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WREKIN COLLEGE
BEHAVIOUR, REWARDS AND SANCTIONS POLICY AND GUIDELINES

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BEHAVIOUR, REWARDS AND SANCTIONS POLICY AND GUIDELINES (Updated Sept. 2026)

This policy and guidelines needs to be read alongside other school documentation including:

- Anti-Bullying and Child-on-Child Abuse Policies
- Code of Conduct for All Staff and Governors
- Conducting Interviews, Searches and Confiscation Policy and Procedures (Pupils)
- Controlled Drugs and Misuse of Substance Policy
- Data Protection Policy (Confidentiality of Information)
- E-Safety and Online Safety Policies
- Equality and Diversity Policy
- Games and Sporting Activities Policy and Guidelines
- Health and Safety Policy
- Health and Wellbeing Centre and First Aid Policy
- Missing Pupil Policy
- Prefects' Policy
- PSHE Policy and Programme
- Risk Assessment Policy
- Safeguarding and Child Protection Policy and Guidelines
- Welfare and Health Policies - Pupils (includes Alcohol and Smoking Policies)
- Wellbeing and Mental Health Policies and Guidelines - Pupils (includes depression, self-harm, eating disorders and suicide intervention)
- Whistleblowing Policy

Other relevant documentation:

- SENDA and Accessibility Plan
- Assistant Housemasters'/Housemistress' Job Description
- Boarding Mission Statement (available on the school's website, in the Parents' Handbook and Pupil Handbook)
- Boarding Schools National Minimum Standards - 2026
- Housemasters'/Housemistress' Job Description
- Keeping Children Safe In Education - September 2026
- Parents' and Pupils' Handbooks
- Pastoral Deputy Head's Job Description
- The School's Aims and Code of Conduct
- Tutors' Job Description

The person responsible for this policy, in consultation with key personnel, is the Supervising DSL/Deputy Head (Pastoral).

Part G (Standards 15, 16 & 17) of the Boarding Schools National Minimum Standards - Promoting Positive Behaviour and Relationships:

Standard 15 – Promoting positive behaviour

15.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:

- the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school; the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;
- the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems;
- how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;
- school systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online;
- pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action;
- when restraint, including reasonable force, is to be used and other physical contact and how this will be managed; and
- arrangements for searching and screening children and their possessions and how this relates to safeguarding policies. Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.

15.2 The policy complies with relevant legislation and has regard to guidance, and is accessible, clear and easily understood by staff, pupils, parents and carers.

15.3 Senior leaders should monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate restraint has been used.

15.4 The headteacher should consider whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Standard 16 - Preventing bullying

16.1 The school ensures that all forms of bullying (including cyberbullying, prejudice based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective anti-bullying strategy. The strategy should include accessible and effective systems for children to report bullying.

16.2 Any instances of bullying are dealt with effectively. Staff take steps to help pupils to overcome the impact of bullying. All school staff are trained to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with.

16.3 The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often.

Standard 17 – Promoting good relationships

17.1 Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, boarding schools are required to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils.

17.2 In schools with both day pupils and boarders, boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.

17.3 Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others,

including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern.

Throughout this document there is reference to the Boarding Schools National Minimum Standards. The full document may be viewed at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102344/National_minimum_standards_for_boarding_schools.pdf

Date document updated	Document updated by	Comments	Location of saved file	Date of next review
July 2012	SEC	No change	DHP Computer and school's Website	July 2013
July 2013	SEC	Sanctions now recorded on G Drive	Google Drive and school's Website	July 2014
January 2014	SEC	Dixon Cup Added	Google Drive and school's Website	July 2015
July 2015	SEC	Behaviour policies combined. Checked against NMS April 2015	Google Drive and school's Website	July 2016
July 2016	SEC	Reviewed and updated School Rules added (SEC/TF).	Google Drive and school's Website	July 2017
December 2016	SEC	Amended School Rules and CGR Awards added	Google Drive and school's Website	
July 2017	SEC	Detentions and School Punishments made clearer.	Google Drive and school's Website	July 2018
July 2018	SEC/TF	Academic sanctions amended following consultation with staff. Other changes made with ref to KCSIE 2018	Google Drive and school's Website	July 2019
June 2019	SEC/AWr/PMS	Academic sanctions (School Detentions) reviewed and updated. Ref to KCSIE 2019.	Google Drive and the school's Website	July 2019
August 2020	SEC	Routine changes with ref to KCSIE 2020. **NOTE:** arrangements in place in respect of COVID-19 are not contained in this document. See separate 'Safe Reopening School' document.	Google Drive and the school's Website	July 2021
January 2023	AWr	Changes with ref to new NMS for Boarding Sept 2022 and KCSIE 2022	Google Drive and the school's Website	In or before January 2024
October 2023; minor updates March 2024	AWr	Changes with ref to KCSIE 2023 and tweak to low level behaviour procedure.	Google Drive and the school's Website	October 2024
August 2024	SEC/BJS	Changes with ref to KCSIE 2024. School Punishment now termed 'Community	Google Drive and the school's Website	July 2025

		Sanction' and House Punishment, 'House Sanction'. Changes to CGR added – now Target Grades. Protocol for pupils late to lessons added.		
January 2025	DBI	The term "Community Sanction" updated to "Behavioural Detention" *(to align with Academic Detention)*		August 2025
September. 2025	DBI/BJS	Updated to align with KCSIE 2025. New Rewards and Sanctions policy integrated. Uniform Infringement policy integrated into policy 14	Google Drive and school's Website	September 2026
April 2026	DBM/BSH	Updated in line with REASONABLE FORCE AND RESTRICTIVE INTERVENTIONS POLICY (01.04.26)	Google Drive and school's Website	April 2027
May 2026	DBM/BSH	Appendix 4. End of Year Merit Badge update	Google Drive and school's Website	April 2027
September 2026	DBM/BSH	Statutory updates	Google Drive and school's Website	August 2027

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PART 1: BEHAVIOUR POLICY

Wrekin College is a community where the individual matters.

We expect that pupils will behave in a sensible and civilised manner with due consideration for other people, their property and their safety. The guiding principles are courtesy, kindness and common sense.

Our Aims

- **To create** a community in which all members – pupils, staff and support staff – feel valued and involved.
- **To offer** the highest quality of education in a co-educational environment, developing intellectual, physical, aesthetic, moral and spiritual qualities in the school's Christian tradition.
- **To nurture** interesting and balanced young people in a happy and challenging environment, enabling them to fulfil their potential and preparing them for the modern world.
- **To develop** in each pupil self-discipline, a clear sense of right and wrong, responsibility and sensitivity towards others and their views.
- **To recognise** and celebrate individual achievements.
- **To instil** a sense of pride in our traditions of conduct, courtesy and appearance.
- **To foster** respect and care for our environment.

Teachers will make it clear to the pupil through their language that it is the behaviour we disapprove of, <u>not</u> the pupil themselves.

In the classroom we must help pupils to:

- **Develop a clear understanding of acceptable and unacceptable behaviour by**:
  - **Directing pupils' behaviour and attention to the task set;**
  - **Employing behaviour management strategies**, especially rewards;
  - **Making sure that all instructions are understood** and by checking that the work set is of an appropriate level;
  - **Explaining/setting/enforcing clear reasonable classroom rules and standards** – see the Wrekin Classroom Behaviour Code below;
  - **Giving opportunities to answer questions in class and to praise** if a reasonable answer is given without the pupil showing off.
- **Develop strategies to help them gain greater self-control by:**
  - **Seeking advice from Tutors and the Support for Learning Department;**
  - **Making seating arrangements** conducive to order and calm. Isolate a pupil from peers and friends if they are easily distracted or their behaviour is unacceptable;
  - **Addressing the behavioural problems** of attention seeking, calling out and regularly leaving the allocated work place.
- **Develop age appropriate social skills and responsibilities** by operating sympathetic/firm behavioural management and clear classroom rules.

- **Reduce the degree of apathetic behaviour** a pupil may display by giving them a sense of achievement – by both praising positive effort and behaviour.
- **Develop better social skills** and in particular cooperation with their peers on a one-to-one/group basis by:
    - **Rewarding positive actions** towards other pupils. Pupils should be actively encouraged to avoid 'winding' others up: instead of passing a comment, think about what others think of you, and potential responses, before saying it. Staff to avoid letting a pupil sit near to others where provocation is likely to occur;
    - **Asking the pupil to teach someone in the group** something they have learnt and then to present the work to the rest of the class. Remind groups of what is expected from an activity. A pupil should be removed for a timed session if others are disturbed or prevented from working. In the event of this being necessary, the Deputy Head (Teaching and Learning) should be notified.
- **Develop better social skills and in particular cooperation with adults** on a one-to-one/group basis by:
    - **Checking that all the required resources are available** and ensuring that finished work is marked;
    - **Praising if success is achieved at any time**. The pupil should try and wait their turn for help during a lesson.

The Wrekin Classroom Behaviour Code

The Wrekin Classroom Behaviour Code describes how all staff should expect pupils to behave in the classroom.

Pupils:

- Must work to the best of their ability
- Must check their emails and/or Google Classroom at least daily for prep requirements and deadlines
- Display good manners at all times, remembering to say please and thank you. They should stand up
  when an adult (teacher or visitor) enters the classroom
- Must show respect for their teacher and other pupils at all times – they must never make disparaging remarks about another pupil's comments or work
- Should always ask for extra help if there is any aspect of the work that they do not understand
- Work should be neat and tidy at all times. Graffiti in/on books is not allowed
- Must not call out in class. If they are answering questions or have a question to ask, they must
  raise their hand and wait for their teacher to invite them to speak
- Must not be late for lessons
- Must complete their prep on time
- Must always ensure that they have the necessary books and equipment for each lesson.

All instances of bullying or suspected bullying must be reported to the relevant HsM and the Deputy Head (Pastoral).

Searches

Staff should be familiar with the school's Conducting Interviews, Searches and Confiscation Policy (Pupils) and Procedures document.

The key points from this document are replicated here:

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
2. Under common law, school staff can search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The ability for a pupil to give consent may be influenced by the child's age, any SEN and other factors, and these should be considered when carrying out a search, making reasonable adjustments where necessary (e.g. for a pupil with a disability).
3. If a pupil refuses, then the Head and staff authorised by the Head (see below) 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.
4. **Prohibited items (as included in the school rules) are:**
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or to cause damage to property.

    Other items not allowed in school:
    - Vapes and vaping products
5. The Head and authorised staff can also search for any other item banned by the school rules, which has been identified in the rules as an item which may be searched for. An example of such an item is 'vapes'.
6. Where a member of staff suspects a substance to be a controlled (illegal) drug or is unsure, they should treat the substance as a controlled (illegal) drug as outlined below.

Authorised Staff

The Head decides whom to authorise to use these powers. There is no requirement to provide authorisation in writing.

1. All members of the teaching staff and the school's Security Officer are authorised to search **with consent** for all of the above items BUT MUST NOT SEARCH, **even with pupil consent**, the content of mobile phones, laptops, computers or iPads.
2. If a member of staff suspects that an electronic storage device may contain inappropriate material, including pornography, they should confiscate the item and pass it to the Head or one of the Deputy Heads, who will then conduct the search of the item.

3. **Only the members of staff listed below are authorised to search without consent:**
    - Acting Head(s)
    - Deputy Head (Pastoral) and DSL

In the event of all three being absent from school, the power to search without consent will be passed on to the Head of Boarding or the Director of Sixth Form.

Sanctions

- Verbal – a 'telling off' /warning

- Issuing of a Demerit
- House Sanction (behaviour) - for misdemeanours in House
- Behavioral Detention (behaviour) - for misdemeanours outside House
- Supervised Study for unsatisfactory or late work
- Cleaning activities for the general good in the House or school
- Loss of social privileges such as the Sixth Form social events or free time in the day
- Gating to House or school
- Behaviour/academic monitoring card
- A letter to parents
- Detentions (behaviour) - for repeated poor behaviour or a serious misdemeanour
- Internal Suspension
- Suspension (Head, or in their absence a Deputy Head)
- Request to remove a pupil from the school (Head)
- Requirement to remove a pupil from the school (Head)
- Expulsion (Head)

Most of these sanctions are administered through iSAMS or via the House system, although Behavioral Detentions are under the control of the Deputy Head (Pastoral) at a school level and they may employ some of the above sanctions.

If a member of staff catches any Wrekinian in breach of any school rules, the pupil should be sent directly to the relevant HsM if the breach was committed in House, or to the Deputy Head (Pastoral) if the breach was committed outside the pupil's House, and they will deal with the sanctions.

Protocol for Supervised Study

- Pupils work in silence
- Pupils complete work set by the teaching placing them in the Supervised Study
- Pupils in Supervised Study will not be allowed to use their mobile phones nor to listen to music
- If a pupil runs out of work before the end of their Supervised Study they should read their reading book

Any pupil who misses a lesson without a bona fide reason should be reported to their HsM and be placed into a Level 3 (Friday) Detention by the HsM.

Dealing with low level disruption in class

1. If a pupil talks when you don't want them to, ask them to stop.
2. If the same pupil talks again in the same lesson, move them.
3. If the same pupil talks for a third time, send them to stand outside the room for 5 or 10 minutes. **They should then be issued with a Demerit after point 2 or point 3, at the discretion of the teacher.**
4. If the pupil continues to misbehave even after this sanction has been issued then the staff member must contact the Headmaster's PA (602). She will ensure a member of the SLT collects the pupil as swiftly as possible and follows up with an appropriate sanction for the pupil involved.

Academic Matrix (Supervised Study) Level & Level 2

Supervised Study

1. Preparation & Homework

Failing to complete prep.
Bringing incomplete or poorly attempted prep without valid reason
Consistently forgetting to submit prep on time

2. Use of Lesson Time

Failing to make productive use of class time, requiring catch-up in supervised study
Not staying focused during prep sessions or independent work time
Consistently working below personal capacity due to lack of effort (not ability)

3. Deadlines & Academic Responsibility

Missing coursework or project deadlines (non-maliciously, not plagiarism or dishonesty)
Needing to complete outstanding tasks assigned by teachers
Having an accumulation of overdue work across subjects

4, General Academic Habits

Persistent lack of note-taking or record-keeping, requiring catch-up in study
Failing to prepare revision tasks or pre-reading for lessons
Incomplete study logs, planners, or other required records

Please note that the above is not an exhaustive list of behaviours.

Academic Monitoring Card

If a pupil's academic performance is of concern, the HoK may decide to place a pupil on an academic monitoring card. The pupil will need to take their card with them to every lesson and they will have their performance graded by their teacher. The card should be seen by the HoK or Tutor each day and signed accordingly. Completed cards should be retained in the pupil's file.

The HoK should record on CPOMS that the pupil is on an Academic Monitoring Card.

Sanctions for Lateness to Lessons

The school expects pupils in all year groups to do their best to be punctual to lessons. Although circumstances inevitably result in pupils occasionally being late for lessons, the school takes punctuality very seriously and follows the approach summarised in **Appendix 3**.

School Prefects

A School Prefect may issue a Demerit for inappropriate/unacceptable behaviour. This is always done through the Deputy Head (Pastoral), and the pupil in receipt of such a sanction is always interviewed by the Deputy Head (Pastoral). The sanction must be fully documented by completing the relevant pro forma.

House Sanction

This may be given by the relevant HsM, House Tutor or School/House Prefects for breaches of school rules and bad behaviour within their House. However, if a House Sanction is given by a School or House Prefect it must be fully documented by completing the relevant pro forma and the actual sanction MUST be overseen by a member of the teaching staff.

Senior pupils are not allowed to directly sanction pupils – any breach of this rule will be dealt with most seriously.

All Detentions and Supervised Study sessions are recorded on iSAMs – these records are checked termly by the Deputy Head (Pastoral). House Sanctions are recorded in House by the relevant HsM.

Appendix B of the National Minimum Standards for Boarding Schools, states that records are required for major sanctions.

Recording of Rewards and Sanctions

All Merits, Demerits and Supervised Study sessions are recorded on iSAMS by the relevant teacher. Depending on the level of the Sanction (see below) these will be recorded on ISAMS by the Tutor, HsM or Deputy Head Pastoral.

The use of monitoring cards and Gatings are recorded on CPOMS by the relevant HsM or Tutor/Mentor.

Serious sanctions (suspensions and expulsions) and Saturday Detentions are recorded by the Deputy Head (Pastoral) on Google Drive.

Guidance for Prefects is contained in the Prefects' Policy, a copy of which is available in each House. School Prefects receive Child Protection and Safeguarding Training with the Deputy Head (Pastoral) before they take up their duties.

Guidance for acceptable Sanctions is contained within this policy.

Behaviour Monitoring and Gating Cards: If a pupil's behaviour or attendance is of concern, a HsM, HoK or Tutor may decide to place a pupil on a behaviour monitoring or gating card. The pupil will need to take their card with them to every lesson and they will have their behaviour graded or attendance recorded by their teacher. The card should be seen by the HsM or Tutor each day and signed accordingly. Completed cards should be retained in the pupil's file.

The HsM should record on CPOMS that the pupil is on a Behaviour Monitoring Card or Gating Card.

School Prefects – Safeguarding and Child Protection Training

All School Prefects have Safeguarding and Child Protection training in the summer term prior to them taking up their duties. In the event of a pupil being made a School Prefect during the course of the year, they will receive Safeguarding and Child Protection training before taking up their duties. School Prefects are given a copy of:

- Anti-Bullying and Child-on-Child Abuse Policies
- Behaviour, Rewards and Sanctions Policy (which includes the Permissible Sanctions Policy)
- E-Safety and Online Safety Policies
- Keeping Children Safe In Education (Part 1) - September 2026
- Safeguarding and Child Protection Policy and Guidelines
- Prefects' Policy

Standard 21 of the Boarding Schools National Minimum Standards - Prefects, states:
Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.

PART 2: REWARDS AND SANCTIONS POLICY

Aims

We aim to provide a happy, healthy, mutually-respectful working environment for our pupils and staff, where bullying, intimidation or interference by any party are not tolerated.

We expect that people should behave in a sensible and civilised manner with due regard for other people, their property and their safety. The guiding principle must always be common sense.

We take every opportunity to celebrate the academic, extracurricular and sporting achievements of our pupils.

Wrekin College

The policies detailed below are applicable to all pupils in the Senior School, from Year 7 to the Upper Sixth

Sanctions

It is always best to try to deal personally with any offender in the first instance before resorting to more formal sanctions, in order to maintain one's own discipline in the eyes of the pupils. However, Detentions, Sanctions and daily/weekly Monitoring Cards (all of which are detailed below) are available for use to deal with those who do not respond to personal treatment. Do not hesitate to discuss problem pupils with their Tutor, HsM, or any other relevant member of staff.

Merits & Demerits

- All Merits and Demerits will be entered onto the Rewards and Sanctions module through ISAMS.
- All Merits go towards the House total, at the end of the year, the House with the most merits will be awarded the House Cup.
- Each Demerit will take away a Merit point from the House total.
- The ongoing total for Merits and Demerits will be sent to Tutors for 8:30am Tuesday, ahead of the tutor period to give tutors an opportunity for praise and/or conversations around poor behaviour.

Merits

- A Headmasters Merit is the equivalent of 3 Merits and will be added to the House total as such.
- On average, staff should be looking to award between 10-20 Merits per week.
- For every 10 merits a pupil achieves, they will receive a free food item (Max. 1 per term). *For the end of year merit badges, see Appendix 4.*

Demerits

- When adding Demerits to the system, staff are encouraged to enter the reason for the Demerit so that the conversation between tutor and pupil can have an accurate focus.
- As of 01.09.25, the Uniform Infringement policy has been collapsed and a uniform infringement should now be issued as a Demerit.
- Professional discretion should be exercised in each scenario and in many circumstances it will be appropriate for a member of staff to issue a verbal warning before issuing a Demerit.

The following list is an example of behaviours that would be reason for a Demerit. It is however not an exhaustive list and behaviours that fall outside of this list should be recorded in "Other"

Persistent Lateness

- Arriving late to class or school without valid reason

Classroom Behavior

- Talking or disrupting while a teacher or peer is speaking
- Refusing to follow instructions from staff
- Distracting others from learning (e.g., making noises, playing with objects)

Conduct

- Speaking disrespectfully to teachers, staff, or peers
- Arguing or back-talking to authority figures
- Teasing, or harassing others (verbal, social, or physical)
- Inappropriate physical behavior (pushing, shoving, horseplay)

Uniform

- Not wearing the required uniform or dress code items
- Wearing clothing/jewelry/makeup/hairstyles against school policy

Technology & Personal Belongings

- Using phones, tablets, or other devices during lessons or in school without permission
- Playing games or accessing inappropriate content on school devices
- Bringing in banned items (toys, trading cards, gadgets, etc.)
- Misuse of lockers, backpacks, or personal storage areas

Safety & Property

- Running, rough play, or unsafe behavior in halls or common areas
- Throwing objects indoors or outdoors in a dangerous manner

School Environment & General Rules

- Eating, drinking, or chewing gum in restricted areas
- Littering or failing to clean up personal space
- Entering unauthorised areas (staff rooms, storage, maintenance areas)
- Misusing school facilities (bathrooms, playground, library, gym, etc.)

Academic *(lack of effort, at the discretion of the teacher as a supervised study session would be used in the majority of these cases)*

Other

- There are many other reasons why a Demerit may be issued by a member of staff, these will be recorded as Other.

Headmaster's Merits

For particularly distinguished work, staff may award a pupil with a Headmaster's Merit. The teacher awarding the Headmaster's Merit should record it on iSAMS.

Similarly, a pupil who is exceptionally impressive in class, helpful, courteous or kind may be commended by a member of staff with a Headmaster's Merit.

- For pupils in the Fifth Form and below the member of staff should send the pupil with the work to the Head for a Headmaster's Merit. The Head meets with pupils and views their commended work on Friday mornings between 8.15 am and 8.30 am.
- For Sixth Form students a Headmaster's Merit can be awarded for work which is at a level above the student's Target Grade.
- The teacher awarding the Headmaster's Merit should record it on iSAMS.

Sanctions

Pupils will receive a Demerit for an action which falls below the standards expected in the school. The escalation of these sanctions is explained below. Staff are expected to use their professional experience when handing out Demerits. If a pupil believes a Demerit has been administered unduly, then they must speak with their HsM within 3 days of the Demerit. If a pupil misses a detention or supervised study (without a reasonable excuse) then a Demerit is automatically applied and the sanction/ supervised study must be completed at the next opportunity.

A pupil's total of Merits/ Demerits is reset on the 1st September each year.

Tutors and HsMs will receive a notification when a Demerit has been issued, Parents/Guardians will receive a notification as per the flow chart below.

Sanctions & Accumulation of Demerits

4 Demerits	Tutor will contact home (email/ phone call) to ensure that parents are aware that their child has reached 4 Demerits and 2 more will be a Level 1 Sanction
LEVEL 1 SANCTION (6 Demerits)	**30 minute Tuesday Detention. 1:10-1:40pm** The tutor will email/phone home and place the pupil into detention.
10 Demerits	HsM will contact home (email/ phone call) to ensure that parents are aware that their child has reached 10 Demerits and 2 more will be a Level 2 Sanction.
LEVEL 2 SANCTION (12 Demerits)	**45 minute Tuesday lunchtime detention. 1:10-1:55pm** HsM will email/phone home and place the pupil into detention.
LEVEL 3 SANCTION (18 Demerits)	**2 Hours. Friday after school detention. 4:30-6:30pm** HsM will email/phone home and place the pupil into detention.
LEVEL 4 SANCTION (24 Demerits)	**3 Hours. Saturday morning detention. 09:00-12:00pm** SDH will email/phone home and place the pupil into detention.
LEVEL 5 SANCTION (30 Demerits)	**1 Day Internal suspension** SDH will email/phone home and place the pupil into Internal Suspension
LEVEL 6 SANCTION (36 Demerits)	**2 Day Internal suspension** SDH will email/phone home and place the pupil into Internal Suspension
LEVEL 7 SANCTION (42 Demerits)	**External Suspension** as deemed appropriate by the Senior Deputy Head/ Headmaster.
LEVEL 8 SANCTION (48+ Demerits)	**Permanent Exclusion.** Permanent exclusion is the most serious sanction available to the school and will only be used as a last resort, in line with Department for Education guidance.*

* The Headteacher will only permanently exclude a pupil where there has been a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. This may follow a serious one-off incident or

repeated disruptive behaviour despite appropriate support and interventions. Any decision will be lawful, reasonable and proportionate, based on a thorough consideration of the evidence and the individual circumstances of the pupil, including duties under the Equality Act 2010 and any safeguarding or additional needs. Parents/carers will be informed without delay of the decision, the reasons for it, and their right to make representations to the governing board, and the school will comply fully with all statutory guidance and procedures.

Sanctions

All Detentions will include activities (which are not the completion of prep).

Level 1 to Level 3, be a task set within the School, a community based task
Level 4 - Level 6 will be to complete set work (but not homework) or a community based task

Supervised Study

This will take place between 1:20 -1:50pm on Tuesday and Thursday, any pupils who have not completed prep, classwork or fallen behind in class can be put into supervised study. Supervised Study will also be used for pupils to use the time to improve the quality of their academic work where required.

- HoKs are responsible for the day-to-day monitoring of Supervised Study. If a pupil misses a Supervised Study session without a bona fide reason, they will receive a Demerit and be placed in the next Supervised Session available.
- Supervised Study will take place in G1 and will be supervised by Heads of Departments.

School Detentions

School Detentions will be based in the Study Block. Pupils should report to the Study Block at the allocated time for the Detention (Supervised Study will take place in G1 and will be supervised by Heads of Departments.)

All school detentions are recorded in iSAMS. Level 3 Detentions (& above) are also recorded in the Google Drive (by the Deputy Head (Pastoral)).

PART 3: Specific School Rules

Breaching any of the following 15 rules constitutes a very serious offence for which a pupil will be placed outside of the Demerit/Level system and a pupil will be placed at the appropriate Level (no Demerits will be applied, but a stand alone Sanction). Depending on the seriousness of the breach, a pupil might be asked to leave the school, even for a first offence. The following (including any criminal act, contravening UK law, committed at any time) are unacceptable:

1. Any form of bullying (including offences against gender, race, religion, disability, sexuality and learning differences).
2. Unauthorised physical contact between pupils of any age (including that of a sexual nature).
3. Offensive, threatening or sexually rude behaviour towards others (pupils or staff) by physical, verbal or written means (including electronic communication).
4. Buying, trying to buy, selling, consuming or using drugs, alcohol or tobacco (including other products containing nicotine), attempting to bring such items into school or encouraging other pupils to use them. Misuse of substances including solvents etc. The use or supply of illegal and other unauthorised drugs whether within the school boundaries or beyond are unacceptable.
5. Smoking or vaping at any time or place during term time, including any outing, visit or match organised by the school.
6. Entering licensed premises (except those Upper Sixth pupils who are given permission from the relevant HsM to use specified public houses. On these occasions only eighteen year olds are permitted to consume alcohol).
7. Taking or using another pupil's possessions without his/her permission.
8. Breaking the school's use of cars policy. This includes driving a car without written consent from the parents and permission from the Headmaster/HsM and riding in a car driven by someone other than parents or a member of staff, unless specific permission has been obtained from the relevant HsM.
9. Possessing offensive or dangerous weapons, including laser pens or laser pointers, explosives or fireworks.
10. Breaking the school's use of mobile devices policy and inappropriate use of mobile devices. This includes making or receiving calls or texts during lessons or while on the paths or roads in and around the campus; walking around the campus listening to music; the use of mobile devices, email or internet to access or send inappropriate material, messages or images; or to be in possession of inappropriate material, messages or images, including pornographic material. Taking photographs or making recordings of pupils or staff, without prior consent, are also forbidden.
11. Betting or gambling, including online betting or gambling.
12. Bringing the school, its staff or pupils into disrepute or danger through poor behaviour at any time or via any media including the internet and social networking sites or by breaking the school's Acceptable Use Policy.
13. Tampering with electrical or mechanical appliances, including fire alarms, fire extinguishers etc.
14. Unauthorised absence (truancy).
15. Breaking bounds, including being out of House after lock-up time, without prior permission from the HsM or entering the private areas within another House.

Other school rules

The following are forbidden:

16. Pupils below the Sixth Form are not allowed to visit the town, unless there is a legitimate reason and only then with the permission of the HsM. Members of the Sixth Form are allowed to visit town on a Wednesday afternoon for one hour and after 4.30pm on Fridays (Lower Sixth from the beginning of the Lent term) providing that they do not have any other commitments. Uniform or full games kit must be worn when going down town.

17. Bringing bicycles and skateboards to school without prior written consent from parents and approval of the HsM.
18. Eating in the streets and shops of the town and around the school grounds. No food or drink, other than water, may be taken into teaching buildings, the Music School, Theatre, Swimming Pool or Sports Hall.
19. Chewing gum and snus.
20. Ball games in the immediate vicinity of all school buildings and snowballing (except on the lower playing fields).

Please note that this is not an exhaustive list and only some of the most common misdemeanours are given.

PART 4: Commendation (outside of Merits)

- Scholarships
- Verbal and Written Commendations
- Academic Endeavour Awards
- The Dixon (Academic) Cup
- Speech Day Prizes
- Positions of responsibility
- Honours
- Honours Ties/Pins
- Colours Blazers
- Sports Awards

Detail for each award is given below:

Scholarships

A pupil may be awarded a scholarship if they achieve a high standard and demonstrate that they have a hard-working scholarly attitude. Scholarships are reviewed annually and pupils in possession of these are expected to be role models in ALL aspects of their involvement at school (not just the area in which they have been awarded a scholarship) and maintain the high standards that saw them receive the award. If a scholar is suspended, they will lose the award.

Scholars are presented with the relevant badge in a School Assembly. The awards are as follows:

- Orange: Academic
- Purple: Music
- Green: Art
- Blue: Sport

Verbal and Written Commendations

Verbal and written commendations for academic work and sporting achievements are given by staff and the Headmaster.

- **Special Verbal Commendations:** for academic work and sporting achievement are given in School and House Assemblies.
- **Written Commendations:** for academic work and sporting achievements are given by staff and the Head. The Head writes letters (including emails) to parents of pupils. In some cases, the Head of Key Stage will also write commendations home ("praise postcards").

Academic Endeavour Awards

Academic Endeavour Awards recognise those pupils whose exceptional commitment to their studies and positive attitude to academic learning have enabled them to make impressive progress over the course of a term. This award is in no sense limited to our most academically able, but is awarded to pupils who have striven for academic self-improvement and who have consequently made the most progress in developing their knowledge and understanding of the curriculum, relative to what can be reasonably expected of a pupil of their ability. Progress owing to a positive attitude to learning is the principle that underpins this award. Three Academic Endeavour Awards (one for each section of the school) are presented by the Headmaster in the final Assembly at the end of each term.
Nominations for an award are determined by pupils' Target Grade Reviews over the course of that term. The numerical gap between pupils' 'Working-At' and 'Target' Grades will be subtracted from their total effort scores (for both 'effort in class' and 'effort in prep.') in order to identify the highest attaining pupil in the Lower, Middle and Upper schools. Pupils receive a certificate and a book voucher.

The Dixon (Academic) Cup

The Dixon Cup is awarded termly to the winning senior House based on achievement and effort of every member of the House as measured by the average number of Merits/Headmaster's Merits each House member has received. The Cup comes with a cheque to be added to House funds.

Prizes

Prizes are awarded at Speech Day and are based on excellence; they are available at all levels of the school. Effort prizes are also awarded at Speech Day based on TGS performance throughout the year and recommendations by Tutors/Mentors and Housemasters/Housemistresses (HsMs).

There is a Lancaster Speech Day and a Senior School Speech Day held at the end of each academic year.

Honours

The House Honours system offers Socks, Shirts, Scarves and Squares for outstanding contributions to games and other activities. There are also House entertainment events and outings.

Honour Ties/Pins

Honours ties/pins are awarded by the Headmaster to pupils at the end of the academic year.

Positions of Responsibility

Positions of responsibility in the form of School Prefects, House Captains and other House Prefect roles are awarded to the Lower Sixth during the Summer term going into their final year. There are positions of responsibility on the School Prefect team, but further in-house positions in addition.

Colours Blazers

The honours system awards Full Colours for certain sports and for Music, Drama and Debating, dependent upon contributions over many years in the school at a high level.

Sports Awards

There are a number of trophies, which are awarded for winners of events on Sports Day and Swimming Sports and for individual sports such as tennis or squash. Members of school teams can be awarded age group colours and half colours for certain sports.

Expectations

Behaviour expectations are outlined in the School's Code of Conduct, as found in the Parents' and Pupils' Handbooks (the latter is accessible via the Pupil Homepage (eLearning Hub)). These expectations are reinforced in Assemblies, PSHE lessons and tutorials.

PART 5: PERMISSIBLE SANCTIONS POLICY

The Children Act defines a sanction as being – "Any negative consequences applied for unacceptable behaviour – e.g. punishments, loss of privileges or duties to be carried out"

Sanctions and the regular use of them are not characteristics of Wrekin. We believe that the best form of discipline is self-discipline. Sanctions within boarding schools are, however, a matter of public, private and professional concern. This was highlighted after the so-called 'Pin Down' report in the 1990s.

There is general acceptance within the school that some element of control is necessary in order to promote feelings of safety and security with the pupil and to assist the development of a pupil's own self-control.

The use and oversight of sanctions are scrupulously monitored so as to ensure policies, procedures and professional standards are maintained and that young people are not being directly or indirectly abused. Sanctions need to be justifiable. Staff must be seen to manage incidents and issues in an objective and fair manner.

It is recognised that in many instances a "telling off" or verbal rebuke is an accepted sanction for dealing with misbehaviour. A written record does not need to be taken in all such instances, but it may be recorded on CPOMS if this forms part of a pattern of behaviour that a member of staff wishes to exemplify.

The school already has various policies that state the expectations we have of pupils and their behaviour.

Wrekin firmly believes that the following punishments are **never to be used**:

- Corporal punishment;
- Any form of hitting of a child (including hitting a child in anger or retaliation);
- Deprivation of access to food or drink;
- Enforced eating or drinking;
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline;
- Requirement to wear distinctive clothing or the wearing of nightclothes by day;
- Intentional deprivation of sleep;
- Use or withholding of medical, mental health, optical or dental treatment;
- Use of fines, other than by way of reparation and not exceeding two thirds of the child's immediately available pocket money provision;
- Locking in a room or area of a building;
- Intimate physical examination of the child;
- Withholding of any aids or equipment needed by a child;
- Initiation ceremonies intended to cause pain, anxiety or humiliation.

In addition to the above, staff must take great care when dealing with pupil poor behaviour:

- Not to invade the pupil's personal space/use threatening body language
- Or use unacceptable or threatening language

Wrekin's discipline policies endeavour to regulate matters that must often in some ways be individualised. Nevertheless, it is essential that young people, their parents and staff should know that these matters are appropriately monitored and not left simply to individual discretion.

PART 6: USE OF REASONABLE FORCE AND RESTRICTIVE INTERVENTIONS POLICY *(Applies to all staff)*

> "There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children."
> — *Keeping Children Safe in Education (KCSIE), September 2026*

1. Policy Statement

The School is committed to safeguarding and promoting the welfare, dignity, and rights of all pupils. We aim to create a culture in which pupils feel safe, respected, and listened to, and where positive relationships and proactive behaviour support minimise the need for restrictive intervention.

The use of reasonable force or restrictive intervention will only be considered **as a last resort**, where it is necessary to prevent harm and where all appropriate de-escalation strategies have been exhausted or are judged ineffective in the circumstances.

All actions taken will be **lawful, reasonable, proportionate, necessary, and in the best interests of the child**.

2. Legal Framework

This policy is informed by:

- *Keeping Children Safe in Education (KCSIE), September 2026*
- Department for Education guidance:
  "Restrictive Interventions, including the Use of Reasonable Force, in Schools" (effective 1 April 2026)
- Section 93 of the *Education and Inspections Act 2006*

All members of staff have a legal power to use reasonable force in specific circumstances. This includes permanent staff and any person whom the Head has temporarily placed in charge of pupils.

3. Definitions

- **Reasonable Force**: The minimum force necessary to achieve a legitimate aim.
- **Restrictive Interventions**: Deliberate acts by staff that restrict a pupil's movement, liberty, or freedom to act independently. This may include:
  - Physical restraint
  - Blocking a pupil's path
  - Removing a pupil from a situation
  - In exceptional circumstances, environmental restriction

Restrictive interventions must **never be used as a form of punishment**.

4. Principles

The School adopts a **child centred and trauma informed approach**, underpinned by:

- Prevention and early intervention
- De-escalation and effective communication
- Respect for dignity, rights, and personal space
- Use of the **least restrictive effective intervention**

- Proportionality and necessity
- Safeguarding at all times

Particular care will be taken when supporting pupils with **Special Educational Needs and Disabilities (SEND)** or other vulnerabilities.

This policy applies to all children in our setting. Where the policy is applied to children in the Early Years Foundation Stage (aged under five), staff will take account of their developmental stage, attachment and the statutory EYFS welfare and safeguarding requirements. Restrictive interventions will only be used as a last resort to prevent immediate harm, in the least restrictive way possible, and incidents will be recorded, reported to parents and reviewed in line with the School's EYFS and safeguarding procedures.

5. When Reasonable Force May Be Used

Reasonable force may be used to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Seriously disrupting good order and discipline

This applies both on school premises and during authorised school activities.

6. Use of Force

Any use of force must:

- Be **reasonable, proportionate, and necessary**
- Use the **least restrictive option available**
- Be applied for the **shortest possible time**
- Cease as soon as the risk has reduced

Staff must always seek to **de-escalate situations first**, unless there is an immediate risk of harm.

Force must **never be used as a punishment**.

7. Recording and Reporting

All incidents involving restrictive intervention must be:

- Recorded in writing **as soon as possible and no later than the end of the same school day**
- Reported to the Head
- Logged and monitored by the Deputy Head (Pastoral)

Parents/carers will be **informed without delay**, unless there is a clear safeguarding reason not to do so.

8. Post-Incident Support and Review

Following any incident:

- The pupil will be given an opportunity to **debrief and reflect** in a supportive environment
- The pupil's views will be **sought and recorded**, where appropriate
- Staff involved will receive appropriate **support and opportunity for reflection**

The incident will be reviewed to:

- Identify triggers or patterns
- Inform or update behaviour support strategies
- Reduce the likelihood of recurrence

Where a pupil is identified as being at risk of requiring restrictive intervention, the School will implement an **individual risk assessment and/or behaviour support plan**, developed in partnership with staff, parents/carers, and where appropriate, the pupil.

9. Monitoring and Oversight

The School will:

- Monitor all incidents of restrictive intervention
- Analyse data for patterns, including any disproportionate impact on vulnerable groups (including pupils with SEND)
- Use findings to inform staff training and safeguarding practice

The Governing Body will receive regular reports and will provide **oversight, challenge, and support** to ensure that practice remains safe, proportionate, and in line with safeguarding expectations.

10. Prohibition of Force as Punishment

The use of force as a punishment is unlawful and is strictly prohibited.

11. Staff Training

All staff receive appropriate training in:

- Behaviour management and de-escalation strategies
- Safeguarding and child protection
- The safe and lawful use of reasonable force

Where appropriate, staff are trained in recognised positive handling approaches.

Training is:

- Regularly refreshed
- Monitored by senior leadership
- Recorded as part of the School's safeguarding compliance procedures

Power to search pupils without consent

In addition, to the general power to use reasonable force described above, the Headmaster and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items' (Section 550ZB(5) of the Education Act 1996):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to
    - commit an offence,
    - cause personal injury to, or damage to property of any person (including the pupil).

Other items not allowed in school (included in the School Rules):

- Vapes and vaping products

Force cannot be used to search for other items which are banned under the School Rules.

Staff should refer to the school's separate policy: Conducting Interviews, Searches and Confiscation Policy and Procedures (Pupils).

Incident Reporting

A detailed, written report will be made to the Headmaster using the form in Appendix 2, immediately, where physical restraint has been necessary.

The Headmaster will then consider the need to advise parents or guardians of the incident involving their child.

The incident will be recorded on the Pastoral Deputy Head's Google Sheet: 'Physical Intervention Monitoring'.

The incident must also be reported to the HsM(s) of the pupil(s) concerned.

If a pupil behaved in such a way that physical intervention was the only way to control the situation then the usual outcome would be the required removal of the pupil from the school.

Complaints and Allegations

Any complaints about the use of force will be investigated in accordance with the school's complaints procedures.

Appendix 1

The School's Code of Conduct
(This code of conduct applies to all pupils)

- We are here to study and to learn
- Everyone should contribute to the happy working atmosphere of the school
- The best form of discipline is self-discipline
- When on site or off, we are all ambassadors for the school
- We take responsibility for ourselves and others

This means:

- Being honest, kind, considerate, tolerant and courteous
- Being organised
- Being punctual
- Looking after possessions, ours and those of others
- Looking after our health and safety

The best relationships are open and responsible ones.

Appendix 2

Use of Reasonable Force Incident Reporting Form

The purpose of this form is to gain a comprehensive report about the incident that has taken place. The member of staff who used reasonable force will need to complete sections 1 and 3 as fully as possible and sign the relevant box in Section 4. Once completed a copy of this form needs to be given to the member of SLT investigating the incident, and also the DSL.

<table>
<tr><th colspan="3">SECTION 1</th></tr>
<tr><td rowspan="2">Your name:</td><td colspan="2">Date of incident:</td></tr>
<tr><td colspan="2">Location where the incident took place:</td></tr>
<tr><td>Your role:</td><td colspan="2">Time where the incident took place:</td></tr>
<tr><td colspan="3">Pupil's name:</td></tr>
<tr><td>Pupil's Tutor:</td><td>Pupil's year:</td><td>Pupil's House:</td></tr>
<tr><td>Pupil's DOB:</td><td colspan="2"></td></tr>
<tr><td>Does the pupil have a SEND? (Please circle)

YES NO UNKNOWN</td><td colspan="2">Pupil's gender (please circle)

MALE FEMALE</td></tr>
<tr><td colspan="3">Parent's Name:</td></tr>
<tr><td colspan="3">Parent's contact information
Address: Postcode:

Telephone numbers:</td></tr>
<tr><td colspan="3">Details of the incident
Include all relevant information about the incident, including where it took place, what led to reasonable force needing to be used, description of any holds used, injuries sustained to yourself or the pupil, and whether you are recording this incident as the member of staff who used reasonable force, or were witness to it.</td></tr>
</table>

SECTION 2 - to be completed by a member of the SLT

Please include the pupil's account of the incident with this form.

Is the pupil's account attached to this form? (Please circle) YES NO

If 'No' please explain the reason for this:

SECTION 3

Please provide names of any witnesses to the incident (staff and/or pupils):

Name:	**Staff / Pupil (circle)**	**Year (if applicable):**
Name:	**Staff / Pupil (circle)**	**Year (if applicable):**
Name:	**Staff / Pupil (circle)**	**Year (if applicable):**
Name:	**Staff / Pupil (circle)**	**Year (if applicable):**
Name:	**Staff / Pupil (circle)**	**Year (if applicable):**
Name:	**Staff / Pupil (circle)**	**Year (if applicable):**

SECTION 4 - to be completed by the member of the SLT

Please provide details of action taken to date:

Has the incident been reported to any agencies e.g. police, CSC? (Please circle) **YES NO**	**Name of organisation / agency:** **Contact person:** **Telephone number:**
Signature of staff completing Sections 1 and 3: **Date:**	**Print name:**

Signature of SLT completing Sections 2 to 4: **Date:**	**Print name:**

A copy of this form needs to be given to the DSL and the member of the SLT investigating the incident.

Appendix 3 Protocol for Pupils Late to Lessons

Staff are expected to apply the school's policy on punctuality to lessons consistently across the school. The following approach should be followed in **all year groups**:

1. As part of their monitoring of their tutee's attendance, Tutors will be keeping track of the number of times they are late to lessons over the course of a half-term. It is therefore important that pupils who arrive late to a lesson without a **valid, credible or verifiable reason** are registered as late and that their arrival time is **recorded on the class register** as normal.

2. If any pupil is late **twice or more** to a lesson over the course of a half-term, their tutor/ teacher will issue a Demerit , in addition to speaking to them regarding their punctuality.

3. Any further instances of a pupil's being registered as late to a lesson will result in further Demerits.

5. Those who are persistently late or late to any one lesson by a significant amount of time (defined as more than **10 minutes**) without a **valid, credible or verifiable reason** will be referred to the relevant **Head of Key Stage**, who will speak with the pupil in addition to **contacting their parents.**

6. Although the slate is effectively 'wiped clean' for pupils at the end of every half-term, Tutors and Heads of Key Stage will take responsibility for identifying **long-term offenders** and for issuing a **more significant sanction**, if lower level interventions have proven ineffective.

WREKIN
LOVE THE JOURNEY

Specific School Rules

Breaching any of the following 15 rules constitutes a very serious offence for which a pupil will be placed within our disciplinary system. Dependent on the seriousness of the breach, a pupil might be asked to leave the school, even for a first offence. The following (including any criminal act, contravening UK law, committed at any time) are unacceptable:

1. Any form of bullying (including offences against gender, race, religion, disability, sexuality and learning differences).
2. Unauthorised physical contact between pupils of any age (including that of a sexual nature).
3. Offensive, threatening or sexually rude behaviour towards others (pupils or staff) by physical, verbal or written means (including electronic communication).
4. Buying, trying to buy, selling, consuming or using drugs, alcohol or tobacco (including other products containing nicotine), attempting to bring such items into school or encouraging other pupils to use them. Misuse of substances including solvents etc. The use or supply of illegal and other unauthorised drugs whether within the school boundaries or beyond are unacceptable.
5. Smoking or vaping at any time or place during term time, including any outing, visit or match organised by the school.
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7. Taking or using another pupil's possessions without his/her permission.
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19. Chewing gum and snus.
20. Ball games in the immediate vicinity of all school buildings and snowballing (except on the lower playing fields).

Please note that this is not an exhaustive list and only some of the most common misdemeanours are given.

Appendix 4

End of Year. Merit Badges of Achievement

At the end of the school year, merits (worth 1 point) and Headmasters Merits (worth 3 points) will be tallied up. Merit badges will be awarded to pupils in line with the awards table below.

Lancasters (First and Second Forms)

	Bronze	Silver	Gold	Platinum
Total Merit Points	50 	75 	100 	125+ 

Third to Sixth Form

	Bronze	Silver	Gold	Platinum
Total Merit Points	30 	40 	50 	60+ 

One badge (maximum) will be awarded to a pupil for each academic year.