



School Behaviour and Bullying Policy

Governor Lead:

Nominated Lead Member of Staff:

Last review Date:

Pastoral Sub Committee

Pastoral Director

June 2018

1. Aims

- All pupils behave in a manner such that **learning is effective**, and **children are safe**, and **teacher instruction is followed**
- Provide a **consistent approach** to behaviour management through the Consequence Scale
- Clear definitions what we consider to be unacceptable behaviour, including bullying
- Clear outline **how pupils are expected to behave** as set out in the **Cestrian Way**
- Clear outline of the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Clear, agreed and actioned system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Searching, screening and confiscation at school](#)
- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Supporting pupils with medical conditions at school](#)
- [Use of reasonable force in schools](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- [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 Cestrian Way standards
- 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.

4.1 Bullying

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, at any time, such as through social networking sites, messaging apps or gaming sites. Incidents can leave an evidence trail which can be used as evidence

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

4.2 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.

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, increased awareness to staff. If appropriate, counselling can be provided through the school nurse and through our staff in the AIM room.

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:

- Healthy relationships will be explicitly taught through Personal Development studies.

- Assemblies and briefings on anti-bullying topics.
- 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

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. Perpetrators may be required to sign an anti-bullying contract in the presence of their parents 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
- The difference between ‘banter’ and ‘bullying’ clearly explained
- Restorative Justice with staff within the AIM room
- Counselling support with staff within the AIM room
- 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

Senior Leadership Team

The Pastoral Director is responsible for reviewing this behaviour policy and seek approval by the Pastoral Sub-Committee. The Senior Leadership Team 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
- Taking account of SEND needs
- 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. The Cestrian Way

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

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.

6.1 Cestrian Learning Attributes (CLA)

- LA1** Ensure that you complete your prep and show your learning in every lesson. Seek help with your prep if you are not improving.
- LA2** Consistently show your learning from prep by applying and using it more frequently in lesson activities.
- LA3** Routinely use purple pen to correct and annotate your work. This identifies areas that you need to learn next. I need to.....
- LA4** Clearly show that you have acted on your purple pen annotations and/or advice from teachers and have improved your understanding. I can now...
- LA5** Offer more answers; ask more questions, or for clarification, in lessons; contribute to discussions more often.
- LA6** Routinely follow the advice of your teacher when answering exam questions. E.g. underline keywords, add notes and prompts, annotate diagrams
- LA7** Always check your work for clarity; accuracy of spelling, punctuation and grammar; correct use of subject specific keywords
- LA8** Ensure that you reflect and act on advice from teachers to improve practical work. Identify a skill area in practical work that would improve your performance. Ask for help from your teacher.
- LA9** Ensure that you review and improve knowledge and understanding of the topic areas identified by your teacher. This may include watch relevant revision clips, completing extra prep, seeking help outside lessons.
- LA10** Complete independent study/extension tasks to increase the depth of your understanding and its application to everyday contexts. Show your motivation for learning and improving your knowledge.

6.2 Cestrian Learning Behaviours (CLB)

- LB1** Take greater pride and care with your work. Present work neatly with clear titles, tables, diagrams etc. Use a ruler.
- LB2** Ensure that you stay on task and complete the work set to demonstrate your focus and understanding. If you are unsure of the task, ask for help.
- LB3** Ensure that you are punctual to school and/or lessons. Learning time is precious.
- LB4** Ensure that you are prepared for learning. Have all your equipment every lesson - Knowledge Maps, exercise books, text books / booklets, stationary (especially your CALCULATOR, PURPLE PEN, RULER)
- LB5** Always bring equipment and follow relevant safety rules during practical work
- LB6** Ensure that you follow school rules regarding mobile phones, chewing/eating/drinking and lessons
- LB7** Always show that you are keen to learn, SLANT in every learning session (Sit up straight, Listen, Ask/Answer questions, Never interrupt, Track teacher).
- LB8** Always be respectful towards all school staff and pupils; speak politely, no name calling; use appropriate language.
- LB9** Be a Cestrian Role Model, encourage/help others to make the right choices to maximise learning time for all

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 and 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. Staff will model the Cestrian Way.

7. Rewards and Sanctions

7.1 Rewards

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

- Praise – both public and private
- Achievement points
- Postcards – bronze, silver and gold in subjects. These are celebrated in briefings
- Platinum postcards for Going the Extra Mile (GEM). Staff regularly nominate students who have gone the extra mile and have shown a strong commitment to the School and its ethos
- Special responsibilities/ privileges
- Newsletter announcements
- Honours assemblies to celebrate and reward pupils who have exhibited consistent outstanding learning habits. Pupils are presented with trophies, certificates and book tokens.

7.2 Sanctions

Failing to adhere to the Cestrian Way will result in a reminder and teacher reinforcement, the foremost member of staff witnessing the poor behaviour choice of the pupil will immediately record the Consequence Scale.

In the first instance of any C1 offence, a verbal, non-verbal or written warning may be delivered by any member of staff in the vicinity. This is used as an attempt to prevent the behaviour and not to escalate to a C1. All staff are mindful of pupils as individuals, particularly those with special educational needs. Staff aim to be consistent in their approach to pupils with SEN and have a variety of behaviour management techniques to support such pupils to prevent misbehaviour. The presence of a special educational need will not be deemed an excuse for breaches of behaviour expectations. 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.

Consequence	Typical Reasons for Consequence
C1 - recorded when a student fails to live up to the standards of the Cestrian Way in the first instance. During class time and around school a C1 can be given for several reasons.	Failure to have correct equipment
	Late to AM registration with no good excuse
	Failure to Prep sufficiently well
	Not SLANTing
	Other – any minor misdemeanour (staff discretion)
C2 - If a C1 misdemeanour is repeated during the lesson, a C2 will be issued. A C2 is also recorded when a student displays some more severe types of rule-breaking. All C2 indiscretions are recorded at staff's discretion and carry with them a 30-minute detention tariff which will be served the same evening.	Chewing gum
	Mobile phone seen/used/heard
	Offensive language used
	Persistent failure to bring correct equipment
	Persistent late (3 x C1)
	Failure to SLANT
	Prep
Other – any more serious misdemeanour (staff discretion)	
C3 - recorded for more serious indiscretions. These can be escalations of previous C1 and C2 offences. These indiscretions carry a tariff of a 60-minute detention served the same evening. These are given at the teacher's discretion.	Defiance
	Persistent lateness
	Failure to complete Prep after Prep support
	Physical aggression
	Offensive language (repeated occurrences or public use)
	Other – any serious misdemeanour (staff discretion)

<i>Crossing the Red Line - When a student's behaviour starts to deteriorate past the sanctions included in the C1-C3 scale, North Cestrian considers that student to have 'crossed the red line'. This means that Heads of Faculty / Heads of Years / Heads of Key Stage / Senior Leadership Team / Learning Support and the Pastoral Team, will be involved in the intervention with the student.</i>	
C4 –are serious incidents. They can be escalations of previous incidents or single serious events. During class, if it is required that a student be removed, sent to the Hamblin Centre or AIM for a re-boot it is recorded as a C4 on the system. When a student is given a C4, intervention is required. (see Appendix 2)	Abscinding from school
	Assault on another pupil
	Assault on a member of staff
	Bullying
	Fighting
	Lesson absconding/refusal
	Possession of prohibited items
	Removal from lesson
C5 - Where a serious incident has been recorded as a C4 but requires a fixed term exclusion it is escalated to a C5 by a member of SLT.	Abscinding from school
	Assault on another pupil
	Assault on a member of staff
	Bullying
	Fighting
	Lesson absconding/refusal
	Possession of prohibited items
	Removal from lesson
C6	Permanent exclusion. Prior to permanent exclusion, 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. The purpose of this meeting is to bring all the evidence together in order to attempt to bring about a sustained behaviour change in line with The Cestrian Way expectations and standards of the School. 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.

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

- A verbal reprimand
- Sending the pupil out of the class for a few minutes, to be spoken to privately and remove the disturbance
- Requiring extra 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 to inform and request support at home
- Parental meetings to discuss the situation and utilise some restorative justice.
- Restorative Justice
- Community service such as litter picking or administrative tasks

- Agreeing a behaviour contract, developed during a parental meeting, to set clear, personalised boundaries for developing more positive learning attributes and behaviours.
- Putting a pupil on a daily report with agreed targets to meet. There are varying different levels of report; Form Tutor / Head of Year / Head of Key stage / Pastoral Director.
- Referral to external agencies
- Assertive mentoring to motivate, provide support, celebrate and build on achievements
- Saturday morning detentions can be sanctioned at the discretion of the Headmaster.
- Disciplinary Committee: If a student has had repeated occurrences of poor decision making and behaviour issues, a disciplinary committee will be convened to discuss the support available to help the student avoid future fixed term exclusions and potential permanent exclusion.
- Pupil Referral Unit - North Cestrian secures a place in the Pupil Referral Unit at Trafford High School in Flixton. One of the strategies North Cestrian employs, in order to avoid fixed term exclusions, is to use a 6 week step out program at Trafford High School. The student will attend Trafford High for the first 3 weeks, then start a program of reintegration over the next 3 weeks.

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. The AIM room is supervised by the Student Manager and will intervene in helping the pupil appreciate the unacceptable nature of their behaviour. The Student Manager may adopt a range of strategies to encourage the pupil to adjust their behaviour. When a pupil displays continuous disruptive behaviour, we will work with other local agencies to assess their needs.

7.3 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.

7.4 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.

8. 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, Pastoral Director and Academic Director for the exclusion of particular students and for gathering and preparing all exclusion documentation.

Following exclusion, a re-integration meeting between the School, the student and the parent is arranged before the pupil is allowed back into school. A behaviour plan 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.

9. 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 such as packets of chewing gum, sweets and drinks that are deemed unhealthy or inappropriate for school. Items such as felt-tip pens and liquid paper, mis-used aerosols will also be confiscated. 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](#).

10. Physical restraint

Physical restraint is conducted in line with the DfE's [latest guidance on use of reasonable force](#).

In some circumstances, all members of staff, including those who have been temporarily put in charge of pupils by the Headteacher, may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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 to avoid injury
- 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

We may use force to control pupils and to restrain them.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Staff will receive training on physical restraint. Staff may also call the Police to bring such situations under control.

11. 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.

12.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.

13.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.

Appendices

1: 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; border-radius: 10px; padding: 5px;">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>
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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. These are an immediate C2.

