

Each day, discovery.



ELTHAM COLLEGE

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

Last reviewed: August 2017



1 Aims of this Policy

- To provide a caring and supportive environment in which pupils are able to 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 can learn well and teachers can 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 help 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 were to commit another breach of the Code of Conduct, the pupil will be encouraged to 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 be encouraged to see the School Counsellor.

3 Academic Support Strategy

This may include the following:

- A daily Work Report;
- One-to-one sessions with subject teachers;
- Referral to Learning Support;
- Referral to the school Counsellor where factors like motivation are an issue.

4 Pastoral Support Strategy

This may include the following:

- A daily Behavioural Report;
- Close monitoring by the Tutor or Head of Year/Section;
- Referral to the Chaplaincy or to the School Counsellor. 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 may be put in place 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. A book token is awarded to the boy gaining the most in each form at the end of term. 30 merits = a commendation which is awarded by the Director of Studies.

Demerits

Demerits are given for poor effort in academic studies. An example of this could be failure to complete homework without good reason.

Yellow/Red Cards

These are given for poor/un-social behaviour in the School. An example of this could be shoving another pupil unfairly in the lunch queue. If a red card is awarded the pupil is put on a Wednesday detention. A total of five yellow cards also leads to a detention.

Detentions

If a boy receives three demerits or a red card, he is placed on a Wednesday after School detention. Three or more Wednesday 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 one hour. Work to be completed during the detention is organised by the Deputy Head. It is necessary for the Form Tutor to inform the parents once a boy has received two demerits or minus House Points so they are aware that their son is close to receiving a detention.

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. Violence, including severe verbal bullying, fire setting and frequent high level disruption would fit within this category.

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