



Wimbledon College

Behaviour Policy Including the Bullying Policy

This document is to be read in conjunction with the Safeguarding Policy, Home School Agreement, Online Safety Policy and Uniform Code.

Agreed by the Governing Body March 2026

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This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#),
- Sections 88 to 94 of the [Education and Inspections Act 2006](#),
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Statement of principles

In a Jesuit school, academic and extra-curricular pursuits take place in a strongly moral context. The attitudes and values of the school are those of Christ's radical command to *love one another as I have loved you* (Jn 13:34), where this love means putting others first (Mk 9:35), turning the other cheek (Mt 5:39), and going the extra mile (Mt 5:41).

Pupils are taught, encouraged and expected to develop and maintain a strong personal integrity that is truthful, generous, courteous, and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives and to their relationships with staff and other pupils. Pupils are not expected to disrupt the learning of others or the teaching taking place as this stops pupils from making academic progress.

The school's system of discipline rewards good behaviour and commitment to studies and school life, and provides for sanctions against poor behaviour. Pupils who fail to strive to meet high standards of behaviour will be called to account. At the same time, the school recognises that pupils do sometimes make wrong decisions and tries to help them learn from their mistakes and so grow in maturity and self-discipline.

The Headteacher will, from time to time, prescribe policies, rules and routines which make explicit these goals as they apply to specific aspects of school life. Such detailed rules are necessary for the efficient and harmonious running of a complex institution. The College requires the support of parents in ensuring that pupils follow school rules.

Teachers exercise authority over pupils in the conduct of classes and in the maintenance of good order and safety around the school generally. Isolated cases of misbehaviour will be dealt with without parents necessarily being informed. This allows pupils to accept responsibility for what they have done, to serve their sanction and to improve their behaviour and so grow in self-discipline and maturity.

More serious or persistent breaches of discipline, including disruptive behaviour in lessons, will be referred to the Head of Line, or to the Deputy Heads who have overall responsibility for discipline in the school, and parents will be informed. Parents are expected to support the disciplinary arrangements of the school.

Positive behaviour: a whole-school approach to discipline

Wimbledon College has adopted a coherent approach to pupil behaviour based on a *positive behaviour* model. This approach was implemented after consultation with pupils, parents and staff.

The aims of Wimbledon College's positive behaviour approach are:

- **to enable pupils to learn**
- **to allow teachers to teach**
- **and to encourage pupils to develop self-confidence and self-discipline**

A relentless focus on positive behaviour enables learning to take place in a respectful, safe and orderly environment.

Underpinning the positive behaviour approach is the simple reality that **we all like to be praised** for what we do well.

The College's positive behaviour approach:

- promotes **good relations** between pupils and staff based on **mutual respect and trust, common purpose and values**
- promotes an **uncompromising focus on learning and achievement**, and **developing self-confidence and self-discipline**
- **looks for the positive** (staff should continually find opportunities to praise positive behaviour) **separates the behaviour from the pupil** (the teacher shows that they dislike the behaviour not the child)
- is **assertive** but avoids confrontation (staff should de-escalate situations)
- is based on **simple rules** which are clear and known to everyone (pupils, parents, staff) and which **establish expectations and boundaries**
- is talked about and **used all the time** and everywhere in the school
- has **clear consequences**
- which are consistently implemented
- provides **effective support for staff** (eg. action by the Head of Line, immediate action through the Out-of-Class system, support from School Leadership Team members)

The positive behaviour system is based on **rules, rewards and consequences**.

Roles and responsibilities

The Headteacher's responsibilities

The Headteacher has a statutory duty to establish detailed measures on behaviour and discipline which aim to:

- create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- promote self-discipline, proper regard for authority and respect for others
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

In particular, the Headteacher has a responsibility to enforce measures which prevent all forms of bullying and harassment.

Teachers and Support Staff responsibilities

All teachers have a general duty to participate fully in the promotion of good behaviour by pupils both inside and beyond the classroom. The professional duties of a teacher include *"taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy" and to "maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary."*

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[Teacher Standards 2012, DfE 2012]

Teaching Support Assistants and other support staff have similar responsibilities.

By taking an active part in upholding rules and high expectations of behaviour, each teacher contributes to a disciplined ethos which supports the school's aim of "*improvement in living and learning*". This is achieved by noticing and challenging misbehaviour or failure to comply with school rules rather than ignoring it.

Strategies for dealing with unacceptable behaviour that are agreed, understood and practised consistently by all staff are likely to raise and maintain the standards of behaviour which, in turn, lead to a better environment for effective teaching and learning.

Teachers should always intervene in disciplinary situations and do so in accordance with school policy and practice. More serious matters are to be referred to the pupil's Head of Line. Major incidents are to be referred without delay to the appropriate Deputy Head (or in their absence to any Deputy Head or senior member of staff).

Quality of relations with pupils

While written codes, policies and procedures are clearly important, discipline in a Jesuit school is founded upon good personal relationships between pupils and teachers. It is the professional responsibility of each teacher to initiate, foster and sustain appropriate relationships with pupils that are characterised by:

- a shared commitment to academic achievement and a purposeful attitude to the life of the school beyond lessons - the promotion of a "culture of achievement"
- a realisation that, as they grow up, children will test the boundaries of acceptable behaviour; it is the role of the teacher willingly to allow pupils appropriate expression of their individuality and as much freedom as is consistent with the fundamental purposes of the school
- the promotion of pupils' growth in maturity, responsibility and self-discipline

In any disciplinary situation, the teacher should remember that they are the mature adult, the professional, and the person with legitimate authority. As such they should seek to manage disciplinary situations with humour, magnanimity and mercy.

Rewards and Recognition of achievement

The positive behaviour approach is based on praise and reward. Teachers should use praise many more times than they use consequences. This is crucial to the success of a positive behaviour approach to school discipline.

Praise should be:

- both **verbal** and **non-verbal** (e.g. thumbs up, tick put on piece of work in progress, a list of "best workers" on the board, as appropriate to age and maturity)

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- **specific and descriptive** (identifies the pupil and names the reason for praise)
- **genuine** (the positive behaviour approach does not ask staff to give out praise indiscriminately - pupils soon see this as disingenuous and devaluing positive comments when they are used)

The frequent use of praise should be noticeable (in lesson observation, in overhearing the general talk between staff and pupils around the school).

Recognising achievement and pupils' contributions to the life of the school is important – it encourages pupils to participate and aim high, and promotes confidence. Pupils are awarded House Points for a range of achievements including:

- Effort & Achievement in class
- Attendance & Punctuality
- Representing the College (Sport, Music etc...)
- Participation in House Activities & Competitions
- Participation in Extra-Curricular Activities
- Positive Contribution to the School Community

Certificates are awarded across the school to recognise formally achievement based on the amount of House Points awarded to a pupil.

Each year at the start of the Autumn Term there is a Prize Giving at which pupils who have come top in their subjects the previous year are awarded prizes. There are also sports prizes and prizes for all-round effort and involvement in school activities (the Headteacher's Prize).

Rules

Behaviour Code

The College's behaviour code consists of five simple rules which sum up the school's expectation of behaviour and attitude at **all** times:

1	Be positive	<i>100% effort in everything you do</i>
2	Be prepared	<i>present, punctual, properly equipped, homework done</i>
3	Follow instructions	<i>first time, every time</i>
4	Show respect	<i>treat others as you would like to be treated</i>
5	Look after your school	<i>take care of the school's environment and resources</i>

The school also needs other rules (such as those governing uniform and appearance, more detailed rules about classroom routines, fire drills, behaviour out of school, etc.). These support the Behaviour Code.

Classroom routine

Following a classroom routine is integral to learning as it creates a structured, predictable environment that minimises disruptions, maximises instructional time, and fosters a positive, focused atmosphere, particularly at the start of a lesson.

At the beginning of each lesson, pupils should:

- Remove outdoor clothes as soon as you enter the room.
- Go to their assigned place and await further instructions.
- Pupils should raise their hands if they wish to ask questions or contribute to class discussions, unless otherwise instructed by the teacher.
- Pupils should stand up if an adult visitor enters the room.
- Apart from still water, pupils are not permitted to eat or drink in the classroom.
- Pupils should not pack away until instructed to do so by the teacher.

Out-of-class procedure

The out of class procedure has three distinct steps:

step 1 - early warning

If behaviour warrants the use of the out-of-class procedure, the teacher intervenes with an **early warning** which should usually be low-key and quiet addressing the pupil directly and individually.

The teacher will explain what the pupil should be doing, what they are in fact doing, and what they need to do to comply with the teacher's expectations.

The teacher will always use the words "early warning" so that the pupil knows that the first step of the out-of-class procedure is being invoked.

step 2 - caution

A pupil who has received an early warning and continues to be off-task or misbehave in a way that disrupts the class is then to receive a **caution**. This is the step before the pupil is removed from the classroom.

Pupils on caution will be spoken to at the end of the lesson when others have been dismissed or at a teacher meeting (TM) soon after.

step 3 - sending out-of-class

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A pupil who is on caution and continues to be disruptive is **sent out-of-class**.

The pupil will be expected to leave the class immediately and stand outside of the classroom to await collection by the duty member of staff. The pupil is not to take coat or belongings – these are to be collected when the duty teacher comes to the classroom. In PE, the pupil is not to change or go to the changing rooms – he is to wait until the duty teacher arrives.

The duty teacher will take the pupil to the out-of-class room where they are supervised for the remainder of the lesson.

The consequence of being sent out-of-class is a Saturday detention. If a pupil is persistently sent out, there will be an escalation in sanctions. Pupils will miss the next lesson with the class teacher if their presence is deemed detrimental to the learning for the rest of the class. This decision will be made by the Deputy Headteacher.

Behaviour around the school

Pupils are expected to behave sensibly and with consideration for others when moving to and from class. Behaviour which is not acceptable on corridors and stairways includes:

- jostling and pushing
- holding onto other pupils' clothing or bags
- jumping onto or into other pupils
- running
- jumping down stairs or sliding down stair banisters
- pushing into spaces which are obviously already overcrowded
- slamming through doors
- shouting and whistling
- walk on the left side of staircases and corridors

Teachers should intervene to stop such behaviour and give appropriate sanctions. It is recommended that at least a reprimand is given for such behaviour and entered on Arbor – in this way Heads of Line can detect patterns of poor behaviour and take appropriate action.

Pupils who persistently ignore expectations of behaviour around the school will be excluded.

Drinking water

Pupils are permitted to bring to class a bottle of reasonable size (up to 750cl) containing still unflavoured water. They may drink during lessons provided this is done in an unobtrusive way [Not during Computing lessons in case of spillage on computers and during certain Science lessons]. Like anything else, pupils can do this in an unacceptable way and should be disciplined for doing so.

Toilet requests

In general boys should not need to go to the toilet during lessons. Having pupils wandering about the building can lead to difficulties. Permission should generally be refused unless it is evident the pupil is distressed or in great need. Teachers should take care that patterns do not develop.

Unacceptable remarks

The making of racist, sexist (including homophobic comments about sexual orientation), intimidating or distressing personal remarks is unacceptable. Any such comments (whether seriously meant or not; and including under-the-breath remarks) will be reported to the Head of Line following the bullying procedures.

Graffiti

We maintain a strict zero-tolerance policy on graffiti. We believe that respecting our environment is crucial to fostering a positive and inclusive learning environment. Graffiti is an act of vandalism that detracts from the beauty and cleanliness of the school site. Any student found engaging in graffiti will face disciplinary action. We may notify parents or guardians and, if necessary, local authorities to reinforce the importance of respect for our shared spaces. We encourage all students to take pride in their school and to report any incidents of graffiti to a member of staff.

Punctuality for class

Pupils should be expected to arrive in good time for classes. When the bell goes, the class is to begin (with pupils standing at their places before being asked to sit). If a pupil arrives late, they will be expected to wait quietly just outside the classroom door until they are invited in by the teacher. They should apologise for their late arrival and explain to the teacher the reason for their being late, after which they will be seated without further discussion. At the end of the lesson, the teacher will address any further concerns or consequences. Pupils who arrive late without a good reason will receive a behaviour [late] referral.

Equipped for class

There is an expectation that pupils come to class with the necessary books, pens, pencils and other equipment. A full list of the equipment pupils are required to bring is available [here](#).

Lack of PE or games kit

We want all boys to access the entire curriculum, if boys do not have their PE kit for their PE lessons/games their participation will be limited. Boys will receive a referral if they fail to bring their PE kit to school. If this becomes a persistent failure to bring in kit, they will face a sanction from their Head of Line.

Behaviour outside of school

The College expects pupils to behave well out of school, on journeys to and from school and school events, walking to Coombe Lane sports ground and to other local venues for school activities, and on school trips. They are expected to walk to and from The College in a well-behaved manner and use public transport respectfully. Boys are prohibited from using some bus routes due to overcrowding of boys on the same bus. Boys are also expected to walk to

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and from school to Wimbledon town centre, Wimbledon village and Raynes Park. These exemptions are outlined to boys.

Pupils' behaviour should be orderly and respectful of the people and environment around them.

The school will investigate instances of poor behaviour out of school and may impose sanctions, including exclusion, against those who have brought the name of the school into disrepute.

Pupils are expected to wear their uniform correctly on the journey to and from school.

When staff have direct control of pupils out of school (e.g. at a sports fixture, school visit or trip, in proximity to the school gate, at local bus stops), they have the same powers as when in school.

When dealing with pupils outside the school gates but in reasonable proximity to the school, staff may instruct a pupil to return to school to deal with disciplinary matters. Failure to do so will itself be seen as a serious disciplinary offence.

When staff do not have direct control of pupils (eg. when pupils are travelling home or away from the school in uniform but not on school business) they cannot exercise their statutory powers as teachers. They may speak to pupils and reason with them but cannot impose sanctions. This must wait until the pupil is next in school.

Uniform

Uniform lists and rules on uniform and appearance are available [here](#). Depending on circumstances (previous track record, the age and maturity of the pupil), pupils who arrive in school wearing incorrect uniform are either to be warned and disciplined, or sent home immediately to change into correct uniform and return to school.

Pupils who get haircuts which are contrary to school rules set out in our uniform and appearance rules. will be required to have the hair re-styled within a specified period of time (usually three days) or be placed in internal isolation (in the inclusion centre) if this is not possible or they fail to comply.

Sixth Form discipline

In the Sixth Form a balance is sought between treating pupils as young adults and maintaining an appropriately disciplined and purposeful environment for learning.

Staff should accord Sixth Form pupils a greater degree of autonomy and self-discipline than younger pupils. However, they should also be clear that when this latitude is abused and poor behaviour brings the good order or name of the College into disrepute, or when a bad example is being shown to younger pupils, or when learning is being disrupted, Sixth Formers may be subject to the same disciplinary sanctions as other pupils.

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Pupils who are College prefects are particularly expected to set a high standard and will be removed from office if they do not.

Teachers should involve the Sixth Form team at an early stage of encountering problems with any Sixth Form pupil.

Updating rules and routines

From time to time, the Headteacher will prescribe rules and routines which make explicit the goals of the behaviour policy as they apply to specific aspects of school life. Such detailed rules are necessary for the efficient and harmonious running of a complex institution. The College looks for the support of parents in its expectation that pupils follow school rules and routines.

Unacceptable behaviour

The following are some of the behaviours which are deemed unacceptable and will be sanctioned by the school. The following list is not exhaustive but highlight some of the behaviours which are unacceptable at the College.

Disruptive behaviour

Low-level disruption of lessons is insidious, undermining both pupils and teachers by preventing effective teaching and learning which, over time, can have serious consequences.

The following list includes some of the more common forms of unacceptable behaviour which can be disruptive:

- talking when asked to be silent
- pen tapping
- not taking off coats, hats, gloves, or putting bags on floor
- persistently arriving late for class without good reason
- not having books, pens and out and ready for start of the lesson
- not sitting in assigned place or refusing to moving when instructed to do so
- making (non-verbal) noises
- failure to co-operate with instructions
- being off-task in work
- calling out
- aggravating other pupils (by cussing, staring, interfering with books, pens, etc.)
- rocking on chairs
- rowdy behaviour
- in PE – misbehaviour in changing rooms, refusal to make a reasonable level of effort or engagement with the activity

Students are expected to follow directions and instructions promptly and cooperatively to ensure a quick and efficient start to each lesson and to allow the lesson to proceed without interruption or distraction.

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Isolated instances of these sorts of behaviours can be dealt with by the usual positive behaviour approach. It is important that the out-of-class procedure is used only for disruptive behaviour. This means:

- the poor behaviour is persistent
- the pupil does not respond to the ordinary interventions of the teacher
- the behaviour is disrupting teaching or learning (affecting other pupils or preventing the teacher from teaching or conducting the class in an acceptable way)

Mobile phone and other electronic device rules

It is recommended that mobile phones are not brought into school by pupils.

However, if parents feel that it is necessary for their son[s] to bring a mobile phone to school, we strongly recommend that only the cheapest models are used. Expensive brands should be avoided. Phones should be protected with security markings and passwords.

Any pupil choosing to bring a mobile phone into school does so at the owner's own risk and the pupil is expected to abide by the following rules which control the use of mobile phones in Wimbledon College:

1. Mobile phones may only be brought into school so that pupils can contact parents on their way to and from school. They must be switched off before the pupil comes on to the school site and kept switched off throughout the time they are at school. They must not be switched on again until the pupil has left the school premises. [This does not include travelling between the main site and sports facilities].

It is not acceptable for mobile phones to be kept on airplane mode. They must be kept out of sight at all times [with the exception of No.6 and No.9 below].

2. Mobile phones are not to be used on Edge Hill either before or after school. Phones being used on Edge Hill will be confiscated.
3. Parents who need to get messages to their son[s] during the school day should telephone the school in the usual way and not contact the pupils directly.
4. Any pupil found using a mobile phone, with a phone visible [with the exception of No. 6 below] or with a phone switched on, at any time on school premises or when going to Games, will have that phone confiscated. In the first instance this will be for 5 school days. The phone will be kept in the relevant PSA's safe. Parents will be contacted by the school in the event of confiscation.
5. Pupils who bring a mobile phone to school should make every effort to reduce the risk of theft during school hours. Pupils who carry mobile phones are advised to keep them well concealed.
6. If pupils bring phones in to school it is their responsibility to hand them in to the teacher during PE & Games lessons. Phones must be clearly identifiable.

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7. The school accepts no responsibility for loss of, damage to, or cost incurred relating to mobile phones [including if they are confiscated]. Any mobile phone that is brought into school will be at the owner's risk. It will not always be possible for staff to investigate the loss of mobile phones.
8. Sixth Form pupils may use mobile phones in the Sixth Form area only. Phones must be switched off in other areas of the school.
9. With the permission of the class teacher pupils may use their mobile phones for specific learning activities within a lesson. The teacher will give clear instructions on when mobile phones should be switched on and off and what they are to be used for in order to support learning. Pupils without a device will be given access to one so as not to disadvantage them. Any misuse of a mobile phone in a lesson or any disruption of a lesson due to the use of a mobile phone will result in that phone being confiscated.
- 10. Smart watches are not permitted in school and will be confiscated for 5 school days.**
11. Failure to hand over a phone, smart watch or electronic device to a member of staff will be treated as a serious breach of the school's Behaviour Policy.

All pupils and parents should also be aware of our expectations contained within our E-Safety Policy

Sixth Form pupils are permitted to have mobile phones in school but they must be switched off during lessons [unless given permission to use them] and may not be used in the buildings except the Sixth Form common rooms.

Teachers have the statutory power to confiscate mobile phones in school.

Verbal abuse

Verbal abuse against staff is unacceptable and will not be tolerated or ignored. This includes remarks and comments made to other pupils which the teacher is supposed to overhear. Swearing and name-calling is not acceptable. Staff are to report incidents to the Deputy Head.

Sexual violence and sexual harassment

All incidents of sexual violence and sexual harassment must be reported immediately to the School's DSL and will be dealt with as a serious safeguarding matter. All victims must be reassured that they are being taken seriously and that they will be supported and kept safe.

When an incidence of sexual violence is reported, the DSL should make an immediate risk and need assessment [in line with KCSIE], and involve external agencies as required.

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Consideration should be taken of how the victim wishes to proceed. They should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that will be offered [KCSIE].

Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator.

Perpetrators will be dealt with in line with the School's Behaviour Policy.

Child on Child Abuse

Child on child abuse is where pupils abuse other pupils/ children and is most likely to include, but may not be limited to:

- Abuse of an individual due to their protected characteristic [age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation]
- Bullying (including cyber-bullying)
- Engaging in inappropriate comments/conversation/use of language relating to any protected characteristic that is not directed at an individual but which is overheard
- Initiation/hazing type violence and rituals
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexting (also known as youth produced sexual imagery)
- Sexual violence
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse
- Upskirting

Child on child abuse, in any form, is not acceptable and will not be tolerated in the school.

Malicious accusations against school staff

Pupils are made aware of the procedure they should follow if they wish to report an issue in school. If a pupil is found to have made a malicious accusation against school staff then they will have committed a serious offence and will be excluded from school. Depending on the seriousness of the accusation the Headteacher may permanently exclude the pupil.

Fire alarm misuse

Malicious fire alarms are a criminal offence and can endanger others as well as disrupt the school. They will be treated very seriously.

Pupils who maliciously set off the fire alarm will usually be excluded from school and may be reported to the police.

Forbidden items

Pupils are forbidden to bring the following items to school:

- smart watches
- large sums of money and items of significant value
- laser pens
- guns and/or ammunition (including air and pellet guns, any kind of toy or imitation gun or firearm, and water pistols)
- knives (including pen-knives and any kind of toy or imitation knife or any sharp instrument)
- fireworks, caps and matches
- tobacco and smoking materials
- drugs and drug paraphernalia
- vapes and/or related items
- alcoholic drinks
- chewing gum
- glass bottles
- any additional item that is identified as a 'prohibited item' in DfE Guidance (see **Search**)

Forbidden items, identified above, may be searched for by staff [as directed by the Headteacher] without the consent of the pupil, when the member of staff has reasonable grounds to suspect that the pupil is in possession of one or more forbidden item.

In the playground, pupils may play with tennis balls and half-size basketballs. Footballs and full-size basketballs are not permitted.

If there is a good reason, on a particular occasion, for bringing a forbidden item to school, the pupil will have a permission slip from his Head of Line.

Weapons

There can be no justification for bringing to school knives, guns (or ammunition) or any other item adapted or intended as a weapon.

Pupils who do so, whether or not they use or threaten to use the weapon, will be excluded from school. Exclusion will be permanent unless there are strong reasons for taking a lesser course of action. The school will also inform the police via the safer schools officer. see also **search**.

Smoking include Vaping

Smoking is forbidden by law in any part of the school site. Vaping is also forbidden in any part of the school site.

Pupils are not to smoke or vape at any time when they are in school uniform or on a school trip, fixture or event. Those doing so are likely to be excluded.

Transactions and Gambling

Pupils are not to engage privately in buying and selling, or to swap any goods or services. When pupils are found to be doing so any items and/or money involved will be confiscated and dealt with in line with school procedures. (See - **Confiscation**). Students are also forbidden to gamble with one another or using any platform or app whilst at the College. If a student is found to be partaking in this activity then the appropriate sanction and support will be given.

Search and Confiscations

Search

School staff can search pupils *with their consent* for any item.

The Headteacher and other authorised staff have a statutory power to search pupils or their possessions, *without consent*, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or a Forbidden item (see **Forbidden items**). Prohibited items are items identified as such in current DfE guidance. [*Screening, searching and confiscation - Advice for head teachers, staff and governing bodies*' DfE 2022]

At present the "prohibited items" are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage the property of any person [including the pupil].

The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for these "prohibited items".

Searches are carried out in accordance with DfE guidance. [*Screening, searching and confiscation - Advice for head teachers, staff and governing bodies*' DfE 2022]

If the pupil refuses to co-operate with a search without consent for "prohibited items" they may be referred to the police and/or an appropriate sanction in line with the school's behaviour policy can be applied.

The Headteacher and authorised staff can also search for any item banned by the school rules which have been identified in the rules as an item which may be searched for. [see **Forbidden Items**]. Force cannot be used to search for items banned under the school rules.

If the pupil refuses to co-operate with a search without consent for banned items, the teacher can apply an appropriate sanction in line with the school's behaviour policy.

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Wimbledon College can require pupils to undergo screening by a walk-through or hand-held metal detector [arch or wand] even if they do not suspect them of having a weapon and without the consent of the pupils.

If a pupil refuses to be screened, we may refuse to have the pupil on the school premises.

Prohibited or forbidden items found as a consequence of a search may be confiscated, retained, disposed of or destroyed in line with current DfE guidance [*Screening, searching and confiscation; Advice for head teachers, staff and governing bodies, 2022*].

Any search carried out by a member of staff for a prohibited item or any other item banned by school rules is recorded in the school's safeguarding reporting system (CPOMS), including whether or not an item is found. The record will include the following:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Confiscation

Teachers should confiscate forbidden items [See **Forbidden items**]. These are to be put in a sealed envelope on which is written the pupil's name and form, what the envelope contains, the date it was confiscated and by whom. The envelope is to be given to the Head of Line (or PSA). Parents will be notified when a forbidden item is confiscated.

If a pupil refuses to hand over an item, the teacher should repeat the instruction, explain that the item is forbidden and point out that refusing to hand the item over will lead to serious consequences (a pupil will usually be excluded). The teacher should report the matter promptly (and certainly the same day) to the Head of Line.

Confiscated items are to be kept securely in the Line Office. A suitable punishment should be imposed as appropriate.

Confiscated items [other than illegal items] will be retained, disposed of or destroyed in line with current DfE guidance. Illegal items will be disposed of in the appropriate manner, which may mean handing them over to the police. Any items being returned will only be returned to parents, who will be asked to collect them. [see **Search**]

Referrals and Sanctions

Use of sanctions

Pupils are given constant encouragement and reminders to live up to the challenges of the behaviour code.

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The attitude and behaviour of pupils at the Wimbledon College is generally excellent, and sanctions are not frequently needed. Many pupils develop a strong sense of self-discipline and maturity and go through their school careers without ever receiving a sanction. The first resort in dealing with misbehaviour in a Jesuit school should not be the use of sanctions. Staff should seek to engage with pupils and deal with misbehaviour by challenging it and directing a better course. The school's approach to dealing with behaviour issues is by using the positive behaviour method described elsewhere.

However, there may be occasions when the use of a sanction is appropriate.

Sanctions will be used:

- when a pupil behaves in a way that is harmful or hurtful to others
- when a pupil is disruptive in class or distracts others from learning
- when a pupil behaves in a way that is prejudicial to the good name or order of the school
- when a pupil, without good reason, infringes school rules or routines

Behaviour is monitored by the Head of Line. The Head of Line is informed by other staff of any problems and will decide on an appropriate course of action. Where appropriate senior staff will be involved in the investigation and decision about the sanction given.

Wimbledon College has a **hierarchy of consequences** from which sanctions should be chosen to match the seriousness of the misbehaviour according to circumstances.

Sanctions

A range of punishments and other interventions is used to provide a flexible response to misbehaviour appropriate to circumstances

Teacher meetings (TM)

If a teacher needs to speak to a pupil for any reason, he can be required to report for a TM. This may be to discuss his work, his attitude or his behaviour. The pupil can be required to attend a TM before school (at 8.15am), at morning break or lunchtime, or after school (at 3.15pm). TMs are important. If a pupil does not show up for a TM he can expect there to be disciplinary consequences.

Out-of-class system

The out-of-class system provides support for teachers in dealing with behaviour that disrupts classes. The *caution* stage should lead to TMs or behaviour referrals.

Orange Card

An "orange card" procedure deals with serious misbehaviour (such as a fight, violent outburst, swearing at a teacher, dangerous behaviour or defiance). It will be clear to pupils and staff that this procedure overrides all others and leads to immediate action by the Deputy Head. The orange card procedure should be reserved for situations which demand the immediate removal of the pupil.

Pupil Report

Pupils are placed on *report* when close monitoring of behaviour and/or learning is helpful. Pupils are to hand the report to the teacher at the start of the lesson so that the teacher is

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alerted to keep an eye on that pupil. Teachers are asked to be aware of any specific concerns listed in the report and to comment in a way that will be helpful to the Head of Line by providing accurate and, where necessary, detailed feedback on a pupil's behaviour and learning.

Detention

For misbehaviour or failure to follow school rules and routines a pupil may be given a **detention**. Detentions may be for ½-hour or 1-hour after school. For more serious matters or repeated misbehaviour, pupils may be given a **Saturday detention** (8.30-10.30am) or required to be in school on **staff days** or **half-holidays**. Detentions will usually be given by Heads of Line or other senior staff as a consequence of behaviour referrals from teachers.

Community Service

For failure to follow school rules and routines a pupil may be given Community Service. This activity may be for ½ hour or 1 hour after school and involves tasks which improve the school environment.

Internal Suspension

Pupils who, for whatever reason, are failing to cope well with lessons or other aspects of school life may be suspended **from their normal timetable** and required to work in the Inclusion centre (for 1 or 2 days). Work in the centre is designed to support them in returning to mainstream lessons and school life.

All punishments are recorded on the pupil's disciplinary record. Parents may ask to see their son's disciplinary record at any time.

Further options open to pastoral staff

Pastoral staff (principally Heads of Line) who receive behaviour referrals, will have a range of sanctions available to them including detention (30m or 60m after-school, Saturday morning, half-days and staff days), internal isolation and exclusion (fixed-term or permanent).

Exclusion and Suspension

Wimbledon College includes suspension and exclusion amongst its disciplinary sanctions.

Behaviour which may result in a suspension include, but are not limited to, incidents where a pupil:

- is defiant and refuses to obey reasonable instructions or other sanctions
- is violent, threatening or abusive towards a member of staff or a pupil
- repeatedly disrupts lessons
- engages in repeated or persistent unacceptable behaviour
- engages in bullying
- engages in sexual harassment
- Child on Child abuse [*See section on Child on Child Abuse*]

Pupils who are externally excluded on a temporary basis on three occasions (and normally taking into account spent exclusions) may be required to attend (with their parents) a meeting of the school's disciplinary panel, made up of the Headteacher and members of the

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Governing Body. At this meeting, a final warning will be issued and any further exclusion may then be on a permanent basis.

Permanent exclusion will be used for serious one off incidents or as a result of repeated misbehaviour which is not being addressed by other measures, unless there are strong reasons for taking a lesser course of action.

Such one off incidents include but are not limited to:

- Possession of a weapon, whether or not the pupil uses or threatens to use it, in school or travelling to or from school
- Possession of illegal drugs in school or travelling to or from school
- Serious assault [including incidents of sexual violence] of another pupil, member of staff, visitor or member of the public
- Serious, intentional damage to school property or the property of school staff or other pupils. Examples of this include but are not limited to serious vandalism and fire setting

This list indicates the severity of such one off incidents and the fact that such behaviour can affect the discipline and/or well-being of the school community.

Parents should be aware that this process will cover actions which constitute unlawful acts whether or not they result in criminal prosecution.

This sanction will also apply if the actions of a student takes place outside of the school (whether or not in uniform) and are of a nature that the reputation of the school is brought into disrepute.

Wimbledon College follows current statutory guidance (Guidance on the suspension and permanent exclusion of pupils from local authority-maintained schools, academies and pupil referral units, DfE 2022) for exclusion.

Wimbledon College has a mutual agreement with the London Oratory School for the education of pupils from the sixth day of exclusion.

Wimbledon College belongs to the Local Authority partnership agreement for hard-to-place pupils.

The Inclusion Centre is used to support pupils who are at risk of exclusion or who are returning from exclusion.

Interventions

The College uses a range of intervention strategies to help pupils manage their behaviour and to reduce the likelihood of further sanction. These include:

- Meetings with parents and pupils
- Behaviour target setting and monitoring (through the use of daily report)
- Common Teaching strategies (HOL and/or SENCO will devise strategies for staff in order to make reasonable adjustments for students)

- Mentoring

- School counselling
- Intervention groups
- Meetings and sessions with External agencies
- Multi agency/statutory assessment
- Emergency SEND reviews

Referring Behaviour

Incidents of behaviour which do not conform to the school Behaviour Code or Routines will be entered by staff on Arbor. An appropriate sanction will be given depending on the behaviour.

Behaviour Referrals have been organised into the following levels, each with its own procedure and consequence.

Level 1

These referrals have no immediate sanction but will count towards the referral tariff. When a pupil receives 4 Level 1 Referrals in a week he will receive an automatic 30 minute School Detention.

Unacceptable behaviour during a lesson	This includes the following: <i>Discourteous Behaviour, Disruptive Behaviour, Inadequate Work, Not Following Instructions, Being Off Task</i>
Lack of Equipment/Kit	Issued for any equipment missing that detracts from the pupil's learning If a pupil has forgotten his pen/pencil case, he must get a referral slip from the PSA during registration . This must be presented to his class teachers to be exempt from further referral .
Eating out of bounds	When pupils are seen to be eating in non-designated areas.
Littering	When pupils do not use the bins available for any rubbish or unwanted food (including leaving baskets in the refectory).
Uniform	When pupils fail to keep to the school's expectations regarding the dress code. This includes the following: <ul style="list-style-type: none"> • Shirts - top button undone or untucked • Ties - not having seven stripes • Trousers - worn below the waist • White socks • Incorrect footwear • Non regulation coat Any pupil who has brought incorrect uniform to school (e.g. trainers, white socks) must go to the PSA to get a uniform referral

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slip. This must be presented when requested by staff.

Level 2

Referral	Action
Bringing Chewing Gum to school	School Detention
Not completing homework by the deadline published on Google Classroom.	Homework detention
Punctuality	
Late to School (arrival after 8.25am)	8.10am sign in with the PSA
Missed 8.10am sign in	8.10am sign in with the PSA + school detention
2nd missed 8.10 am sign in	Saturday sign in (8.25am)
Late after close of registers (arrival after 9am)	1 st occasion in a week will result in a Saturday sign in 2 nd occasion in a week will result in a Saturday Detention
Late to Lesson (P2-6) on 3 occasions in a week	School Detention
Failing to attend detentions	
Failing to attend a Teacher Meeting	School Detention
Failure to attend School Detention	Saturday Detention
Failure to attend a Saturday Detention	Saturday Detention plus 30 minutes Community Service 2 consecutive Saturday Detentions missed will result in a suspension from school
Failing to complete Homework	
3 Homework referrals in a week	1 hour School Detention
15 homework referrals in a half term	After school sessions in the Study Hub + meeting with parents

Level 3

Referral	Action
Sent Out of Class for disruptive behaviour (see Out of Class)	1 hour Saturday Detention <i>In the event of persistent disruptive behaviour:</i> <ul style="list-style-type: none"> • 3 sendings out in a week will result in an Internal Suspension and a Parent Meeting • 4+ sendings out in a week will result in fixed term suspension
Damage to Property Defiance Insolence Possession of a forbidden item Insolence Poor Behaviour Outside Of Lesson or School Truancy	Each of these referrals will result in one of the following: <ul style="list-style-type: none"> • Head of Line Meeting • School Detention • Saturday Detention • Internal Suspension. In some instances these may be upgraded by SLT to a Level 4 sanction with the possibility of exclusion

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Persistent Poor Behaviour (if a pupil accrues 3 hours of detentions in a week)	Internal Suspension plus a meeting between parents and Head of Line.
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Level 4

Referral	Action
Abuse of an individual due to their protected characteristic [<i>age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation</i>] Bullying Fighting Illicit Substances Child on Child Abuse Physical Assault Refusal to accept the authority of the school Sexual harassment Sexual violence Smoking Theft Verbal Abuse	Internal Suspension or a Fixed Term Suspension. A serious one-off event or repeated offences may result in permanent exclusion

Appealing against a sanction

We aim to encourage pupils to take increasing responsibility for their own lives as they get older. If a pupil feels unfairly treated and wrongly sanctioned, he may appeal against the sanction:

- a) In the first instance, it is the pupil who appeals, not his parents.
- b) Before appealing, the pupil should speak calmly and courteously to the teacher concerned, explaining their point of view and asking the teacher to reconsider the matter. Never do this *during* a lesson.
- c) If the teacher declines to change their mind, the pupil can then appeal to their Head of Line.
- d) Appeals are to be made within 24-hours of the sanction being given.
- e) If the sanction is upheld by the Head of Line, the pupil will have to do it.
- f) If a pupil refuses to accept sanction he may be suspended.

Parents are asked only to get involved in appeals against punishment once the pupil's appeal procedure is complete

Restraint

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disorder (Use of reasonable force Advice for headteachers, staff and governing bodies July

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2013: Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. 'Disruption' has been replaced by 'disorder'.) In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. When a member of staff has restrained a pupil, they must make a written incident report to the Headteacher the same day.

All members of school staff have a legal power to use reasonable force. This power can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers. 'Reasonable' means using no more force than is needed, and reasonable adjustments must be made when dealing with pupils with additional needs.

Before using physical restraint, staff should consider other non-physical options. Physical restraint should be used as a last resort to protect others, to protect the pupil from his own actions, or to prevent serious damage to property. Restraint should be used only when the likely consequences of not using force outweigh the likely consequences of not intervening physically.

Before deciding to use physical restraint, staff should consider whether it is safe personally for them to do so and only intervene if they feel confident to do so. Staff should attempt to obtain the assistance of colleagues.

Bullying policy

Definition

Bullying involves the abuse of power. Bullying is deliberately or thoughtlessly causing distress, either mental or physical, to others by hurting them with words or actions, or by making them feel embarrassed, excluded or threatened. It is persistent and is experienced as personal by the individual child or children subjected to it.

Aims

Wimbledon College is committed to ensuring that every pupil is treated with respect and dignity and will take action to prevent or redress instances of bullying or discrimination.

The school believes that people should not be discriminated against or bullied because of their protected characteristics which include race, gender, sexual orientation and religious belief, or because they have additional needs.

The aims of the school's bullying policy are:

- a. to stop the bullying behaviour
- b. to rebuild relationships
- c. to develop appropriate social skills and attitudes in the victims, perpetrators and bystanders of bullying
- d. to promote and reinforce at every opportunity the Christian ethos of care and respect for the individuals

Methods

The College sets out to achieve these aims by:

- a. listening to and taking notice of complaints or reports of bullying
- b. resolving incidents of bullying by reconciling and educating those involved
- c. punishing those responsible for bullying where this is an appropriate and effective response
- d. ensuring that all pupils (and parents) see that bullying is not tolerated

Pupils who are being bullied are encouraged to speak to a trusted adult – for example, parents or staff. The school will do everything it can to put things right and to make sure there are no reprisals.

Pupils and staff who are aware of bullying have a duty to report it, even if the victim asks them not to do so. We are all responsible for our community and must act when we see its values undermined. There are no innocent bystanders in bullying and the school will expect pupils who witness or hear about bullying to report the matter.

Bystanders who fail to intervene are also, to a degree, responsible for bullying. Pupils who fail to intervene, report or at least walk away from bullying may be subject to disciplinary action.

Parents have a key role to play. The school would expect parents:

- a. to take what their children say to them seriously and to report concerns or suspicions of bullying to their child's Head of Line
- b. to report concerns of bullying when they occur and not to wait until a series of incidents have built up
- c. to accept that the whole story may be quite complex with blurred recollections, circumstances and perceptions of what happened (in many cases bullying occurs between children who have recently been friends)
- d. to trust the school to resolve matters according to the aims and methods stated in this policy to seek information where they need it and to consider what the school has to say

Parents who are not satisfied with the action that has been taken, may always refer the matter to the appropriate Deputy Head and then to the Headteacher.

The Deputy Heads will monitor bullying incidents and note any patterns of location or individuals involved, and propose and implement arrangements that can help reduce opportunities and reasons for bullying.

Procedures

When a report of bullying is received, the school will follow this procedure:

- a. all reports will be referred to the appropriate Head of Line
- b. the Head of Line will speak to the individuals concerned: victim, bully and bystanders; each will usually be asked to write an account of what happened
- c. taking into account people and circumstances, the Head of Line will decide what action to take and what sanctions to impose
- d. the Head of Line will check-up to make sure the victim is all right the following day and more often if there is cause for concern.
- e. the Head of Line may ask support staff (SEN, Inclusion Centre staff, etc.) to provide additional support for the victim
- f. the Head of Line will keep parents informed of progress and decisions taken
- g. parents seeking an meeting will be seen at the earliest opportunity by the Head of Line and, if necessary, by the Deputy Head

A report will be kept in the pupil's record and the also in the school's bullying log.

Advice to pupils

The following advice is given to pupils and is reiterated and reinforced during their time at the College.

Bullying is deliberately or thoughtlessly causing distress to others by hurting them with your words or actions, or by making them feel embarrassed, excluded or threatened. Remember that what may seem a joke or a bit of harmless teasing to you and your friends may not be fun for the person on the receiving end. Bullying is not tolerated at Wimbledon College. If you bully, you can expect action to be taken against you. People who stand by and do nothing while bullying is going on are, to an extent, also responsible for the bullying. If you see someone being bullied do something to stop it. If you feel confident intervene, if not report it.

If you are being bullied you must tell a responsible adult e.g. your parents or a member of staff. Sometimes victims think that reporting bullying will make things worse - this is not true. A report of bullying will be dealt with carefully and everything will be done to make sure that the bullying stops and that there are no repercussions for you. You have a right to feel safe and happy in your school and to be treated with respect - do not let anyone else take away that right.

Persistent bullying

For pupils to be expected to report bullying (either of themselves or of others), they must be reassured that there will be no repercussions. Staff dealing with incidents will make quite clear to those responsible for the bullying that there must be no repercussions, either directly or indirectly; this may include an instruction that there is to be no further contact whatsoever with named pupils. Any instance of continued bullying or intimidation after an investigation and warning is likely to result in exclusion.

The College is likely to exclude permanently any pupil responsible for serious and persistent bullying.

Cyber-bullying

Cyber-bullying uses electronic communications (email, social media, text messages and images, etc.) to bully.

The school will investigate cases of cyber-bullying. In doing so, it may seek the support of parents, of the police and internet service providers.

Cyber-bullying cases can often be difficult to resolve because they occur out of school hours and often involve pupils from other schools. However, the school is committed to doing what it can, consistent with the reasonable use of its resources, to support pupils who are being bullied and to assist their parents to resolve the matter.

Wimbledon College pupils who engage in cyber-bullying can expect disciplinary action to be taken against them.