

Each day, discovery.



ELTHAM COLLEGE

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

**Last reviewed: August 2019**



## Version Control Information

Reason For Amendment	Name	Date	Main changes
Annual Review		August 2016	
Annual Review	Deputy Heads	August 2017	Updated with staffing changes; Section 5: removal of 'personal arrangements', inclusion of Academic Marks, clarification of Achievement Points, change in length of Friday and Saturday detentions.
Recommendation from ISI	Ann Massey	February 2018	Removal of conditional language
Annual Review	Ann Massey	July 2018	Distinction between Sixth Form and other students removed, length of detentions altered to reflect current practice. iSAMS notification added.
Annual Review	Ann Massey	August 2019	Updated to reflect current practice.



## **1 Aims of this Policy**

- To provide a caring and supportive environment in which students 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 students can learn well and teachers can teach effectively;
- To promote good relationships throughout the school, both between adults and students and between students;
- To develop respect for school and personal property;
- To encourage students to use their initiative and accept responsibility for their behaviour and progress;
- To show students 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 students feel that the systems are fair;

## **2 Student Contracts**

To support a student 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 student will be encouraged to sign a Student 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 or Target Card;
- One-to-one sessions with subject teachers;
- Assigned a subject mentor
- Referral to Learning Support;
- In the Sixth Form, Free Periods can be replaced with supervised Monitored Study Periods in the Library;
- 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;
- Assigned a staff mentor
- 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, such as CAMHS;
- A Pastoral Support Plan may be put in place for students who are at risk of exclusions, or whose behaviour is deteriorating rapidly.

## **5 Rewards, Sanctions and Support Mechanisms**

### **Achievement points**

Achievements points exist to record praiseworthy effort, behaviour and pieces of work. They are entered and recorded on iSAMS. Accumulated achievements points will be celebrated through the issuing of certificates and prizes.

### **Behaviour Marks and Academic Marks**

If, following a verbal warning, a student does not conform to expectations, a Behaviour Mark or an Academic Mark will be given. This is the first level of sanction and is recorded into iSAMS. A notification is sent home via the iSAMS parent portal. A conversation **MUST** be held between student and teacher to explain why the mark was issued. An accrual of marks will lead to the Form Tutor or Deputy/Head of Section escalating the sanction.

### **Lunchtime Supervision**

These are used for work which has not been completed to a satisfactory standard, or submitted on time, or not been completed at all. In the Lower School, they are also used for accumulated behavior marks before a student is placed in a Friday night detention. A notification is sent home via the iSAMS parent portal.

These take place every day from 1300 - 1330 and are supervised by a Deputy Head of Section as part of the duty rota.

Students accumulating significant numbers of lunchtime supervisions will incur further sanctions.

### **Friday After School Detention**

Friday detentions are for offences against the person or community e.g. insolence, petty vandalism, rudeness, inappropriate behaviour following the issue of behavior marks or for behaviour that represents a more serious breach of the school rules. They can also be used for academic concerns.

**Teaching staff liaise with the pastoral teams in the relevant section before placing a student in a Friday detention.**

These detentions last for 90 minutes and a notification is sent home via the iSAMS parent portal. The Head of Section will automatically contact home if students miss detention. A student getting three detentions in one term will be a trigger for further action, usually a Saturday morning detention. Friday detentions take precedence over other school activities, unless the Deputy Head approves otherwise. Detention duty is on a staff rota system and is taken by the Heads of Section.

### **Saturday Detention**

These are appropriate for repeat offenders who have accumulated Friday detentions and for very serious breaches of the school rules.

Saturday detentions take place between 9.00- 11.00am and take precedence over other school activities. The Headmaster or Deputy Head supervises these detentions.



Saturday detentions are issued by the Head of Section or Deputy Head and parents/guardians receive a letter from the Section Head or Deputy Head explaining why the sanction is being applied.

An accumulation of Saturday detentions (the third such detention) will normally result in a temporary exclusion.

### **Temporary Exclusion**

The decision to exclude a student on a temporary basis is made by the Headmaster and is applied for serious offences. Students will rarely be temporarily excluded more than once and then only at the discretion of the Headmaster, taking into account any significant mitigating factors.

### **Permanent Exclusion**

The decision to exclude a student on a permanent basis is made by the Headmaster, in line with school Terms and Conditions. It is applied for very serious offences or following a previous temporary exclusion.

### **Report Card/ Target Card**

This is both a sanction and support mechanism. It is applied when students are under-performing in all or some subjects, or where they are behaving unacceptably in lessons. It can also be applied if a Sixth Formers are struggling to work in a self-directed way.

Parents/guardians are always informed that this will be implemented, and sign the report card each week.

Students may be placed 'on report' for varying lengths of time. This will usually be up to half a term, provided that the expected improvements have been achieved.

### **Monitored Private Study (MPS)**

This is used to ensure that Sixth Formers use their private study periods effectively. Students are required to spend their private study periods in the Sixth Form Reading Room, where duty staff will complete the register of those currently on MPS.

### **Early Report**

Teachers may implement 0815 or similar Reports, particularly when punctuality is an issue.

**Please note:** Corporal punishment in any form is not used at Eltham College, in accordance with national legislation and our own ethos. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the school premises.

The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child).