



Weston Favell Academy

Pupil Behaviour and Exclusions Policy 2026-27

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Contents

Rationale	3
Academy Values	3
Policy Aims	3-4
The Law	4
Roles and responsibilities	4
Parents/Carers will:	4
Pupils will:	4-5
Year Teams will:	5
Tutors will:	5
Classroom Teachers will:	5-6
Non-teaching Staff	6
Weston Favell Academy Leaders (TLR Holders at all levels)	6
Staff Training (including Induction Process for new staff)	7
Weston Favell Academy Classroom Rules	7-8
Disruption to Learning	8-9
Classroom Behaviours	9
Behaviours Around School	9
Internal Exclusion	9
Suspensions	10
Inclusion	10-11
Higher level Sanctions	11
Use of Off-site Directions	11
Mobile Phones	11
Prohibited Items	12
Toilets	12
Equipment	12
Bullying and Peer on Peer Abuse	12-13
Uniform	13-14
Appendix 1	15
Appendix 2	16
Appendix 3	17
Appendix 4	18

Behaviour for Learning at Weston Favell Academy 2025-26

Rationale

This policy sets out the Academy's approach to promoting positive behaviour for learning. The policy outlines the behaviour that we expect from all our pupils and the sanctions that will be consistently enforced if the behaviour of pupils does not meet our Academy's high expectations.

Academy Values

Our values are fundamental to the life of our school and rooted in our commitment to high achievement, inclusion and the development of the whole child. We strive to build the character of pupils at Weston Favell Academy along with their academic abilities. We expect everyone to express these at all times:

- Perseverance
- Respect
- Inclusivity
- Determination
- Excellence

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Parents/carers are asked to support this policy.

We recognise that good behaviour is best achieved through:

- consistency
- high expectations
- a focus on learning praise and rewards

Policy Aims

The aims of the policy are:

- To create a safe, inclusive and calm environment where all staff, pupils, parents and visitors are able to thrive free from any harassment or bullying.
- To have the highest expectations of pupil behaviour in order to support good learning and maximise their opportunity to achieve their best.
- To create an environment where pupils can grow and become mature, self-disciplined, hardworking, and able to accept responsibility for their own actions.
- To ensure pupils can learn, develop knowledge and understanding and find a love for their subjects.
- To develop strong partnerships with families to encourage exceptional behaviour and to establish improved patterns of behaviour where there are difficulties.

The Weston Favell Academy will ensure it has a safe, calm and productive environment, where staff and pupils feel supported, and their work is valued. Rich opportunities add huge value to the educational experience of every child at Weston Favell Academy, and this is mirrored by the pastoral care provided. We understand how important it is for pupils to build character and resilience, to learn about themselves and develop their view of self, including discovering

talents and becoming active citizens. We will work tirelessly to ensure that pupils seek out the best possible future for themselves and achieve it.

Equally, we appreciate how important it is for pupils to learn and take seriously their academic studies. This must be at the heart of what we do. Creating a climate where every child, especially our most vulnerable, achieve their full potential in their academic studies, the Academy must have effective discipline, consistent practices and high expectations for all.

The Law

Teachers have power to discipline pupils for misbehaviour which occurs in the Academy and, in some circumstances, outside of the Academy. The power to discipline also applies to all Weston Favell Academy staff with responsibility for pupils. The Academy must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The Greenwood Academies Trust has a duty under section 175 of the Education Act 2002 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This document is written in conjunction with the Greenwood Academies Trust Pupil Behaviour and Exclusions Policy which can be found by following the link below: [GAT Pupil Behaviour and Exclusions Policy](#)

Roles & Responsibilities

At Weston Favell Academy, we expect exceptional behaviour and conduct at all times. We expect parent/carers to support the Academy in making sure their child meets Academy expectations. We expect a consistent approach to behaviour management from all members of staff.

Promoting good habits of behaviour around the Academy is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the Academy and should lead by example.

Parents/Carers will:

- Ensure their child meets Academy expectations.
- Support the Academy in maintaining high standards and expectations.
- Work in partnership with the Academy to encourage exceptional behaviour.
- Work in partnership with the Academy to establish improved patterns of behaviour when required.
- Be polite and respectful towards all members of the Academy community.

Pupils will:

- Arrive to the Academy every day on time.
- Always wear their uniform correctly.
- Arrive to Academy ready to learn with the right equipment.
- Be polite and kind to pupils and staff.
- Arrive to lessons on time.

- Give 100% in everything they do.
- Take pride in their work.
- Follow instructions first time every time.
- Be in the right place at the right time doing the right thing.
- Take every opportunity to achieve Positive Points.

Year teams will:

- Provide leadership, guidance and pastoral support for pupils within the assigned year group.
- Promote a positive, inclusive and respectful year-group culture that aligns to Academy values and supports pupil wellbeing and achievement.
- Monitor pupils' academic progress, attendance, punctuality and behaviour, identifying concerns and implementing appropriate interventions.
- Work closely with tutors, teachers and support staff to coordinate strategies that help all pupils reach their potential.
- Lead and support the team of tutors providing direction, advice, and regular communication.
- Build positive relationships with pupils and act as a key point of contact for pastoral matters and pupil welfare.
- Build positive relationships with parents and carers and liaise with them regarding pupil progress, behaviour, attendance and punctuality, wellbeing to ensure effective home-school communication.
- Coordinate and oversee behaviour management procedures in line with Academy policies.
- Promote equality, diversity, inclusion and a culture of high expectations for all pupils.

Tutors will:

Tutors play a key role in the life of the pupils at the Academy. The tutor should be the first port of call for every pupil at the Academy and the person who knows them the best.

Tutors should:

- Establish positive relationships with their tutees.
- Uphold Academy standards and expectations.
- Recognise and reward success.
- Monitor standards of tutees' work across the Academy and follow up any concerns.
- Monitor standards of tutees' behaviour across the Academy and follow up any concerns.
- Intervene when pupils need extra attention.
- Regularly and rapidly communicate and work in partnership with parents/carers to support their tutees' attendance/punctuality and behaviour e.g. phone calls home, letters home and parent/carers meetings.

Classroom Teachers will:

- Use all the strategies for rewards, support and sanctions equally, when required.
- All classroom teachers will establish an atmosphere where learning is the most important part of the Academy day; this is directly linked to Teachers' Standards, Part 1 Section 7.

- Never accept poor behaviour in lessons.
- Consistently and fairly apply the behaviour policy in every lesson and take responsibility for promoting good and courteous behaviour both in the classroom and around the Academy in accordance with this policy.
- Have high expectations of behaviour and should utilise a range of strategies, using recognitions and sanctions consistently and fairly.
- Manage classes effectively, as per the policy, using approaches which are appropriate to a pupil's needs to involve and motivate them.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Set high expectations which inspire, motivate and challenge pupils.
- Establish a safe and stimulating environment rooted in mutual respect.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.
- Encourage pupils to take a responsible and conscientious attitude to their own work and studies.
- Promote a love of learning and a pupil's intellectual curiosity.

Non-teaching Staff

The role of non-teaching staff is central to the life and work of pupils in the Academy.

Non-teaching staff should:

- Demonstrate consistently and actively promote the behaviour policy at all times.
- Non-teaching staff should model high expectations of behaviour.
- Uphold Academy standards and expectations.
- Recognise and reward success.
- All non-teaching staff should expect and insist on agreed standards of behaviour and respect from pupils, inside and outside of classrooms.
- Follow up all poor behaviour incidents with the relevant Form Tutor, Pastoral Lead.

Weston Favell Academy Leaders (TLR Holders at all levels)

The Principal and Senior Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of pupil behaviour is the expected 'norm'. Senior Leaders as well as Heads of Year, Pastoral Leads and Heads of Faculty should always have a high-profile presence around the Academy and be out on the corridors actively ensuring pupils are responsibly and promptly making their way to their lessons, break or lunch. Leaders will be on the corridors at the start of the day, every lesson changeover, break time (when on duty), lunchtime (when on duty) and at the end of the Academy day.

All leaders in the Academy have a responsibility for maintaining expectations which inspire, motivate and challenge pupils. Leaders do this by focusing on consistent 'everyday' practice. It is an expectation that all leaders actively monitor behaviour and progress in their areas. All Weston Favell Academy Leaders understand that consistent application of these procedures will lead to improved behaviour. Where behaviour is not good leading to underachievement, Weston Favell Academy Leaders should consistently apply these procedures to swiftly intervene.

Staff Training (Including Induction Processes for New Staff)

Senior Leaders will ensure that new staff, regardless of start point, are inducted appropriately. This includes opportunities to share policy and practice and ensure that all new staff understand how to use systems e.g. Class Charts.

The Senior Assistant Principal for Behaviour will monitor the effective use of systems and processes through informal classroom drop ins and data analysis and provide support, alongside faculty teams as required.

At other key points throughout the academic year or as appropriate bespoke sessions will be delivered including building positive relationships and behaviour management strategies including de-escalation techniques.

Weston Favell Academy Classroom Behaviour

We actively promote positive behaviour in our classrooms and reward with positive points using our Class Charts system.

This includes pupils being on task, good effort, showing perseverance and making progress.

In addition, teachers are expected to award 'Star of the Class' to pupils deserving of this recognition.

Pupils accumulate positive points and can use these as currency to spend on rewards that can be purchased from the school rewards shop.

In addition, 'Golden tickets' are awarded for pupils who demonstrate one of the Academy's PRIDE values. These can be posted in our prize draw boxes and winners are randomly selected at the end of each term.

This system is complimented by our half termly prize draws which incorporate a range of awards but predominantly promote and reward high attendance.

Disruption to Learning

We will not have learning disrupted and the futures or knowledge of others compromised. Learning is at the heart of everything we do. We are committed to ensuring that our pupils gain the knowledge, skills and understanding to achieve their greatness and ensure they are and highly employable and ready to lead happy and successful lives. To achieve this, all pupils are expected to follow our 9 classroom rules. These rules are as follows:

Arrive to lessons promptly, equipped and ready to work	Follow instructions from staff first time, every time	Support others and do not disturb people with words or actions
Enter and exit the room in a calm and orderly fashion	Speak politely at all times to all people	Look after your Academy environment and tidy up after yourself
Make sure all work (including homework) is completed to as high a standard as possible	Listen to others without interrupting or shouting out	Use equipment safely and move around the academy carefully

At Weston Favell Academy, we have a three-stage consequence process for managing disruptive behaviour in the classroom, if **a pupil disrupts the learning of others, they will follow the Reminder process.**

Reminder 1 Verbal Warning	A pupil not engaged positively in their learning or breaking one of the 9 classroom rules will be issued with a R1. This is a verbal reminder by the teacher that clearly communicates what the pupil has done wrong, and the changes required by the pupil. It is recorded on Class Charts but holds a value of 0 negative points.
Reminder 2 Recorded on Class Charts	If the pupil breaks any of the 9 classroom rules for a second time, the teacher will issue an R2. This will be recorded on Class Charts under the value and gives the pupil 1 negative point. In addition, the pupil may also be moved to a different seat in the class to help them better focus on learning.

Reminder 3 Recorded on Class Charts	If there is no improvement in behaviour from the pupil and they break any of the 9 classroom rules for a third time, they will be removed from the classroom on a R3. This will enable the learning of others to continue. On Call will collect the pupil and they will be taken to IE for the remainder of that lesson. Parents and carers will be notified of the R3 on Class Charts. A same day detention will be set by the IE Manager and added to Class Charts. Other sanctions will be considered if a pupil refuses to go to IE.
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Classroom behaviours – Instant Removal

There are a number of behaviours that a pupil may display that will lead to an instant removal from that lesson. When this happens, On Call will collect the pupil from that lesson and they will be escorted to the IE room (**see Appendix**). These behaviours include:

- Swearing in class
- Inappropriate comments about others
- Defacing/damaging school property
- Unsafe working or movement around the Academy
- Physical aggression towards a pupil / member of staff
- Verbal aggression towards a pupil / member of staff

All responses to behaviours in class can be seen in Appendix 1 – Teacher responses to failure to follow classroom rules.

Behaviours around school

As with classroom behaviours, we have a response document for behaviours that may be displayed around the Academy in unstructured times. In most cases, **reminders** are issued to pupils with the aim for them to amend their behaviours. If this is the case, there is no follow up. If a pupil does not amend their behaviour, and in extreme circumstances, On Call is called to locate the pupil ASAP and set the correct sanction. The responses to failure to follow around Academy rules can be found in Appendix 2.

Internal Exclusion

The Internal Exclusion School is designed to provide a supportive environment for a pupil who has come close to receiving a fixed term exclusion. Pupils will be required to attend the IE school in order to remove them from the main school for a short time; this will allow those pupils time to reflect on their current performance, achievement, attitude and behaviour whilst receiving support from trained staff within the Academy. We hope that very few of our pupils ever attend the IE school but aim to do our best to re-engage those who do find themselves close to exclusion. **IE runs from 8.40am each day and all pupils will be in the IE room following any fixed term suspension.**

Suspension

Suspension is the most serious sanction we can impose. Suspension can be fixed-term (for a fixed period of time) or permanent. Depending on the length of suspension, pupils will be provided with an appropriate amount of work and will be required to show that work upon their return. After a fixed-term suspension, the Academy must have a meeting with parents/carers before the pupil returns to mainstream lessons. All pupils will be in Internal Exclusion after their suspension as part of the readmission process.

The list below provides a full set of the descriptors of reasons for suspensions. This is a guide and is not intended to be used as a tick list for suspensions.

- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Physical assault against pupil
- Physical assault against adult
- Verbal abuse / threatening behaviour against pupil
- Verbal abuse / threatening behaviour against adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent or general disruptive behaviour

Inclusion

All pupils are expected to follow the Academy Behaviour Policy.

We recognise that in some cases, typically where a pupil has a diagnosed SEND need, that reasonable adjustments are necessary.

Any pupil identified as SEND will have a pupil passport which is communicated to teaching and support staff and reviewed regularly. This allows teachers and support staff to implement strategies that support learning and that are sometimes bespoke to the individual.

Where sanctions are applied, we sometimes adapt the location to fully support pupil needs. In addition, a pupil may receive temporary time out or staff drop ins.

The Senior Assistant Principal for Behaviour will regularly review plans for pupils at heightened risk of exclusion, particularly:

- looked-after children,
- previously looked-after children,
- pupils with SEND,
- children known to social care.

We will consider the additional support needs for individual pupils as necessary to promote their engagement with all aspects of Academy life.

In the cases of children in the care of Local Authority, it may be necessary to review their support plans.

Higher level Sanctions

A full list of higher-level sanctions can be found in Appendix 3

Use of Off-site Direction

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school. During the off-site direction to another school, pupils will be dual registered.

Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

Mobile Phones

The use of mobile phones is banned within the Academy. Any pupil that brings a phone to the Academy should place it securely in their bag. Phones are not allowed between 8.40am and the end of the school day at 3.10pm; pupils must observe our gate-to-gate policy. If seen or heard, the phone will be confiscated (placed in a secure location) until the end of the day. Staff will follow our rules (outlined in appendix 2) if expectations are not met.

This also applies to other electronic devices / accessories including headphones / air pods, SMART glasses and SMART watches.

Sixth Form students are permitted to use mobile phones / other electronic devices in the sixth form area ONLY. At all other times, the same expectations apply.

Reasonable adjustments are made for pupils who may need additional contact with home or to manage medical needs. Pastoral / SEND teams are aware of individual needs and formulate individual plans.

Prohibited Items

There is a list of items that pupils are not allowed to bring onto site. If a pupil is found in the possession of any of these, it will lead to an immediate sanction. For information on the Academy's right to search pupils and confiscate items please follow the following link: [Searching, screening and confiscation in schools - GOV.UK](#)

A full list of prohibited items and sanctions is in Appendix 4

Toilets

Pupils are expected to remain in their lessons for the duration of the 60-minute lesson. If a pupil has a medical concern requiring a toilet pass, this should be communicated with the first aid and/or pastoral team where the pupil can be issued a toilet pass to use during lessons when medical evidence is provided.

In the event a pupil needs to use the toilet during a lesson without a toilet pass, this will be at the teacher's discretion. The teacher would issue the pupil a 'permission to leave' orange lanyard in this instance.

During social times, pupils are expected to use their year groups allocated toilet block. This will be shared with pupils in school and clearly labelled around the building. Pupils not adhering to this expectation or who misbehave in toilet areas will be sanctioned. This may be loss of social time, after school detentions, or more serious sanctions for repeat offences.

Equipment

All pupils should have a bag large enough to hold an A4 folder. They should bring the following equipment to school every day:

- Pencil case containing:
 - Black Pens
 - Green Pens
 - Ruler
 - Rubber
 - Sharpener
 - Scientific Calculator

Bullying and Child on Child abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

We are also clear that bullying is not:

- One-off occasions of being left out, people not getting along, meanness or nastiness.
- A random act that made you scared or hurt.
- Falling out, arguing, or fighting with people, when both sides are to blame.

Even though these are not bullying, these are still not acceptable behaviour and will still be dealt with. They may still constitute child-on-child abuse.

If a pupil feels like bullying or child-on-child abuse is taking place, they should tell a member of staff as soon as possible and action and support is logged on CPOMS.

Pupils must report incidents of bullying so they can be dealt with quickly and effectively by Academy staff, by:

- Informing their Form Tutor
- Informing their Pastoral Lead
- Informing an adult within the Academy
- Completing the online form on the Academy website

Pupils are reminded not to be tempted to respond to any bullying or hit back because they could get hurt or get into trouble themselves.

Any bullying incidents can be reported using the following link:

[Report a bullying concern](#)

Please refer to the Academy's **Anti Bullying Policy** for further details.

Uniform

High standards and a positive work ethic are central to a successful future. Our school uniform creates a sense of belonging to our school community and sets the tone for all our work.

Pupils are expected to wear the Academy uniform when travelling to and from the Academy, at all Academy functions and on educational visits unless told otherwise.

The Academy works to ensure that our uniform is high quality, affordable and compliant with the Department for Education's guidance on limiting the number of compulsory branded items.

Year 7-11 Uniform

Compulsory branded items

The Academy has 3 compulsory branded items, plus the Academy tie:

- Black Weston Favell Academy blazer
- Black Weston Favell Academy V-neck jumper
- Black Weston Favell Academy sports top (PE polo shirt)
- Academy tie (year group specific)

Required non-branded uniform

The following items are required but do not need to be purchased from the Academy's uniform supplier:

- White blouse or shirt
- Black tailored trousers (loose fitting - leggings, jeggings and tight trousers are not permitted)
- Plain black sensible shoes (no coloured flashes, coloured soles or logos), flat-soled or with no more than half an inch at the front of the heel.

Optional uniform items

The following branded items are optional:

- Weston Favell Academy PE hoodie - for pupils who wish to wear an additional layer during PE lessons.
- Weston Favell Academy logo skirt - for pupils who choose to wear a skirt instead of trousers. This is the only skirt permitted and is available from the Academy's uniform supplier.

PE Kit for all years

All pupils are required to wear:

- Weston Favell Academy sports top (compulsory branded item)
- Black shorts, jogging bottoms or leggings.

Pupils who wish to wear an additional layer during PE lessons may also purchase the optional Weston Favell Academy PE hoodie.

Footwear

Shoes should be plain black (no coloured flashes, coloured soles or logos) and suitable for school. They should be flat-soled or have no more than half an inch at the front of the heel.

Jewellery, appearance and grooming

We do not allow pupils to wear jewellery, except for one stud per ear for those with pierced ears. Pupils are also permitted one small facial piercing stud.

Accessories to nails, including acrylics, gels, varnish and nail jewels, are not permitted.

Hair should be clean and well maintained. Extreme or unusual styles or unnatural colours are not acceptable.

Make-up, if worn, should be subtle. Any pupil wearing excessive make-up will be asked to remove it.

The Principal will make the final decision on what constitutes extreme or unusual hairstyles, unnatural hair colours or excessive make-up. False eyelashes are not permitted.

The Head of School will have the final decision on the definition of extreme / unusual / unnatural hairstyles and make-up.

Parents are recommended to clearly label all items with their child's name.

Appendix 1

<u>Teacher responses to failure to follow classroom rules</u>				
Be ready to demonstrate excellence				
Lateness (more than 3 minutes)	On Call			
Not equipped	Supply pupil with equipment			
Lack of engagement in lesson	R1	R2	On Call	
Disorderly entry/exit	R1			
Be respectful of others				
Refusal to sit in correct seat	R1	R2	On Call	
Not following teacher instructions	R1	R2	On Call	
Swearing in class	On Call			
Inappropriate comments about others	On Call			
Interfering with others work	R1	R2	On Call	
Interrupting or shouting out	R1	R2	On Call	
Be kind to others				
No physical contact with others	R1	R2	On Call	
Defacing/damaging school property	On Call			
Unsafe working/movement	On Call			

Appendix 2

<u>Responses to failure to follow Around the Academy Rules</u>			
Be ready to learn			
Lateness to school	Sign in with the Attendance Team, break time detention issued		
Incorrect uniform	1. Given correct uniform	2. Isolation until uniform is correct	
Phone / air pods seen or heard	Phone / air pods etc. to be confiscated		
Be respectful of others			
Not following teacher instructions	R1	R2	On Call
Anti-social behaviour	R1	On Call	
Rudeness to staff	R1	On Call	
Physical contact (play fighting etc.)	R1	On Call	
Fighting or smoking / vaping	On Call		
Verbal abuse to staff	On Call		
A safe place to work			
Not moving around the Academy sensibly	R1	On Call	
Defacing/damaging Academy property	On Call		
Being out of bounds	R1	On Call	

Appendix 3

Weston Favell Academy Higher Level Sanctions

One hour after school detention (ASD) on the same day

Late to the academy
5 R2s in a week

On Call — Room Removal (for that lesson or break) and one hour ASD that day

Lesson removal
Over 3 minutes late for lesson
Swearing in class (non verbal abuse)
Anti-social behaviour
Physical contact (play fighting)
Rudeness to staff
Inappropriate comments about others
Unsafe working/movement
Defacing/damaging school property
Refusal to hand over phone to staff

Internal Exclusion

2 removals in a day
3 removals in a week
Failure to attend/failed ASD—2 days
Persistent refusal to follow instructions
Smoking on site
Bullying
Homophobic or transphobic comments or behaviour
Fighting
Persistent refusal to hand over mobile phone
Theft
Pending investigation
Refusal to borrow uniform
Refusing to hand over mobile phone or electronic device
Racism
Internal truancy
3 lates in a week

Suspension

Refused internal exclusion
Failed internal exclusion (including walking out the room)
Dangerous behaviour including bringing in dangerous items/weapons and or illegal items
Physical assault
Repeated bullying
Sexual misconduct
Bringing the academy into disrepute
Fire alarm
Smoking in a building
Fighting
Verbal abuse to staff
Racial abuse

Appendix 4

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil), for example:

<u>Item</u>	<u>Sanction</u>
In possession of tobacco and associated items such as cigarette papers, lighters, matches etc.	Detention
In possession of a vape	Detention
Grinder	Internal Exclusion
Stolen items	Internal Exclusion
Fireworks	Suspension
Pornographic images	Suspension
Drugs	Suspension
Alcohol	Suspension
Dangerous weapon	Suspension
Illegal item	Suspension