

Each day, discovery.



ELTHAM COLLEGE

**9a Sanctions and Support
(Junior School)**

Last reviewed: March 2019



Version Control Information

Reason For Amendment	Name	Date	Main changes
Annual Review		August 2016	
Annual Review	HR Manager	August 2017	Checked for staffing changes
Update	Vikki Meier	February 2018	Checked for conditional language
Update	Vikki Meier	March 2019	Updated to reflect shift to digital data management system



1 Aims of this Policy

- To provide a caring and supportive environment in which pupils distinguish right from wrong;
- To develop a positive climate, based on care, courtesy and consideration for others, for the whole school;
- To provide an atmosphere in which pupils learn well and teachers teach effectively;
- To promote good relationships throughout the school, both between adults and pupils and between pupils;
- To develop respect for school and personal property;
- To encourage pupils to use their initiative and accept responsibility for their behaviour and progress;
- To show pupils that their work and good behaviour is valued, and to maintain high expectations;
- To ensure a consistent approach to rewards and sanctions so that pupils feel that the systems are fair;

2 Pupil Contracts

To support a pupil receiving a fixed term exclusion and who would thereby be at risk of permanent exclusion if he/she were to commit another breach of the Code of Conduct, the pupil will sign a Pupil Contract in which he/she will agree to a number of targets for the improvement of his/her behaviour and/or academic performance. As part of this support he/she will also meet weekly with their Head of Section and may be encouraged to seek counselling support where appropriate.

3 Academic Support Strategy

This will include one or more of the following:

- A daily Work Report;
- One-to-one sessions with subject teachers;
- Referral to Learning Support;
- Regular check-in meetings with the Head of Section

4 Pastoral Support Strategy

This will include one or more of the following:

- A daily Behavioural Report;
- Close monitoring by the Tutor or Head of Year/Section;
- Referral to the Chaplaincy or support with accessing external counselling support. This may be particularly helpful where anger management is an issue, or where relationships between students, or a student and staff are a problem;
- Referral to an appropriate outside agency;
- A Pastoral Support Plan and/or Contract for students who are at risk of exclusions, or whose behaviour is deteriorating rapidly.



5 Sanctions and Support Mechanisms

House Points

A reward system of House Points encourages good social behaviour and kindness to others. House Points contribute to a Trophy which is awarded termly.

Merits and Commendations

Commendations and merits are awarded for effort in academic work. 30 merits = a commendation which is awarded by the Director of Studies.

Yellow/Red Flags

These are given for poor/un-social behaviour in the School or failure to fulfil academic expectations. An example of this could be pushing another pupil unfairly in the lunch queue, calling out repeatedly in lessons or failing in hand in homework without good reason. If a red card is awarded, for a serious behavioural or academic infraction, the pupil is put into a Thursday detention. A total of four yellow cards also leads to a detention.

Detentions

If a pupil received four yellow flags or a red flag, they are placed on a Thursday after School Detention. Three or more Thursday detentions will result in a Saturday detention. Parents are informed that their son is in detention at least two days in advance: by letter, in person or by telephone. The detention will be supervised by a member of the Senior Leadership Team and will last 45 minutes, from 3.45 until 4.30pm. Work to be completed during the detention is organised by the Deputy Head. The Form Tutor will inform parents once a pupil has received three yellow flags so they are aware that their child is close to receiving a detention and can work closely with the school to avoid this outcome.

Exclusion

Eltham College Junior School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Exclusions from the school community, whether fixed term or permanent, are damaging to a pupil's self-esteem. They diminish the sense of belonging to the community.

As such, they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time. Fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. A high level of violence, deliberate damage to school property and frequent high level disruption would fit within this category.

In all cases the Head of the Junior School gathers the opinions and takes advice from staff who are working with a pupil. They may delegate some responsibility to a member of the Senior Leadership Team for fixed term exclusions. The Head alone makes the decision to proceed to permanent exclusion. The school's Exclusion Procedure is available on the website or from the Head's PA.