

The Angmering School

Ambition
Respect
Courage

Behaviour Policy 2022

Ratified at FGB 9 November 2022
Review due November 2024

Mission statement

We aim for no less than becoming a world class school, where all students make excellent progress, contribute positively to their communities and develop a lifelong love of learning. In order to achieve this, we need a simple and accessible behaviour policy which propagates a rights respecting and socially responsible culture within our community, whilst offering meaningful and desirable intrinsic and extrinsic rewards which are accessible for all students. We must also never lose sight of safeguarding and staff wellbeing within the management of behaviour, with all practices and policies inextricably tied to these considerations.

Philosophically, our policy will be tied to our core values of ambition, respect and courage, underpinned by the concepts of rights, responsibility and respect as well as community cohesion. Through the application of our policy, we will also always maintain the discourse of the fundamental British Values of democracy, tolerance and celebration of diversity, personal freedom, equality of opportunity and rule of the law so that there is a focus on developing the whole child who is both principled and critical. Our students will take the values and philosophies with them when they leave our doors at the end of each day and when they leave us at the end of five years or seven years.

Introduction

This behaviour policy is the product of collaboration between a team of staff at The Angmering School. It has been written after consultation with parents and carers, students and the whole staff body. It is divided into four distinct sections; charters, rewards, sanctions and system & structure.

Several members of staff played an active part in the research, planning and writing of this policy; we are very thankful for their energy, enthusiasm and absolute commitment to the school.

System and structure

Behaviour system

Our behaviour system is bound by our school charters, which are defined later on in this policy. All members of the school community are expected to uphold these charters and ensure that the school is a safe, productive, rights respecting and mutually supportive environment.

Classroom behaviour and Warn, Move, Remove

Classroom behaviour expectations are defined in the Community Charter. This means that all students and staff can easily reference and understand what good behaviour looks like in order to challenge and sanction poor behaviour.

All teachers will employ a layered approach to behaviour intervention in the classroom where possible, meaning that students will be given non-verbal, as well as verbal cues to modify their behaviour before warnings and sanctions. All students will be treated equally and given the same fair chance to meet classroom expectations. Should a student not meet these basic expectations, they will progress through a system of Warn, Move, Remove. This system is defined below:

- **Warn:** a student is given a warning that is recorded on the board. This is a clear cue to change and refocus their behaviour on learning.
- **Move:** a student is moved to another place in the room. This is a final warning. If an environment means that moving a student is not possible, a second warning will replace this.
- **Remove:** a student will be parked in another classroom, leading to an automatic half hour curriculum detention at lunchtime.

If a student is removed from a classroom, they will be escorted to a parking room by a member of the 'on-call' team. Appropriate work will be provided for them to complete.

Community behaviour and Standards Cards

Any behaviour that is outside of the classroom, within the wider community or on a school trip or residential is covered by the definition of community behaviour.

Students behaving poorly in the community will face a sanction that is in line with the seriousness of their behaviour. Please see appendix 3 for guidance on potential tariffs.

All students must carry a Standards Card with them at all times. This is to promote student ownership and encourage our students to exhibit positive behaviour in our community. Positive behaviours is rewarded on the cards for:

Acts of Kindness

Caring for our school environment

Community Event

Volunteering/Leading

Students who achieve a full standards card of positive signatures should hand these to student services and will be entered into a half term prize draw that will be given out in their assembly.

Negative behaviour in our school community is awarded on the cards for:

Lateness to school

Incorrect Uniform

Foul Language

Lack of DEAR Book

Lack of respect for the school environment e.g Littering

This card can be signed by any member of staff and those students who accrue 6 signatures on their card will have to hand in their card to student services. They will receive 20 debits and a HST after school detention. Student Services will keep a log of the number of cards that a student has had and further sanctions may be applied for multiple card infringements. If a student is found to not have a Standards Card at any time when they are asked for it, they will be automatically issued with an HST after school detention. Any students losing or damaging their card overnight should go to Student Services immediately before they go to their tutor room in the morning. Standards cards should, where possible, be checked by tutors every day and students who consistently meet school standards will be awarded with credits on top of those issued for positive community behaviour.

A card that is handed in for a full set of positive behaviour signatures will override the negative side and therefore students will receive a clean card on both sides.

Restorative justice

Integral to the process of learning from poor behaviour choices is restorative justice. The Angmering School is committed to the process of restorative justice and will make every effort to ensure that all

behaviour incidents, where appropriate, are resolved with a form of restorative justice. This allows us to complete the cycle and aim to prevent the repeat of such behaviours by encouraging empathy, sensitivity and learning from experience without shame. Please see appendix 6 for guidance on how we will use restorative justice.

Reasonable force

In rare occasions it is necessary for staff to intervene physically where a student's behaviour presents a health and safety risk. Where possible this will be done by Maybo trained staff who are specifically trained in de-escalation, physical intervention and restraint. This will also be done in-line with the DFE guidance on the use of reasonable force in school (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf). Where possible, students will be warned if this is required, with witnesses sought too. Everyone involved will also be required to write a statement outlining their role and what they observed.

Stages of behaviour

All students will begin each academic year outside of the stages of behaviour, unless their behaviour or wellbeing in the previous year has warranted significant enough concern by, for example, accruing a series of fixed term exclusions.

Our stages of behaviour are simply defined below, but are outlined further in appendix 1. Students enter into the system as soon as they have a behaviour incident logged, but will only be monitored if their behaviour becomes more of a pattern. The stages of behaviour are designed to give students clear thresholds for behaviour, with a clear support structure underpinning the system:

- **Stage 1:** students who are within the behaviour system, having accrued behaviour points for minor incidents and infringements. Students at stage 1 will be managed by the system and monitored informally by staff, primarily their tutor.

- **Stage 2:** students whose behaviour is starting to present an emerging pattern. All students who gain 50 or more behaviour points (one incident, such as being parked from a lesson, is 5 points) will automatically move to stage 2. Students at stage 2 will be managed by their tutor, who will monitor their behaviour, be in contact with home and focus on support and encouragement to enable students to prevent the pattern from continuing.

- **Stage 3:** students whose behaviour is showing a clear pattern or students who have had a fixed term exclusion or extended isolation. Students at stage 3 will have 130 or more behaviour points and their support and intervention package will be managed by their Year Team Leader.

- **Stage 4:** students whose behaviour patterns are becoming more entrenched and unchanged, along with those who have more than one fixed term exclusion or a pattern of extended isolations will be placed at stage 4. Students at stage 4 will have their sanctions, support and intervention package managed by their Year Team Leader, their link member of the Headship Team and the Deputy Head in charge of behaviour.

- **Stage 5:** students will be placed at stage 5 will be at risk of permanent exclusion from school. They will only be placed there after careful consideration and consultation between the Assistant Headteacher in charge of behaviour and the Headteacher. The Chair of governors will also

be notified of this. All other possible alternatives to permanent exclusion will be considered first once a student is placed at stage 5, but ultimately permanent exclusion will be the final outcome if these alternatives are exhausted or not possible.

The behaviour stage for each student will be reviewed on a weekly basis and will be shared and disseminated with staff in the school to ensure absolute transparency. Students will be notified when they have reached a new stage in the policy and a variety of strategies, some of which are listed in appendix 1.

HST Report, PSP and Additional Needs Plan

A Headship team report will sit within an Additional Needs Plan once a student reaches stage three of the behaviour system. This will define the targets expected for a student to change their behaviour and the support we will put into place to help them to meet these targets. Headship team reports are time bound, but once opened, Additional Needs Plans will remain a working document that can be added to, reviewed and developed across the course of a students' time at The Angmering School. Should it be required, Additional Needs Plans will be used to support the process of application for statutory assessment or towards any external support services.

These Plans will sit at two levels:

- **Headship Report:** this will run for twelve weeks, with a set of targets determined at the initial meeting and the support structures around this also mapped out. This headship report will be held with the Assistant Headteacher in charge of behaviour or another member of the headship team and will be reviewed at six weeks and twelve weeks if there is an improvement in behaviour and engagement. If there is not an improvement, the review will be brought forwards and a decision will be made as to whether to place the student on Final PSP.
- **Final PSP:** will also run for twelve weeks, with reviews every two weeks. Final PSPP will be for students who are at stage five of the behaviour structure and will be a determining factor in whether or not they can remain at the school. Targets will be set and monitored very closely by the Headship and pastoral team, with regular feedback sought from staff. If there is no improvement in behaviour and engagement, the Headteacher will make the final decision as to whether a student can remain at the school, whether other provision might be sought or whether a permanent exclusion is necessary. Each case will be considered carefully and on its own, with all possible evidence taken into consideration, where a final PSPP has not been successful.

Alternative provision

For students who have complex support needs, we will, from time to time, put in place or seek alternative provision. This can include, but is not exclusive to: West Sussex APC; college courses; managed moves; internal support courses; alternative curriculum courses. Students who are at stages four and five of the behaviour system will be considered for alternative provision.

The Angmering School Commitment Charter and Community Code

The Angmering School Commitment Charter

In order to share our core values of ambition, respect and courage, we have defined a Commitment Charter to outline what students at The Angmering School should expect from staff. This is detailed below.

Through everything we do we will promote ambition, respect and courage.

Ambition

We will plan for outstanding progress and take account of the needs of all learners. All members of the school community will be encouraged to meet their aims and be the best they can be.

Respect

Everything we do will be bound by kindness, respect, fairness and equality. Understanding of fundamental rights, British values and a culture of integrity will underpin and drive this approach.

Courage

Everyone will be given opportunities for leadership and to take on new roles and responsibilities. We will challenge you all to overcome your barriers and be brave in learning from your mistakes.

The Angmering School Community Code

We have also defined a simple Community Code that defines the behaviour that we expect to see in school and around the community. This includes when students are representing the school on a fixture or trip, for example, and when they are outside of school and in their uniform. Students and their families will sign up to when they join The Angmering School as a part of the home-school agreement so that we are all clear about what is expected of student conduct and behaviour.

The Community Code will be reported on throughout the course of the year as Behaviour for Learning, with students being allocated a score of 1-4 for this:

- 1 = Excellent, with all aspects of the code being met.
- 2 = Good, with four out of five of the points on the code being met
- 3 = Inconsistent, with three out of five of the points on the code being met.
- 4 = Poor, with two or less of the points on the code being met.

Students who fail to meet these expectations should expect to face a sanction for their behaviour. The Angmering School Community Code is listed in full below.

*To achieve our goals of **AMBITION, RESPECT and COURAGE, all students will:***

- 1. Be on time, equipped and ready to learn.**
- 2. Listen and follow all instructions, using all spaces safely.**
- 3. Solve all problems peacefully.**
- 4. Allow others to learn safely and without distraction.**
- 5. Be polite, kind and respectful of the rights of all members of the community.**

Rewards

Central to positive behaviour, relationships and building confidence and efficacy in learners is a meaningful system of rewards that is fairly and equitably distributed to celebrate the actions and successes of all students. Students can gain 5, 10, 15 or 20 credits, weighted to reflect what they have done or achieved. These are awarded on Class Charts so that they are immediately visible to both parents and carers.

Credit allocations

| | |
|--|--|
| <p>Five credits</p> <ul style="list-style-type: none">• Excellent question or answer.• Excellent effort and participation.• Excellent homework or classwork.• Positive phone call home.• Thinking Hard!• Representation or participation - club, trip, sporting event, Student Council meeting.• Rights respecting or community action.• Act of kindness/politeness.• Tutor award. <p>Fifteen credits</p> <ul style="list-style-type: none">• Curriculum heroes board.• Credit Card row completed.• EOY target surpassed in an assessment.• Playing five or more matches for a school sports team.• Drama, dance, music performance or assembly.• Volunteering• 100% attendance for a whole term.• Headship team token. | <p>Ten credits</p> <ul style="list-style-type: none">• EOY target achieved in an assessment.• Ongoing positive attitude and approach.• Consistent improvement in work or attitude.• No standards infringements for a week.• YTL token. <p>Twenty credits</p> <ul style="list-style-type: none">• Whole-school heroes board.• On time to school for a whole term.• No behaviour points for a whole term.• Gold attendance award.• 100% attendance for two terms.• No standards infringements for the whole term.• Head Teacher token. |
|--|--|

Credits can be allocated by any member of staff. The majority of credits will be issued in the classroom and for participation in the wider life of the school. Students can also gain credits for their community actions and behaviour by having the back of their Standards Card (see system and sanctions for further information and appendix 2 for an example of a standards card) signed three times by any member of staff.

Students will have opportunities to save or cash in their credits towards rewards; these are outlined on the following page. Year 7-10 students who wish to attend their end of year trip will not lose their credits towards this if they spend them on smaller prizes throughout the year.

Year 11 students who wish to attend the prom will need to accrue 600 credits. This will only be part of their qualification for prom; all students will need to complete a full Prom Passport which will require them to attend school, attend revision sessions and complete homework to fully prepare them for their exams.

Rewards list

| Award | Credits | Reward |
|----------------------------|---------|---|
| Benchmark | 250 | Benchmark certificate of recognition. Rewards available to be cashed in through the Class Charts store. |
| Quadruple Centurion | 400 | Quadruple Centurion certificate. Rewards available to be cashed in through the Class Charts store. |
| Semi-pro | 600 | Semi-pro certificate and letter home from Year Team Leader. Rewards available to be cashed in through the Class Charts store. <i>Prom Passport benchmark.</i> |
| Octuple Centurion | 800 | Octuple centurion certificate. Rewards available to be cashed in through the Class Charts store. |
| Professional | 1000 | Professional certificate and letter home from Headship team link member. Celebratory breakfast with friends – claimed through Class Charts. <i>Qualification for end of year trip.</i> |
| Hero | 1500 | Hero certificate and letter home from Headteacher. Discounted school trip. |
| Legendary | 2000 | Legendary certificate. YTL Prize. |
| Prodigious | 3000 | Prodigious certificate and letter home from Chair of Governors. |
| | | Headteacher Prize. |

The Class Charts reward shop will be open for one week at the end of each term. Once credits are cashed in through the rewards store, they cannot be spent again. This means that if a student wishes to save for a larger prize, they will need to either bank their credits up without spending them in the rewards store or start saving again if they have been spent.

Sanctions

Sanctions will be proportionate to the behaviour incident. This means that we will always investigate serious incidents carefully in order to be sure that the sanction given is fair. Please see appendix 3 for an overview of potential sanctions – these are not binding and the circumstances and mitigating factors of each individual incident will be considered before giving out any sanction. The school's decision on this is final. Please also see appendix 4 for an overview of the system of sanctions that students may progress through if their behaviour is unchanged. Sanctions used regularly by the school are listed below, but these are by no means a complete or exhaustive list; we will adapt and modify as necessary to suit the individual student or issue.

Parking

Once students have been warned and moved in a lesson, they will be removed to a parking room within the curriculum area. This comes with a same-day half hour detention during the second break of the day.

Community Service

Community service is issued as a sanction as part of the restorative process. This will be given out as a sanction at the school's discretion based on the actions of students in and around the community.

Curriculum and Subject detentions

These are issued for behaviours in lessons, largely limited to being removed or homework, and take place either at break, lunchtime or after school in the curriculum area in which they are issued. Parents/carers and students will be alerted on their Class Charts account. Parents will also receive an email notifying them of this detention.

Whole-School Lunchtime detentions

Whole school lunchtime detentions are issued when subject/curriculum detentions have not had the desired impact e.g the student continues to show poor behaviour despite subject intervention.

Whole-school after school detentions

As per DFE guidance, the school does not need parental consent to issue after-school detentions. These are issued for all other behaviours outside of the classroom. These will be on the day after they are logged although can be scheduled for the day that it has been issued if the request is reasonable. Parents/carers and students will be alerted on their Class Charts account. Parents will also receive an email notifying them of this detention.

Whole-school one hour detentions are used from half hour detentions when they are not attended and are issued for truancy of individual lessons. These will be on the day after they are logged. Parents/carers and students will be alerted on their Class Charts account. Parents will also receive an email notifying them of this detention.

The school does occasionally use a two hour after school detention when appropriate. Parents/carers will be given suitable notice via classcharts.

Reintegration Room

Isolation time will be given for repeated and escalated behaviours, serious incidents, being picked up by a member of the on call team twice in a day and for failure to attend detentions. Typically this will be for a number of hours and students can earn their way back into class by completing quality work, following our behaviour expectations and completing the restorative process. Entry into and exit from the reintegration room is at the discretion of Year Team Teaders and members of the Headship team.

Extended Reintegration

Extended stays in isolation will be used for students who are escalating their behaviour and refusing to comply with our classroom and community charters. It will also be used as an alternative to Suspension. An extended reintegration can be for one day or several consecutive days. This will be at the discretion of the Headship team.

Alternative days

Alternative day arrangements will be put in place as a second alternative to suspensions. This will require students to attend school for different hours to the main body of students and stay on beyond the end of the school day. Alternative days will be served in the reintegration room from other students in normal classroom settings.

Suspensions

These are issued by the school, using DFE guidance. Students will be issued with a suspension if their behaviour is persistently disruptive, dangerous, stops the smooth running of the school or is a health and safety risk. These can range from 1-15 days and any students who gain multiple suspensions will find themselves at risk of permanent exclusion from school. See

Permanent exclusion

Permanent exclusions are issued by the headteacher of the school, with the support of the board of governors. Permanent exclusion is a serious decision that will be considered in the most serious one off incidents or for persistent disruptive behaviour. This will be done without discrimination.

Addendum – Guidelines relating to use of foul or abusive language

Overview:

As a community we celebrate the rich diversity of language but do not accept that swearing, abusive or offensive language is ever necessary in a school environment. We always have a choice about the language we use and all members of the community should be encouraged to make positive choices which do not impact negatively on those around them. This is a place of learning and a place of work and the language used by all people must reflect that. This guidance covers swearing as well as any language which may cause offence due to its racist, sexist or homophobic nature.

What students will do:

Students will ensure that their language is appropriate for all members of the school community, even when they are enjoying leisure time at break and lunch. They will accept that they always have a choice about the language they use and that failure to make appropriate choices in school may lead to negative consequences.

What staff will do:

Staff will model professional language at all times. We will avoid the use of terms which could be construed as offensive or overly informal. We will encourage students to use appropriate language at all times and will challenge students who swear or use inappropriate or offensive language in school.





Consequences for swearing or using offensive language in school:





- Students who swear or use offensive language whilst in conversation, either in class or during breaks, will be reminded that this is not appropriate in school. Repeated offences may lead to lost break/lunch times or detentions after school. The use of racist, sexist or homophobic language is in breach of our equality policy and will lead to sanctions.
- Students who swear at a member of staff will receive a fixed term exclusion and their parents will be seen by a senior member of staff upon their return to school.
- Staff who use inappropriate language whilst they have students in their care will be spoken to by the headteacher.

Appendix 1: TAS summary of Stages of Behaviour intervention

| Stages and responsibility | In response to: | Interventions: | Communicated to: | Outcomes: |
|---|--|---|---|--|
| 1 <i>Intermittent</i> The system | Classroom behaviour. Community infringements. | WMR/Parking. Detention. Tutor/subject target card Parental contact | Parent, Tutor, Subject teachers, Heads of Subject. | Improved engagement and progress. |
| 2 <i>Emerging.</i> Tutor | Lack of response to Stage 1. Persistent community/classroom infringements. Persistent truancy. 50 debits. | Tutor target cards. Tutor PSP. Positive attitude and Progress card. YTL/SSO target card. Parental meeting. | Parent, Tutor, subject teachers, Heads of Subject and YTL/SSO. | Improved engagement and progress. Reduction in incidents. De-escalation. |
| 3 <i>Patterns.</i> Year Team | Lack of response to Stage 2. Serious incident. FTE/Internal Exclusion. Pattern of Isolation time. 150 debits. | YTL/SSO target card. PSPP. Positive attitude and Progress card. Targeted YTL/SSO sessions. Parental meeting. Additional Needs Plan. | Parent, Tutor, subject teachers, Heads of Subject, YTL/SSO and Headship link. | Improved engagement and progress. Identify key areas for support and intervention. De-escalation. |
| 4 <i>Entrenched.</i> Year Team and Headship | Lack of response to Stage 3. Entrenched behaviours. Multiple serious incidents. Significant SEMH concerns. Ongoing safeguarding concerns. EHCP need. | Identified key worker. Additional Needs Plan. Headship target card. Alternative provision in school. Alternative provision outside school. Nurture provision. Referral to external agencies. Specialist staff input. Support 2 Learn. Managed Move. Statutory assessment. | Parent, Tutor, subject teachers, Heads of Subject, YTL/SSO, SENDCO and Headship team. AP providers. LBAT. Pupil Placement Panel. Chair of Governors. | Improved engagement and progress. Stability and safety in behaviour. Identify key areas further for support. De-escalation. |
| 5 At Risk. Year Team and Headship | Lack of response to Stage 4. Unchanging risky and dangerous behaviours. One-off Serious Incident. Serious safeguarding issues. | As at Stage 4. Final PSPP. Governors Disciplinary Committee Full-time alternative provision. | Parent, Tutor, subject teachers, Heads of Subject, YTL/SSO, SENDCO and Headship team. AP providers. APC. Pupil Placement Panel. Chair of Governors. | Engagement in educational provision. Safe and stable behaviour. De-escalation. PEX. |

Appendix 2: Standards Card example

| STANDARDS CARD | |
|--|---|
| POSITIVE SIGNATURES | |
|  |  |
|  |  |
| Reasons for Signatures: | |
| <ol style="list-style-type: none"> 1. Acts of kindness 2. Caring for the school environment 3. Community event 4. Volunteering/leading | |
| Name: | |
| Tutor Group: | Date of Issue: |
| Hand into SSA by: | |

| STANDARDS CARD | |
|--|---|
| NEGATIVE SIGNATURES | |
|  |  |
|  |  |
| Reasons for Signatures: | |
| <ol style="list-style-type: none"> 1. Lateness to school 2. Incorrect uniform 3. Foul language 4. Lack of DEAR book 5. Lack of respect for the school community (e.g Littering) | |
| SLT Detention | |
| Completed cards (positive or negative) must be returned to student support | |

Appendix 3: The Angmering School behaviour tariffs

These tariffs are only a guide and do not cover all behaviours and actions. They may be applied differently depending on the circumstances of each situation; mitigating and complicating factors have to be taken into consideration. These sanctions may also be applied for behaviours which occur in the community or under the supervision of any member of staff from the school.

| Behaviour | Possible sanction |
|---|--|
| Violence or threats against staff. Bringing drugs or alcohol into school. Bringing weapons into school. Significant discriminatory incident. Behaviour which may result in serious danger or harm to others. Repetition of behaviours which have previously resulted in a two/three day suspension or alternative to suspension. Negative behaviour in the community that brings the school into disrepute (not confined to being in school uniform). Malicious use of technology/social media (this does not need to be in school and can be sanctioned for outside of the school community if bringing the school into disrepute or if the action results in any repercussions being experienced at school) | Five-fifteen day suspension or alternative to suspension that is commensurate with this tariff. Managed Move. Risk of permanent exclusion. |
| Alternative to suspension – repeated behaviours. | Extended period of alternative to Suspension. |
| Violence or threats against another student. Extreme behaviours. Repetition of behaviours which have previously resulted in a one day suspension or alternative to suspension | 1-5 day suspension or alternative to exclusion that is commensurate with this tariff. |
| Fighting. Swearing at staff. Malicious use of technology/social media. (this does not need to be in school and can be sanctioned for outside of the school community if bringing the school into disrepute or if the action results in any repercussions being experienced at school) Persistent refusal/wandering corridors/truancy. Failure to meet behaviour expectations in the reintegration room. Unsafe behaviour. Theft. Persistent poor behaviour choices. Vandalism. Smoking. Vaping (or in possession of) Extreme rudeness to staff. Persistent use of the Isolation Unit. Negative behaviour in the community that brings the school into disrepute (not confined to being in school uniform). | Suspension (1-5 days) or alternative to suspension that is commensurate with this tariff e.g 1-2 hour after school detention. |
| On Call/parked twice in a day. Failure to attend parking. Wandering the school site. Refusal to follow staff instructions. Rudeness to staff. Swearing in response to staff requests. | Isolation for a defined period of time or one hour detention. |
| Persistent truancy. | Sanction to be determined by YTL.Can include |
| Truancy of the whole school day. | Extended day until 5pm the following day. |
| Truancy of 1 or more lessons in a day | Break, lunch and after school in isolation. |
| Failure to attend curriculum or whole-school detention | Next day detention of one hour. |

| | |
|--|--|
| | Short Stop in Isolation Restorative Conversation |
| Failure to meet Classroom Code expectations after a layered approach and two warnings. | Parking Curriculum detention Restorative Conversation. |
| Community behaviour which disrespects the school environment. | At least one hour of community service. |
| Full Standards Card | SLT After School Detention |
| Failure to complete time owed for lateness to a lesson after a warning. | Half hour whole-school detention. |
| Failure to complete homework. | After School homework catch up. |

Appendix 4: The Angmering School System of Sanctions

