



WAKEFIELD GIRLS' HIGH SCHOOL

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WGHS Senior Section Behaviour Policy

1. Purpose of the Policy

Wakefield Girls' High School is an environment where all individuals are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm and rewards and sanctions are applied fairly and consistently.

1.1 List of abbreviations and meanings

HoD	Head of Department
HoY	Head of Year
SEN	Special Educational Needs
SenCo	Special Educational Needs and Disabilities Coordinator
SLT	Senior Leadership Team

May / Should	Advisory
Shall / Must	Mandatory

1.2 Related Policies and Guidance

[WGSF Safeguarding and Child Protection Policy](#)

[WGHS Anti-Bullying Policy](#)

[WGSF ICT Acceptable use agreement](#)

WGSF Equal Opportunities Policy

Department for Education: Searching, Screening and Confiscation: [Searching, Screening and Confiscation - GOV.UK](#)

2. Introduction

This policy and the schools' policies have been written with regard to the Department for Education guidance in *Behaviour and Discipline in schools; Advice for head teachers and school staff September 2022*. This policy should be read in conjunction with the School's Anti-Bullying Policy. Wakefield Girls' High School also acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities. This policy and its procedures are compliant with the Children and Families Act 2014 and related legislation.

Wakefield Girls' High School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. Everyone should treat one another with dignity, kindness and respect. It should be noted that the standards expected are applicable both in school and outside school such as when the pupils are on school visits, attending sporting engagements and also when pupils are travelling to and from school. They apply to pupils regardless of age. They are intended to be positive in their purpose and to guide and encourage each pupil to act appropriately for the good of all.

Wakefield Girls' High School aims to provide a high quality education in which all pupils are encouraged to strive for excellence and fulfil their potential. Unacceptable behaviour can hinder the academic progress or performance of others.

A Wakefield Girls' education is imbued with the values needed to transform every Wakefield Girls' pupil. As a result, Wakefield Girls become accomplished committed women whose perspective, passions, abilities and confidence positively change the communities they live in.

The School's values

Together – we support each other now and into the future and build real and lasting connections with our community

Aware – the way we understand and support the diverse world we live in and develop a strong sense of social responsibility makes us ready for the future

Empowered – we make a difference by using our voice, speaking up for what we believe in and bringing positivity and proactivity to everything we do.

3. Policy Aims

This policy aims to:

- promote behaviour, self-discipline and respect for self, others, and the environment
- set out the school's expectations in relation to behaviour and conduct of pupils
- outline the rewards for appropriate behaviour and sanctions applied for misdemeanours
- prevent bullying (in conjunction with Wakefield Girls' High School Anti-Bullying Policy)
- provide a framework of pastoral support in which the policy operates in addition to communication with parents, and the legal background to specific procedures.
- create empowered pupils who are encouraged to make choices for themselves.

4. Roles and responsibilities

The Head has overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the SLT, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour and the pupils exhibiting such behaviour, ensuring that this happens consistently across the school. The member of staff with day to day responsibility for behaviour management is the Deputy Head, Pastoral.

However, we believe that every member of the school community has an important role to play in creating a positive learning environment. It is particularly important that all adults working in the school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is observed.

All staff have a responsibility to:

- provide a safe, welcoming environment;
- place the emphasis on learning and teaching;
- ensure pupils follow the school expectations during lessons, along the corridors and in free time;
- recognise, praise and reward appropriate behaviour;
- ensure early intervention in cases where behaviour falls below the expected standard;
- take responsibility for any misbehaviour initially – seeking support/advice when required;

- ensure sanctions are applied consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil;
- work in partnership with parents and guardians.

It is understood that there may be variations in staff acceptance and tolerance of pupils' behaviour in class or elsewhere in school activities depending on the nature of the class and content of the lesson or activity, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

5. Expectations and standards of behaviour

The School has high standards of behaviour. We clearly define pupil responsibilities that relate to appropriate behaviour. The intent is to foster a learning environment in which all girls and staff can participate safely and effectively.

While at school or engaged in any school activity, all pupils, staff, contractors and visitors are expected to behave in a considerate and courteous manner when dealing with other staff, girls and members of the public.

Punctual attendance at school and lessons is required. Any absence from school must be explained and unexplained absence will be followed up by the relevant staff.

Positive behaviour includes setting high standards by wearing correct uniform and high standards of dress, and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school.

5.1 Code of Conduct

The 'Code of Conduct' is reviewed every year by the school council. It is displayed in every classroom, along with a summary for pupils of the school's procedures for rewards and sanctions, as set out in this policy. Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture through questionnaires and small year group focus groups which help support the evaluation, improvement and implementation of the Behaviour Policy.

Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture and elements of this induction for all pupils are repeated at suitable points in the academic year. Provision is made for all new pupils to ensure they understand the school's behaviour policy and wider culture through the form tutor and the Pastoral curriculum in form time. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

Our pupils are:

Empathetic and supportive towards others in the community

Mindful of how to keep themselves mentally and physically healthy

Persevering to take up every opportunity and challenge

Openly positive, both towards others and themselves

Well-behaved and respectful of the school rules and regulations

Emboldened to use their voice to challenge or speak out
Responsible for their own actions, be it on or offline
Educated about 21st century challenges and issues for young women
Diverse, individual and unique; proud to be themselves

5.2 Use of Mobile Phones

Pupils in Years 7-10 may bring their mobile phone to school, but it must be turned off and not used at any point during the day. Pupils may access their phones from 4pm. Year 11 may use their mobile phones at break and lunch time (not in between lessons) and only in their form room or common room, not in the corridor at any time. This is also the same for Sixth Form pupils as we expect the older pupils to set a good example and act as role models for the younger years.

All pupils in Year 7-11 have their own ChromeBook meaning pupils in these year groups should not require access to a mobile device. Sixth Formers may use a mobile device in a lesson, but only at the teacher's discretion.

Should a pupil need to make contact with home or indeed a parent get in touch with her daughter, the Main Office should be contacted (01924 372490).

Photographs / videos must not be taken in school

Parents should also see the School's "Terms and Conditions", sections 5 and 6. Section 5 being with the reminder that:

"It is a condition of remaining at the School that your child complies with the School Rules as amended from time to time. In particular, you undertake to ensure that your child attends school punctually and that your child conforms to such rules of appearances, dress and behaviour as shall be issued by the school from time to time."

Conduct that at any time brings the name of the School or the Foundation into disrepute or damages the reputation of the School or Foundation may lead to suspension or expulsion.

Inappropriate use of mobile phones may result in the phone being confiscated and held at the School Office until 4.00pm. In the case of a second offence, parents will be asked to collect these items from school.

5.3 Behaviour outside of Wakefield Girls' High School

Pupils who breach the school's behaviour policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes bullying behaviour within the school community (e.g. pupil to pupil / pupil to staff outside school), behaviour in the immediate vicinity of the school or on a journey to or from the school.

Other relevant factors include whether a pupil is wearing a school uniform or is in some other way identifiable as a pupil at the school and whether the behaviour could adversely affect the reputation of the school.

6. Rewards and Sanctions

Wakefield Girls' High School makes explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and good behaviour. In the case of poor behaviour, the level of sanction used would be dependent upon the nature of the breach of discipline. All rewards and sanctions must be applied fairly and consistently and none of the schools' punishments will be degrading or humiliating. It should be noted that Corporal Punishment is unlawful and cannot be justified by the position of teacher acting in *loco parentis*.

6.1 Rewards

Rewarding the desired standards of behaviour for learning and of positively reinforcing and modelling high standards of learning and cooperative behaviour has both an impact on learning and teaching and is also motivational in helping pupils to realise that good behaviour is valued.

Full and frank praise given to individuals and groups when it is merited builds up self-esteem and creates a climate in which misbehaviour by comparison becomes a markedly less attractive way of obtaining attention.

Praise is given by appreciating and valuing the efforts made and the success achieved by each individual pupil. It can be delivered in formal and informal ways, in public and in private; it can be awarded to individuals or groups; it can be earned by the steady maintenance of good standards as well as for particular achievements of note.

Praise should identify the nature of good behaviour and encourage and reward the pupil. For pupils in Year 7-11 good work/behaviour in class and around school is recognised by the awarding of merits to pupils. Merits are recorded on SIMS by the member of staff awarding the merit. The number of merits awarded to each pupil are tracked and we communicate this home to parents as a letter. Certificates are awarded as merits accumulate and these are handed out in a whole school assembly.

Merits awarded	Action
10	Letter sent home from the HoY
25	Bronze certificate awarded in assembly
50	Silver certificate awarded in assembly
100	Gold certificate awarded in assembly
150	Platinum certificate awarded in assembly

Heads of Department and Heads of Year may send postcards to pupils throughout the year to commend them for their efforts and/or achievements or for making a significant or helpful contribution to the school.

Merits are also awarded to each class when grade sheets are completed by teaching staff:

Merit, Attainment (MA)

A maximum of five MAs will be awarded per teaching group, which will be awarded to the three highest achieving pupils in that group.

Merit, Effort (ME)

A maximum of five MEs will be awarded per teaching group for effort.

Joint Sixth Form Groups

For joint subjects, Wakefield Girls' High School staff will allocate MAs and MEs for the top five pupils, irrespective of gender, but only record on the Grade Sheets or Reports, those allocated to girls. These would not be recorded for, or disclosed to, the boys.

Postcards rewarding pupils who have received a collection of either or both MAs or MEs will then be sent out by the Heads of Year.

Prizes and Medals

Years 7-10 - receive Commendations for effort in the Summer Examinations which are awarded in Assembly and recorded in the September Celebration Assembly programme (Years 7-11 and 13) or the Prize Giving Programme (Years 12 and 14).

Years 7-10 - receive prizes based on performance in the previous Summer Examinations which are awarded at either the September Celebration Assemblies or Prize Giving.

Years 11 and 12 - receive Attainment Awards (Value Added) which are awarded at either the September Celebration Assemblies or Prize Giving.

Medals - Staff decide who receives medals. These are awarded by the Head in either the September Celebration Assembly or Prize Giving.

Subject Prizes awarded by staff at their discretion and are awarded at either the September Celebration Assemblies or Prize Giving.

Sports Assembly and Sports Colours

School colours are based on commitment to school teams as well as reaching a successful standard. The specifications for colours can change depending on the Year Group's ability and commitment to school sport.

Junior Colours - Awarded to Years 9 and 10

- Netball - Based on success in the National Schools Team
Selection for the Satellite Academies
- Hockey - Success in the National Schools Team
Representation and selection in the JRPC and JAC
- Swimming - Representation in the District Team
Commitment in school swimming matches

Senior Colours - Awarded to Years 12 and 13 (and exceptional Year 11s)

- Netball - Success in National Schools Team
Satellite Academies
Regional Satellite
- Hockey - Success in National Schools Team

Representation in the JRPC (The North) and JAC (County standard)
National Representation
Swimming - Representation in the Wakefield District Team

6.2 Sanctions

Depending on pupil age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct behaviour. In determining if a sanction is reasonable in all the circumstances, staff should take into account whether it is proportionate in the:

- circumstances
- the pupil's age
- any SEN or disability to consider
- any aspects affecting pupil safety of the pupil (e.g. travel arrangements if sanction is out of hours).

Staff will contact parents if there are concerns about a pupil's conduct or uniform. The following sanctions are used by the school in instances of inappropriate behaviour:

- verbal reminder / warning
- move within the classroom
- SIMS behaviour point
- referral to other staff e.g. Head of Department, Head of Year, SLT
- lunchtime detention
- after-school detention
- Saturday morning detention
- withdrawal from lessons (internal exclusion)

If a pupil receives an after school detention then this is communicated to parents by email. Parents and pupils are able to see the SIMS points for both rewards and sanctions on the pupil's Firefly homepage. A further range of sanctions will include (see appendix 1 for Sanction Guide):

6.3 Anti-Social Behaviour

Rudeness or a demonstration of bad behaviour will lead to a referral to Head of Year for an initial conversation and possible involvement of SLT (depending on the severity of the situation, to be judged by the Deputy Head, Pastoral). Instances of poor behaviour will be recorded on CPOMS and SIMS.

6.4 Child-on-child abuse

Wakefield Girls' prohibits all forms of sexual abuse and discrimination, including sexual harassment, genderbased bullying and sexual violence. The school's procedures for handling Child-on-Child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy, the Social Media Policy the ICT Acceptable use Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

6.5 Formal sanctions and exclusion

Formal warnings will be of a written nature and the Head will decide what sanction shall be imposed. A verbal warning written warning may be issued by a member of SLT and a final written warning may only be issued by the Head. These will be recorded on CPOMS and SIMS and parents will be invited to be present at meetings in which either of the above may be given.

Exclusion (refer to the WGSF Exclusion Policy)

Pupils may be excluded from school for their own well-being or that of others while a disciplinary incident is investigated. A permanent exclusion (permanent removal from school) can only be administered by the Head. These sanctions are only considered in the most serious cases. Every effort is made to inform parents and to enable appropriate discussion and explanation to take place in these situations.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm safeguarding procedures will be applied as appropriate.

Sanctions are recorded on SIMS and varying points are associated with different levels of behaviour. Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions

There is also the possibility that a pupil could be put 'on report' (e.g. for persistent lateness to lessons or disruptive behaviour in lessons). This is a means of close monitoring of behaviour in order to try to improve it and parents will be informed

In line with the Foundation exclusions policy, suspension and permanent exclusion, a pupil may be excluded for a fixed period of time and/or permanently for:

- serious breach of School rules
- non-payment of fees
- when there have been repeated minor breaches of the rules
- when a pupil has not responded to other sanctions or pastoral support
- if the Head considers the behaviour of the parents to be unreasonable and that this is likely to adversely affect the pupil or other pupils or staff in the school, or bring the School or Foundation into disrepute

Exclusions may be internal (where the pupil is excluded from lessons and works under the supervision of a member of SLT) or, for more serious offences, exclusion from school. A pupil found in possession of illegal substances while in the care of the school will be permanently excluded and the police notified. Any pupil found in possession of tobacco, vaping equipment or alcohol while in the care of the school will be dealt with by the Deputy Head, Pastoral and/or the Head and may face suspension.

Fixed Term Exclusion

A pupil may be placed under a Fixed Term Exclusion by the Head or a member of SLT whilst an incident is being investigated or as a punishment in its own right.

The pupil's parents will be contacted and provided with full details of the reason for the exclusion. The pupil will be allowed back into school following a re-admission interview which would involve the Head, an additional member of SLT, the parents of the pupil and the pupil herself.

Required Removal

For a serious breach of school discipline falling short of one for which permanent exclusion is necessary, but such that the pupil cannot expect to remain a member of the school community or for another reason set out in the School's Terms and Conditions, the pupil may be required to leave permanently and the Head will invite the parents to withdraw the pupil. The pupil will be given reasonable assistance in finding a place at another school.

Permanent Exclusion

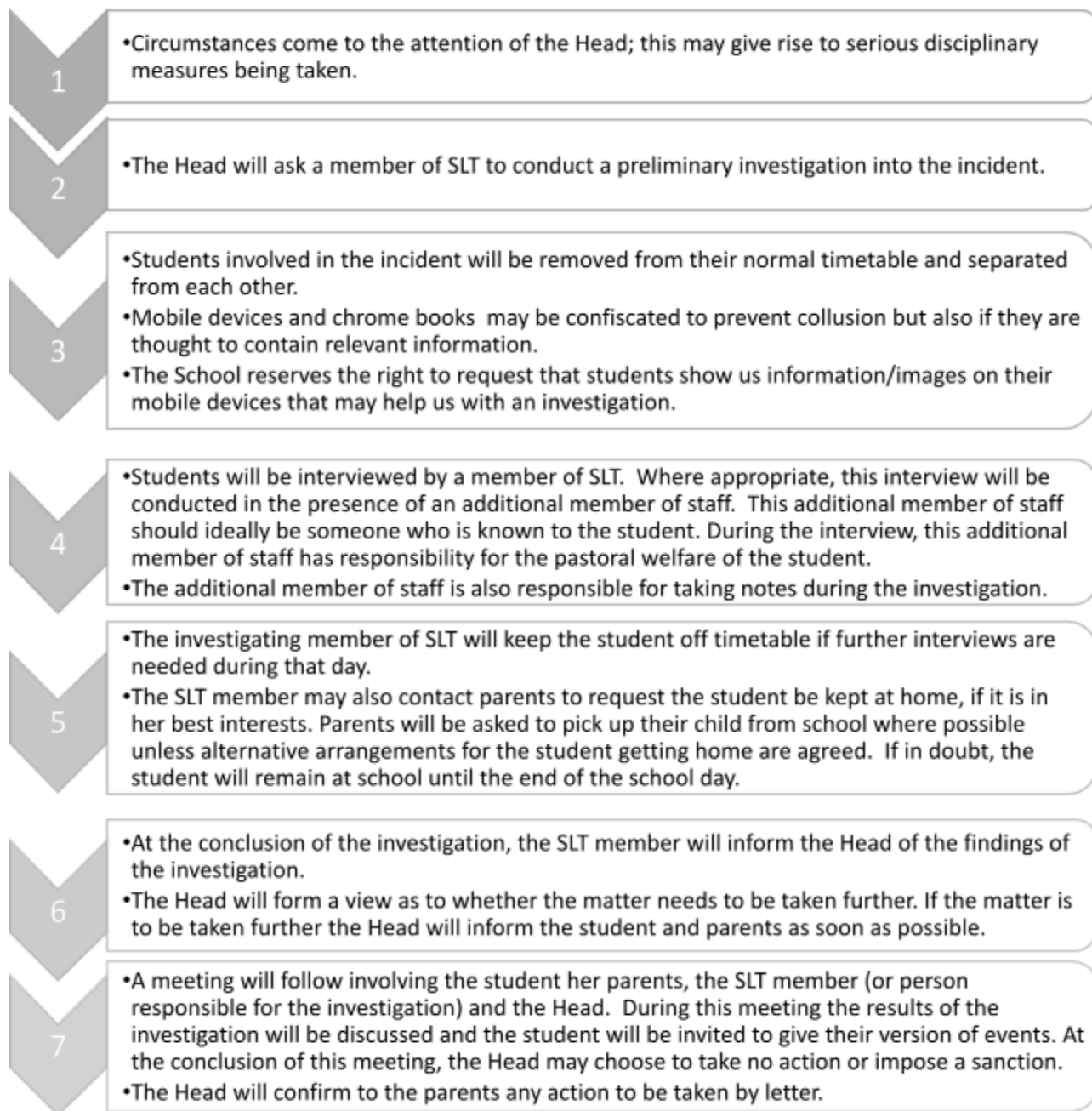
A pupil is liable to Permanent Exclusion for a grave breach of school discipline, for example a criminal offence or a wilful act calculated to cause serious offence or damage to the school, its community or any of its members. Alternatively, Permanent Exclusion may result from persistent breaches of School Rules, if this course of action is deemed the only reasonable option.

The School is required to act fairly and in accordance with the principles of natural justice and not to permanently exclude a pupil other than in grave circumstances.

Parents who wish to appeal following the Head's decision should be referred to the WGSF policy on "Dealing with complaints against Foundation Schools and their staff", for further information.

Examples of misdemeanours and how they are addressed can be seen in Appendix 1. Misdemeanours of a serious disciplinary nature will be investigated by a member of the Senior Leadership Team (SLT).

6.6 Initial Procedure for Dealing with a Serious Disciplinary Incident



6.7 Disciplinary matters across Foundation schools

Where a serious situation arises that involves pupils from more than one Foundation school e.g. a pupil from QEGS and a pupil from Wakefield Girls' High School the matter will be handled at Foundation level.

Within 24 hours of the incident, there will be a joint strategy meeting attended by the relevant senior staff from the schools and the Foundation. This will allow those attending to consider and agree on the actions to be taken and to ensure a coordinated approach to parents/guardians and, if necessary, the police, social services, other outside agencies and the media. This meeting will also ensure that appropriate pastoral care arrangements are in place.

The meeting will be chaired by one of the Chairs of the General Education Committees or by the Safeguarding governor as appropriate. Minutes will be taken and actions agreed. A single central file will be created containing all relevant information. Parents will not attend the joint strategy meetings but will be kept informed and will be provided with a copy of the action plan.

7. Pastoral Support: monitoring, support and intervention

All staff play a role in supporting pupil welfare and well-being. This includes making explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring good behaviour which gives rise to concern. In addition, the School has key staff with specific responsibilities for pastoral care and these include: Form Tutors, Heads of Year, Mental Health Lead, Pastoral Support Assistant, Matron, School Counsellor and Deputy Head, Pastoral.

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include:

- consideration of curriculum need
- additional learning support
- additional internal provision
- placement on a behaviour or pastoral support programme,
- use of external expertise

Regular consultation with the Head of Year, SLT, Form tutors and Pastoral team allows an effective system for data capture, including all components of the behaviour culture. This is regularly monitored and objectively analysed with an objective lens and drilled down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

8. The use of reasonable force

Wakefield Girls' High School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils. Staff should only use force when:

- the potential consequences of not intervening are sufficiently serious to justify considering the use of force;
- the chances of achieving the desired result by other means are low and the risks associated with not using force outweigh those of using force. Safe methods of reasonable force must only be used for the shortest period of time necessary and with the minimum amount of force necessary to achieve the desired result.

In any case where a member of staff has recourse to use reasonable force, the incident will be recorded by the Head and parents will be informed as soon as reasonably practicable thereafter, save where there may be a safeguarding reason not to do so. Follow-up and support will be provided for those involved in the incident, including pupils who may have witnessed the incident.

9. Screening, searching and confiscation

The School acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of screening and searching pupils, and confiscating items.

School staff may search pupils' clothing, bags or lockers without consent for any prohibited item, and for any item which we believe could cause injury to any person or damage to property. This process will be governed by internal procedures and will only be undertaken by staff authorised by the Head. As above, the school may give due regard to police involvement or initiating safeguarding processes as appropriate.

As a general rule, school staff can seize any prohibited item found as a result of a search, and any item however found which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, Vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- the Head and authorised staff (SLT and HoYs) can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

10. Malicious accusations against school staff

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include

temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

11. Staff Support and Development

Staff are supported in their implementation of the Behaviour Policy through the guidance and leadership of the Head, Deputy Head (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training.

New staff are required to read through the behaviour policy and are required to attend a session to ensure understanding takes place during the staff induction process.

12. Partnership with Parents

Wakefield Girls' High School believes strongly in working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues.

Approaches will include:

- early involvement;
- phone calls;
- letters and emails;
- meetings;
- supporting pupils on report;
- invitations to agency meetings;
- follow up & routine communication.

Parents are welcome to approach the school for informal or formal discussions about their daughter's education. The form tutor should be approached in the first instance.

14. Monitoring, Evaluation and Review

The Deputy Head, Pastoral will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other consequences such as detentions, and report to the Head.

Appendix 1: Rewards and Sanctions

1.1 Rewards (Merits): Guidance

Years 7-11: Good work/behaviour is recognised by the awarding of merits to pupils. Merits should be recorded on SIMS by the **member of staff awarding the merit**.

Reward Guide:

SIMS Code	Description	Points awarded
WS AM	WS Academic Merit	1
WS EM	WS Effort Merit	1
WS OM	WS Other Merit	1

The following rewards flight path has been adopted:

Merits awarded	Action
10	Letter sent home from the HoY
25	Bronze certificate awarded in assembly
50	Silver certificate awarded in assembly
100	Gold certificate awarded in assembly
150	Platinum certificate awarded in assembly
<i>On-going – this will include Head, Governors and ex-Heads and alumnae</i>	

1.1 Disciplinary Sanctions: guidance

- Sanctions are listed to indicate a normal progression in severity. It may be appropriate to issue sanctions out of sequence according to circumstance.
- All actions will be recorded as resolved, once entered into SIMS.
- There are some offences so serious that they will be dealt with at the discretion of the Head at whatever level is deemed appropriate.
- If there is any criminal behaviour, the school reserves the right to contact the police authorities.

Sanction Guide:

SIMS Code	Description	Points awarded / Sanction	Action
WS CG	Chewing gum	1	3 x 1 POINT = Lunchtime detention with form tutor, HoY or community service
WS LI	Dropping Litter	1	
WS EA	Eating in an undesignated area	1	
WS EQ	Failure to bring all, or correct, equipment	1	
WS PS	Failure to bring permission slip by deadline	1	
WS IN	Failure to follow instructions	1	
WS LA	Inappropriate language	1	
WS UF	Inappropriate uniform	1	
WS JE	Jewellery	1	
WS LL	Late to lesson / registration	1	
WS LY	Lying	1	
WS OR	Not having organiser	1	
WS WO	Not working properly	1	
WS MOI	Use of mobile phone	1	
WS EP	Disrespect to school equipment/property	1	
WS HW	Failure to hand in homework	1.5	Lunchtime detention with subject teacher or HoD
WS AL	Aggressive language	2	After school detention with HoD / HoY
WS CC	Failure to attend compulsory clinic	2	
WS IB	Inappropriate behaviour	2	
WS IT	Inappropriate use of school ICT facilities	2	

WS LP	Leaving school premises without permission	2	
WS MLA	Missed lesson or assembly without permission	2	
WS MLD	Missed lunchtime detention	2	
WS FI	Refusing to follow instructions	2	
WS DE	Defiance	3	Saturday morning detention with the Head/ SLT
WS SM	Inappropriate use of social media	3	
WS MAD	Missed after school detention	3	
WS AB	Aggressive behaviour	4	Temporary suspension / Exclusion Decision made by the Head
WS IS	Illicit substances	4	
WS TH	Theft	4	
WS TR	Truancy	4	