



School Behaviour and Bullying Policy



Governor Lead:

John Moss

Nominated Lead Member of Staff:

Andy Brown (Pastoral Director)

Status & Review Cycle:

Statutory (Annual Review)

Last Review Date:

May 2018

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

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

2. [Behaviour and discipline in schools](#)
3. [Searching, screening and confiscation at school](#)
4. [The Equality Act 2010](#)
5. [Use of reasonable force in schools](#)
6. [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

7. Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
8. [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
9. [Sexual violence and sexual harassment between children in schools and colleges](#)

3. Definitions

Misbehaviour is defined as:

- Not meeting the Cestrian Way standards

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment and assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |

| | |
|----------------|---|
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |
|----------------|---|

Bullying is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent bullying. Minor incidents include:

- name calling
- looks
- “borrowing” equipment
- spoiling another student’s work
- pushing in at the dinner queue
- groups of students isolating another by not letting him or her join in

4.1 Cyber Bullying

The School has a duty to safeguard its students from all forms of bullying, including cyber bullying. Although cyber bullying is not a specific criminal offence, there are laws that can apply in terms of harassing or threatening behaviour.

- Cyber bullying can take place at any time that someone logs on or picks up a phone, and often invades people’s personal time and space.
- Cyber bullying can involve a large number of people e.g. social networking sites. Images or text messages can be passed quickly from one person to another, or shared websites. This makes it hard to control.
- Cyber bullying can involve a whole range of people who may not normally engage in face to face bullying but feel that bullying through the internet gives them a certain amount of anonymity.
- Cyber bullying can also spiral from a non-bullying action e.g. sending a text to one individual that is then passed on to others.
- Many cyber bullying incidents leave an evidence trail, e.g. text messages, print screens, which can all be used as evidence.

4.2 Signs and symptoms of bullying

There are a number of possible signs and behaviours which might indicate a student is being bullied:

- being frightened of journeying to and from school
- unwillingness to come to school
- withdrawn, isolated behaviour
- take an unusual route to school
- becomes easily distressed and/or stops eating
- is afraid to use the internet or mobile phone

- complaining about missing possessions
- begins to truant
- feels ill in the morning
- attempt to self-harm • has difficulty sleeping
- has unexplained scratches, bruises and cuts
- attempt to gain money for unusual requests (stealing is possible)
- school work begins to deteriorate
- becomes aggressive, disruptive or unreasonable
- bullying other students
- refusal to talk about the problem
- damaged or incomplete work
- refusing to work in a group or with another student

The School will not tolerate bullying and recognises that challenging bullying effectively will improve the safety and happiness of students, show that the school cares and make clear to bullies that their behaviour is unacceptable.

4.3 Reporting Bullying

The School actively encourages students, parents and staff to report any incidents of bullying. If they feel they are being bullied. The form tutor should be contacted, a time agreed to talk about it so that they are not rushed. Anonymous emails can be sent to nobullying@northcestrian.co.uk.

Direct action will be taken immediately to support the child and resolve the issue. The priority is to give protection and support to the victim. The matter will be investigated, and witness statements sought. Staff must make it clear that the bully's behaviour is totally unacceptable – it is important that disapproval is explained in a calm and rational way – avoid bullying the bully. The School seeks to follow up after an incident to check the bullying has not started again. If students expect follow up, they are less likely to start bullying again.

All incidents of bullying are recorded on SIMS, including the actions/interventions taken to resolve the issue. Such records are kept in the form of a log called the Pastoral Report. This information will be presented to the governors in an anonymous format as part of the annual report.

The victims of bullying should receive support and help to develop strategies for dealing with bullying. In particular, attempts need to be made to rebuild the self-esteem of victims of bullying. The School supports pupils who have been bullied or who are vulnerable to bullying through assertive mentoring with form tutor, use of a safe space and increased awareness to staff. The victims of bullying should receive support and help to develop strategies for dealing with bullying. In particular, attempts need to be made to rebuild the self-esteem of victims of bullying.

4.4 Strategies Against Bullying

As part of our on-going commitment to the safety and welfare of our students we at North Cestrian School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- The School celebrates Anti-Bullying Week in November annually; Peace and friendship week in September, Wellbeing Week in October, Happiness Week in March and E-Safety Week in April.
- Friendships, diversity, compromise and respect will be explicitly taught through Citizenship and PSHE studies.
- Cyber-bullying special assemblies led by Senior Leaders and lessons – students to understand the risks of social networking sites and ways to report cyber bullying
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- Students will be monitored carefully for signs of bullying especially by their form tutor
- Anti-bullying strategies form part of staff and governor training. Staff are requested to complete the online CPD with the Anti-Bullying Alliance.

4.5 Sanctions for Bullying

Sanctions, if appropriate will be decided on the individual incidents and circumstances.

Sanctions should be considered carefully and involve parents/carers. Perpetrators may be required to sign an anti-bullying contract in the presence of their parents/carers and a member of the pastoral team.

The bully (bullies) will be asked to apologise however other consequences may also take place, if possible, the students will be reconciled.

- Removal from class.
- Time in the AIM room to reflect on the effects of their behaviour
- Withholding participation in school teams, events or trips.
- In serious cases, fixed term or even permanent exclusion will be considered.
- Police involvement.

5. Roles and Responsibilities

The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and following the Cestrian Way
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the Cestrian Way
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant teacher promptly and appropriately (please see the Managing Violent and Abusive Visitors to School Policy)

6. Pupil code of conduct

Pupils are expected to:

- Follow the Cestrian Way
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

We expect all pupils to adopt a positive attitude, no excuses culture that is centred on progress in the acquisition, use and demonstration of knowledge.

The School is committed to acknowledging students for developing good learning habits. Positive behaviour will be rewarded with:

- Praise
- Achievement points
- Postcards – bronze, silver and gold in each subject
- Outstanding Learners celebrated in the weekly newsletter
- Platinum postcards for Going the Extra Mile 'GEM' – staff will nominate students, on a weekly basis, who have gone the extra mile and have shown a strong commitment to the School and its ethos
- Special responsibilities/privileges

6.1 The Cestrian Way:

All members of staff are expected to actively promote and model the Cestrian Way behaviours.

- 1. Punctual to school and/or lessons** - Students who wish to succeed always attend and are on time. We are trusting that students will arrive at the Academy by 8.40am each day so that they are ready for the day's learning. Failure to be on time for registration or a lesson will result in an immediate C2 and correction on the day the lateness occurs.
- 2. Adheres to school rules in corridors, lesson transition and lining up** - Students are expected to remain in silence on the stairs and along corridors. When in whole year group lectures, lessons or assemblies students are expected to remain in silence until they are invited to speak by the member of staff leading the lesson or assembly. If students fail to adhere to these guidelines, they will receive a C1, a C2 if repeated and a correction on the same day that they failed to demonstrate this vital learning habit more than once.
- 3. Correct uniform and pride in appearance**- Students who wish to succeed wear perfect uniform. It is important that our students take pride in themselves and in our school. It is important that students contribute to our School's common routines. It is important all members of our School are treated fairly. If students breach any one part of our strict uniform code then they will either be given some temporary uniform to wear, sent home to change, or will be isolated until their uniform is perfect. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code and some don't. If students fail to adhere to these guidelines, they will receive a C1, a C2 if repeated and a correction on the same day that they failed to demonstrate this vital learning habit more than once.
- 4. Completes prep** - Students who wish to be successful complete prep (including additional homework tasks) on time; completing work outside of lessons is very important to consolidate and master learning. It also helps students to develop their organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Students who fail to complete prep to the required standard or deadline will be issued with an C2 and will serve an immediate correction.
- 5. Is prepared for practical lessons**- If students fail to have the correct equipment, they will receive a C1, a C2 if repeated and a correction on the same day that they failed to demonstrate this vital learning habit more than once.
- 6. Has knowledge maps / text books** - Students who fail to carry with them their personal Knowledge Atlas, exercise books, booklets etc will be issued with an C2 and will serve an immediate correction.
- 7. Has necessary stationery/equipment for lessons**- Students who wish to succeed always bring the right equipment to School, for the right lessons, each day. We wish to develop our students' organisational skills for success in future life. We have a stationary shop which enables parents or carers to make purchases on Parent mail. If students fail to have the correct equipment, they will receive a C1, a C2 if repeated and a correction on the same day that they failed to demonstrate this vital learning habit more than once.
- 8. Adheres to school rules regarding mobile phones, chewing/eating, language etc**- Illegal items, chewing gum, eating snacks, drinks (other than water) and unpleasant are not allowed in School. Students who eat, drink (except water in a clear plastic bottle) outside the canteen, use inappropriate language, chew gum or have their mobile phone (or other personal/unauthorised gadget) in sight will be issued with an C2 and will serve an immediate correction.
- 9. SLANT (Sit up straight, Listen, Attention, never interrupt, Track teacher)**- We know that students who wish to succeed will sit up straight, actively listen, proactively answer questions, never interrupt and teacher track. If students fail to adhere to these guidelines, they will receive a C1, a C2 if repeated

and a correction on the same day that they failed to demonstrate this vital learning habit more than once.

- 10. Is respectful towards the teacher and other pupils** - We expect all students to track the person who is talking to demonstrate that they are listening carefully. We expect all students to react positively to a correction or instruction. If students fail to demonstrate this learning habit, they will receive a C1, a C2 if repeated and a correction on the same day that they failed to demonstrate this vital learning habit more than once. If this continues, the C Scale will be escalated and they may be removed to the AIM room or it may result in exclusion.
- 11. Stays on task** - Students who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for students to remain on task but we will remind them that they learn best when they are concentrating. It also means that other students can learn without disruption and allows the teacher to teach what s/he has planned. Failure to be on-task on more than one occasion on any given day will result in an extension to the correction session. Continued disruption in one lesson may lead to students being removed to the AIM room or it may result in exclusion.
- 12. Contributes in lessons**- Students who wish to succeed contribute in every lesson and behave in a purposeful manner during lessons.
- 13. Takes pride in their work**- Students who wish to succeed take pride in themselves, their work and in our school. Students who do not take pride will be issued with an C2 and will serve an immediate correction.
- 14. Completes work/tasks in lesson** - Students who wish to succeed complete all tasks in the lesson as set by the teacher. Sometimes, it will be hard work for students to complete all tasks but we will support them to do this. Students who do not complete work will be issued with an C2 and will serve an immediate correction.
- 15. Reflects, corrects and improves own work (DIRT)**- Students who wish to succeed regularly reflect, correct and improve on their own work. They will do this in a purple pen. Students who do not DIRT will be issued with an C2 and will serve an immediate correction.
- 16. Demonstrates progress and improvement (including SPAG) from acting on feedback** - Students who wish to succeed demonstrate progress through acting on feedback.
- 17. Completes independent study and extension tasks regularly**- We know that students who wish to succeed will always go above what they are expected to do. They will complete extension and challenge tasks where appropriate and complete independent study in their own time.

All pupils are explicitly taught and deliberately practise Cestrian Way behaviour in an induction event prior to the start of the academic year and also daily via morning briefings Pastoral Form Time. It is important that pupils learn self-discipline and self-regulation. As such, all staff operate in line with this guidance to actively promote and model the Cestrian Way behaviours; they pre-empt any misbehaviours and constantly apply the standards to all of the pupils all of the time. Where necessary, staff swiftly use pre-emptive reminders and follow up as necessary with corrective consequence when a pupil has made an incorrect behaviour choice.

Cestrian way behaviours are as follows: Failing to adhere to the Cestrian Way will result in a reminder and teacher reinforcement, followed by a 30 minute subject detention on the same day.

- Acquiring three C1s in a day will result in removal from the curriculum by a Student Manager and further intervention.

- Each **C2** leads to a 60 minute detention on the same day after school as a corrective consequence for their poor choices. Additional detentions, e.g. 30 min inadequate prep, or further C2, will be rolled over to the following day.

The foremost member of staff witnessing the poor behaviour choice of the pupil will immediately record the C-Scale. The student management team will analyse SIMS during period 4 each day and instigate the daily consequence and contact parents. Period 5 counts towards the next day's consequence total and detention.

All afterschool detentions will be sanctioned after contact home is made.

In addition to this, the school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- 10-30 minute break time and dinner break detentions can be issued at the discretion of any member of staff at the School without notice.
- Referring the pupil to a senior member of staff
- Emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Saturday morning detentions can be sanctioned at the discretion of the Headmaster.

We may use the AIM room in response to serious or persistent breaches of this policy. Pupils may be sent to the AIM room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. When a pupil displays continuous disruptive behaviour, we will work with other local agencies to assess their needs.

6.2 Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.3 Malicious Accusations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7. Exclusions

The School adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State.

The Headmaster is legally responsible, following investigation and guidance from the Deputy Headmaster and Pastoral Director, for the exclusion of particular students and for gathering and preparing all exclusion documentation.

Following exclusion, a meeting between the School, the student and the parent/carer is arranged. It is likely that 'special conditions' will be agreed before re-admission.

The Governors' Discipline Panel is involved in all exclusions as laid down by the law on Exclusion.

Consideration of Permanent Exclusion Panel (CPEP)

Permanent exclusion is a last resort. The school will seek to avoid moving to this step following its policies and DfE guidelines. The CPEP is the final step before a decision is made to permanently exclude a pupil.

The headmaster will call a CPEP when there is a serious situation involving a pupil and permanent exclusion is being considered as a consequential action.

Its purpose therefore is to bring all the evidence together, to consider wider context and circumstances and to allow the pupil and parents to make representations to the panel before a decision is made.

At this point, permanent exclusion is being considered only – it is not pre-determined and alternatives will be considered. The chief purpose is to bring about sustained behaviour change in line with the expectations and standards of the school. The meeting will be held in this spirit. Where alternative actions, in the opinion of the headmaster (after consulting with the panel) have a realistic chance of bringing about the desired sustained behaviour change, then permanent exclusion may be avoided.

Procedure:

- 1) For a CPEP to be considered, the fixed term exclusion (FTX) will be for 5 school days. This is to allow time for the CPEP date to be agreed and if the panel agrees to reinstate the pupil, the number of FTX days is recorded accordingly.
- 2) The head will call a CPEP in line with the behaviour policy and in consultation with senior staff.
- 3) At that point, the parents and pupils will be notified and invited to attend the CPEP. A proforma letter is attached. A date will be suggested as soon as possible in order to reduce the number of FTX days, but to allow parents and school to gather suitable evidence.
- 4) The panel will consist of: the headmaster, appropriate senior staff and eg the pupil's tutor, SENCO where appropriate, parents and the pupil. In addition, either a governor or the executive head will be on the panel. The headmaster will chair the meeting.
- 5) Panel procedure:
 - a) Introductions
 - b) The headmaster explains why the permanent exclusion is being considered and will share evidence.
 - c) The rest of the panel may ask questions for explanation/clarity
 - d) The parents and pupils will make their representation
 - e) The panel may ask questions of the parents and pupil.
 - f) All present will be asked to make additional comments.
 - g) The meeting will close and parents and pupils are told that they will be notified of the decision by post and will be asked to leave. The panel will then consider proceedings and reach a decision.

h) ACTIONS

- i) The headmaster permanently excludes the pupil.
- ii) The Fixed Term Exclusion may be maintained, reduced or terminated and the pupil is allowed to return to school subject to a specific plan. The plan must
 - a) be agreed with parents and pupil,
 - b) make clear that further breaches in the school behaviour policy will lead to a permanent exclusion.

8. Confiscations

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. These items include:

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

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

9. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

10. Students with Special Educational Needs and Disabilities

This Policy recognises the School's legal duties under the Equality Act 2010, in respect of safeguarding and in relation to pupils with SEND. The Headmaster will make reasonable adjustments to enable pupils with SEND to be included within the school community and within the scope of this policy. These will include:

- Ensuring that staff have had training in the nature of learning difficulties or disabilities, and how they should treat children with SEND;
- Ensuring that staff are aware of any children with SEND;
- Ensuring that help is sought from outside professionals or the LA to enable the school to make reasonable adjustments;
- Ensuring that school resources are committed to assist in making reasonable adjustments; and making reasonable adjustments to school organisation or of the timetable of particular children.

11.Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12.Staff Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management, bullying and cyber-bullying will also form part of continuing professional development.

Appendix: The Standards Card

THE STANDARDS CARD

*'At North Cestrian we believe that **Personal standards** are nothing more than a set of behaviours. These behaviours are built upon expectations you have of yourself in a variety of situations. They are in some respects performance **standards**. They lay down the benchmarks of performance for your life. **Standards** are simply an agreed way of doing things. They give ambitious organisations a set of tools with the potential to help them perform better and compete more strongly.'*

The Standards Card is the School's way of agreeing on a set of personal, professional and organisational standards to which we all adhere to. These include:

Uniform

Corridor/around school behaviour

Standards

The Standards Card is carried by every pupil in the school. If a member of staff witnesses a slip in standards from a pupil then they will ask the student for their card. The member of staff will initial the card in the appropriate box.

| | |
|---|---|
| <p style="text-align: center;">The Standards Card</p> <p>It is your responsibility to look after this card. Make sure that it is with you at all times in school. You must present it to a member of staff on request. If you do not (e.g. lost or forgotten), you will receive an immediate C2.</p> <p>A 'Perfect Blank' card will allow entry into your year group's prize draw at the end of every half term.</p> <p>Your card will be checked by your form tutor daily.</p> <p>A detention is held after school every night and can be given for:</p> <ul style="list-style-type: none">- A missing card- 3 signatures (in Standards 1 or 2)- One signature in Standard 3 <p>If a card has 3 signatures it will be replaced by a blank card.</p> <p>A 'reissue' card is not eligible for the monthly prize draw</p> <p>If you refuse to hand your standards card to a member of staff you will be issued with an immediate C2.</p> | <div style="text-align: center;">North Cestrian School</div> <p>Name : _____</p> <p>Form : _____</p> <div style="text-align: center; background-color: #ADD8E6; padding: 5px; border-radius: 10px;">North Cestrian Standards Card</div> <p>Form Teacher: _____</p> <p>Date of issue: _____</p> <p style="text-align: center;">This card must be carried in your blazer at all times</p> <p>Teacher issued: _____</p> |
|---|---|

| Standard | 1 | 2 | 3 |
|--|---|---|---|
| 1.Uniform Please specify — e.g. skirt / shirt / tie / hoodie / shoes / make up / jewellery / nail varnish / earphones | | | |
| 2.Corridor/around school behaviour Please specify— e.g. talking or any noise / pushing or shoving / not walking on left / running | | | |
| 3.STANDARDS – immediate C2 Please specify— e.g. mobile phone / plastic bottles / littering / out of bounds / in school building / bad language | | | |

***inside view**

Standards Card Rules

1. Pupils are issued once per half term. They are dated and signed by the form tutor.
2. Three signatures = 60 minute detention
3. Any member of staff may sign them
4. Failure to present the card on request = immediate detention
5. Offences worthy of a detention to be signed in the shaded box (Standard 3). These do not contribute to the 3 signatures.

