online activity does not put them at risk, remaining particularly vigilant against those promoting extremist ideologies.
- **Strangers:** Students will only contact people they know or those approved as part of learning activities. They must never arrange to meet someone they have only met online.

Safeguarding and Reporting

- **Reporting Uncomfortable Content:** If a student sees anything they are unhappy with, or receives a message that makes them uncomfortable or violates WCGS core values, they must **not** respond. They should save the evidence and speak to a trusted adult immediately.
- **Reporting Breaches:** If a student becomes aware of peers having unauthorised access to the school's computer systems, data, software, or other material, they must report this to a staff member immediately.

Consequences and Legal Warnings

Violating this acceptable use section of the policy may result in the immediate withdrawal of access to the School Network, Internet, and email.

Where a student intentionally accesses parts of the school system, software, or data they are not allowed to, or uses another person's login, there will be very serious disciplinary repercussions that could include Police involvement.

Criminal Offences

Students must be aware that under UK law, the following actions are classified as **criminal offences**:

1. Gaining access to computer programs, school data, apps, or school systems without permission to do so.
2. Gaining access to a computer system without permission, with a plan to commit a crime.
3. Changing something on a computer system, app, or school computer without permission to do so.

6. Sixth Form Specifics

Leaving Site: Students may leave school during lunch (must sign out at reception and sign back in by 1:40 pm). If they have no Period 5 lesson or after-school commitments, they may leave at 1:00 pm after PM registration. *(These privileges begin after the October half-term for Year 12).*

Independent Study Expectations
Sixth Form students must complete 6 hours of independent study per subject each week. Failure to meet this expectation will trigger the following intervention ladder:

Missed Deadlines	Sanction / Intervention
3 occasions	Form tutor discussion
4 occasions	Year Leader discussion
5 occasions	Year Leader detention and call home
7 occasions	SLT detention and student writes an action plan
9 occasions	SLT detention and Year Leader meets parent and student
11 occasions	SLT detention and Key Stage meets parent and student
15 occasions	Headmaster meeting and removal of free periods
17 occasions	Headmaster detention and 1st written warning
20 occasions	1 day suspension and 2nd written warning
25 occasions	2 day suspension and Final written warning
30 occasions	Headmaster discretion on next steps which may involve exploring not being entered for public exams

D. 5 Mobile phones

Years 7 and 8

This policy safeguards our younger students' ability to focus, read, reason, and socialise safely by limiting access to Smart phones.

- **Approved Phones:** Nokia 105, Samsung E1200, Alcatel 10.16G. (For any other basic phone, parents must email Mr Jones at djones@wcgschool.co.uk for approval. Phones with internet or WhatsApp will **not** be approved).
- **Rules:** Approved phones must be clearly named, switched off before entering the site, placed in bags, and not brought out until the student is out of sight of the school entrances at the end of the day. The school takes no responsibility for lost/stolen devices.
- **Prohibited Items:** Unapproved phones, smartwatches, and all wireless headphones.

- **Confiscation:** Any phone seen or heard (including ringing in a bag) will be confiscated and securely locked at the student services desk. Students will follow the WCGS phone policy.
- **Searches:** Staff may search belongings for phones per DfE guidance.

(Note: Parents wishing to track their child's journey are encouraged to use a device like an Apple AirTag).

Years 9 to 11

- Phones may be brought to school but must remain in bags. They must **never** be seen or heard unless explicit teacher permission is given for a lesson.
- Headphones are entirely prohibited around the school site.
- **Prohibited Items:** smartwatches, and all wireless headphones.
- **Confiscation:** Seen/heard items will be confiscated and handed to the student services desk.
- **Emergencies:** Students needing to contact parents must request to make a voice call at the Student Services window (texting is not permitted).

Sixth Form

DfE guidance indicates: 'Schools should consider whether students in the sixth form should be permitted access to their mobile phone at certain and limited times and locations, reflecting this period of education as one of increased independence and responsibility, without compromising the school's policy on the use of mobile phones for other [pupils]'.

Mobile Phones: Permitted as a learning aid **only** the Cafe and PS1 during Periods 1–5. Phones/headphones must not be seen or heard in corridors, general school areas, or lessons/PS1 without permission. They can be used in the cafe during P1-P5.

Misusing of mobile phones

Incident 1	The phone gets removed by a member of staff, and it is given to Student Services At the end of the day you will meet with your Year Leader and they will give the phone back to you SLT detention also given
Incident 2	The phone gets removed by a member of staff, and it is given to Student Services At the end of the day you will meet with your Key Stage Leader and they will give the phone back to you

	The Key Stage Leader will email your parents and explain incident 3 means the phone gets confiscated SLT detention also given
Incident 3	The phone gets removed by a member of staff, and it is given to Student Services At the end of the day you will meet with your Key Stage Leader and they will explain the phone is being kept by the Key Stage Leader until **your parents collect the phone from your Key Stage Leader** SLT detention also given
Incident 4	The phone gets removed by a member of staff, and it is given to Student Services At the end of the day you will meet with your Key Stage Leader and they will explain the phone is being kept by the Key Stage Leader for **one week**, **then parents can collect the phone from your Key Stage Leader** Headteacher detention also given
Incident 5	The phone gets removed by a member of staff, and it is given to Student Services At the end of the day you will meet with your Key Stage Leader and they will explain the phone is being kept by the Key Stage Leader **until the end of the term- then parents can collect the phone from your Key Stage Leader** Headteacher detention also given

D.7 Responding to good behaviour

At WCGS, we believe in celebrating the successes, endeavours, and outstanding conduct of our students. We have a comprehensive system of rewards designed to recognise those who embody our core values and contribute positively to school life.

1. Praise and Commendations

- Low-Level Praise: Staff will consistently ensure students feel valued by providing frequent verbal praise and encouragement, both inside and outside of lesson time.
- Commendations: These are formal recognitions of a positive aspect of a learner's performance. They are awarded based on the School's core values (created in collaboration with students, staff, parents, and governors):
    - Commitment: Passion, determination, ambition, and responding positively to feedback.
    - Compassion: Respect, kindness, empathy, and supporting others.
    - Courage: Resilience, adventurousness, seeking support when needed, and making educated guesses.
    - Creativity: Curiosity, deep thinking, problem-solving, and scholarly behaviour.

Commendation graduated response

At WCGS, hard work, exceptional effort, and positive contributions to the school community are recognised and celebrated.

Form tutor email home	20 commendations
Year Leader email home	50 commendations
Key Stage Leader email home	100 commendations
Deputy Headteacher email home	150 commendations
Headteacher email home	200 commendations

2. Celebration Assemblies and House Points

- Praise Assemblies: Year Leaders hold Praise Assemblies every half term to celebrate the achievements of students in their year group. Winners receive a book of their choosing, which is then presented to them by the Headmaster.
- Extensive Achievement: Exceptional efforts are recognised through praise emails to parents and placement on the Year Group Praise Board.
- House Points: Commendations are aggregated for each House and Key Stage at the end of the academic year. These points are allocated to the Cock House Cup, and the D. Mangham Cup is awarded to the overall winning House each year.

3. Positions of Responsibility

Positions of responsibility are used to reward students who show exceptional leadership whilst at the school. These include:

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

4. Award Pins

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

Pin Type	Award Criteria
School Captains & Head Prefect	Awarded to the Head Boy, Head Girl, Vice-Captains, and Head Prefect to recognise their roles in representing the students of WCGS.
Prefect Pin	Awarded to Sixth Form Prefects.
Monitor Pin	Awarded to students who support the daily running of the school (e.g., Form Monitors, Librarian Monitors).
Form Captain / Vice Captain Pin	Awarded to those who lead, or assist in leading, their form group.
School Council Pin	Awarded to students elected to represent their form groups on the School Council.
House Pin	Awarded for exceptional levels of participation in house events.
Arts Pin	Awarded for great commitment to the arts in the school and the wider community.
Science Pin	Awarded for great commitment to the sciences in the school and the wider community.
Co-curricular Pin	Awarded for exceptional levels of participation in co-curricular activities.
Diversity Pin	Leadership within our diversity task forces.

5. Award Ties

Ties are awarded to recognise students who have demonstrated outstanding and sustained leadership in a particular area. *(Note: Students wishing to be nominated, or to nominate others, must complete a Tie Nomination form available from Dr Meek).*

Tie Type	Award Criteria
The Hutchins Tie	Named after the school's first headmaster, awarded for exceptional leadership across *multiple* areas of school life over a sustained period.
The Headmaster's Tie	Awarded for outstanding contributions to one or several areas of school life over a sustained period.
Full Colours Tie	Awarded for sustained and exceptional talent and commitment in school sport.
100 Tie	Awarded to students who have represented the school 100 times in activities (e.g., sporting events, school plays, orchestras, choirs).
House Tie	Awarded for outstanding commitment to the House and a proven track record of House leadership over a sustained period.
Scholars Tie	Awarded to Year 11 students who attain 8 or more Grade 9s at GCSE.
Co-curricular Tie	Awarded for exceptional, sustained commitment to the leadership of co-curricular areas.
Humanities Tie	Awarded for exceptional, sustained commitment to and leadership of the humanities in school and the wider community.
Arts Tie	Awarded for exceptional, sustained commitment to and leadership of performing/visual arts in school and the wider community.
Science Tie	Awarded for exceptional, sustained commitment to and leadership of sciences and mathematics in school and the wider community.
Sixth Form Leadership Tie	Awarded to the Student Leadership Team.
Year 11 Prefect Tie	Awarded to applicants deemed suitable by their Year Leader and relevant Deputy Headteacher to lead their year group.

6. Annual Prizes

Senior Prizes

- Annual Subject Prizes: Awarded by each Subject Area to the highest performing student in the year group.
- The Headmaster's Prize for Community Service: For outstanding, sustained contributions to the 'Local Perspective' co-curricular strand (e.g., running events, School Council, charity work).
- The Commander Mason Prize for Endeavour: For outstanding perseverance and resilience, often awarded to a student overcoming significant odds to achieve highly, or performing highly in national/international competitions.
- The Albert Prince Memorial Prize for Achievement: For outstanding academic achievement, normally reserved for the top achieving student in the Upper Sixth.
- The Dr Haworth Prize for International Life: For outstanding, sustained contributions to the 'Global Perspective' co-curricular strand (e.g., international volunteer work, Sutton Youth Parliament).
- The F. Townsend Prize for Excellence in Other Areas: For sustained contributions to any co-curricular strand not covered by other prizes (e.g., technical support for productions, clubs/societies).
- The W. J. Ireland Memorial Cup: For outstanding performance in Senior Rugby.
- The P. Smart Cup: For outstanding performance in Senior Cricket.
- The Alistair Stewart Plate: For outstanding distinction in Drama.
- The Brian Deards Memorial Cup: For outstanding contributions to Music in the Upper School.

Junior Prizes

- Core Value Prizes: Four students from each form group receive a prize for exhibiting one of our core values: Commitment, Courage, Compassion, and Creativity.
- The Fred Clifford Prize for Academic Achievement: Awarded to students who receive ten or more Grade 9s at GCSE.
- The Ronald Harrison Memorial Shield: For distinction in musical performance in Years 7–9.
- The Millwood Trophy: Awarded to the most improved Junior Rugby Player.
- The Nigel Hook Trophy: Awarded to the most improved Intermediate Rugby Player.

7. House Cups and Trophies

House competitions are a vital part of school life. The following cups are contested annually.
(Note: Cups marked with an (F) signify that a flag is awarded and displayed in the Main Hall).

- The Cock House Cup (F): Awarded to the House with the most overall points.
- D. Mangham Trophy / Commendations Cup (F): Awarded to the House achieving the highest number of commendation points.
- The Manor Trophy: Awarded for the Year 7 Road Relay and Assault Course.
- Athlete of the Year Cup: Awarded to the student who has excelled most in athletics.

- The Washer Cup: Awarded to the winner of the WCGS Rugby vs Old Boys XV match.

Specific House Event Trophies (all awarded with a Main Hall Flag (F)):

- House Drama Trophy
- House Music Trophy
- House Football Trophy
- Athletics: Mackmin Cup (Junior), John Eyles Cup (Intermediate), Moriarty Cup (Senior)
- Cross Country: Richard Meller Cup (Junior), Ruskin Cup (Intermediate), Bruce Foster Cup (Senior)
- Rugby: Chewter Cup (Junior), Slade Jones Cup (Intermediate), Bawden Shield (Senior)
- Cricket: Old Boys Cup (Junior), Heyward Cup (Intermediate)

D.8 Responding to unacceptable behaviour

1. 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

2. 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.

3. 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.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.

Staff may search students' belongings for prohibited items, such as mobile phones, in strict accordance with this DfE guidance. When items that breach school rules but do not require police involvement are confiscated, staff will use their professional judgement alongside the following specific school procedures.

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 disruptive or dangerous. Students removed from lessons will normally continue their work in a senior leader's office for the duration of the lesson.

D.17 Detention

D.17 Detentions

Our school uses detentions as a sanction for misconduct, structured into three categories:

- **Teacher Detentions:** These normally last for sixty minutes after school and are led by the teacher who issued the detention.
- **Senior Leadership Team (SLT) Detentions:** These last for one hour after school and are typically led by the student's Key Stage Leader.
- **Headmaster Detentions:** These are the most severe, lasting for two hours after school, and are led by the Headmaster.

Attendance at detentions is mandatory. If a student does not attend a scheduled detention, it will be escalated to the next most serious detention or sanction.

Notification and Rescheduling Procedures

- **Same-Day Notification:** If a detention is to be served on the same day it is issued, the school will alert parents by 2pm so that appropriate travel arrangements can be adjusted.
- **Requesting a Reschedule:** We expect detentions to be served on the assigned date. However, if there is a genuine reason why a detention must be rescheduled (such as a pre-existing medical appointment or a specific safety concern), parents must notify the school office or the relevant Key Stage Leader as early as possible.
- **Travel and Safety Considerations:** In alignment with DfE guidance, student welfare is our priority. The school will consider deferring a detention to another day if serving it would prevent a child from getting home safely. Parents should communicate any such travel or safety concerns directly to the school when requesting a deferral.

D.18 Anti Bullying Strategies

Staff and students at Wallington County Grammar School have a zero tolerance approach to bullying. 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 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.21 Recognising the impact of SEND on behaviour

The school works in partnership with children and their families to ensure that appropriate reasonable adjustments and support are put in place so that all children are enabled to meet the expectations set out in our behaviour policy. Our SEN Information report provides detailed information about how we support pupils with SEN to access the support and provision that they need.

D.22 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
- Referrals to external agencies including Early halp
- Target setting and student reports
- Visiting alternative provision
- Reintegration meetings following suspensions.