

Each day, discovery.



ELTHAM COLLEGE

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

**Last reviewed: September 2025**



## 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.
Annual review	Ann Massey	June 2020	
Annual review	Ann Massey	August 2021	
Annual review	Ann Massey	August 2022	Updated to reflect current practice.
Annual review	Ann Massey	July 2023	Updated to clarify practice for accumulation of Saturday detentions
Annual review	Ann Massey	July 2024	Updated to reflect change in staffing of lunchtime supervision.
Annual review	Sami Michael	September 2025	Section 1 section updated.  Section 5 updated to reflect current practice and updated policy around when Saturday detentions now reset.  Support Mechanisms separated from Section 5 – now added as standalone Section 6. Additional support mechanisms now listed.



## **1 Aims of this Policy**

This policy outlines the sanctions and support framework which seeks to:

- Promote a caring and supportive environment in which students can distinguish right from wrong;
- Develop a positive culture within our school community, based on care, courtesy and consideration for all;
- Provide an atmosphere in which students can learn well, and teachers can teach effectively;
- Encourage good relationships throughout the school, both between adults and students, and between students;
- Develop respect for school and personal property;
- Encourage students to use their initiative, under accountability, and accept responsibility for their behaviour and progress;
- Demonstrate to students that their work and good behaviour is valued, and to help maintain high expectations;
- Ensure a consistent approach to rewards and sanctions so that students feel that the systems are clear and fair.

## **2 Student Support**

To support a student receiving a fixed term exclusion (suspension) and who would thereby be at risk of permanent exclusion if he/she were to commit another breach of the School Rules, the student will be encouraged to 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 or signposted to appropriate external support services.

## **3 Academic Support Strategy**

This may include the following:

- A daily Report Card or Target Card;
- One-to-one sessions with subject teachers;
- Assigning a student 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 appropriate (in liaison with pastoral staff);
- Liaison with external agencies and specialists where appropriate.

## **4 Pastoral Support Strategy**

This may include the following:

- A daily Behavioural Report;
- Close monitoring by the Tutor or Head of Year/Section;
- Assigning a staff mentor or student mentor;
- Referral to the School Counsellor or Chaplain where appropriate;
- 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;
- Safety plans are put into place for students who present with a safeguarding risk.

## **5 Rewards & Sanctions**

### **Achievement Points**

Achievement points exist to record praiseworthy effort, positive behaviour and/or outstanding pieces of work. They are entered and recorded on iSAMS. An automated email notification is sent home as soon as the point is entered, and an internal email notification is sent to the student's Tutor to allow for follow-up in person.

Accumulated Achievements points will be celebrated through the issuing of certificates and prizes. In addition, the Lower School celebrates the 'Form of the Week' and 'Star of the Week' based on accumulation of Achievement points and general conduct.

### **Warnings, Behaviour Marks and Academic Marks**

The first 'level' of sanction structure is to issue a verbal Warning.

If, following this verbal Warning, a student does not conform to expectations, the second 'level' of sanction is to issue a Behaviour mark or an Academic mark. This will be logged on iSAMS, including details of why the mark was issued. A conversation must be held between student and teacher to explain why the mark was issued before the mark is entered onto iSAMS.

As with Achievement points, an automated email notification is sent home as soon as the point is entered, and an internal email notification is sent to the student's Tutor to allow for follow-up.

There are some circumstances in which it might be appropriate for staff to issue a Behaviour mark without a verbal Warning. This is at the discretion and prerogative of the issuing staff member; all staff will use their professional judgement and explain this to the student.

The distinction between the two marks is important as this enables the Form Tutor and/or Head of Year to offer appropriate support. An accrual of marks will lead to the Form Tutor or Head of Year/Section escalating the sanction alongside offering appropriate support.

### **Lunchtime Supervision**

These are to be issued to students for work which has not been completed to a satisfactory standard, has not been submitted on time, or has not been completed at all. In the Lower School, they are also used for accumulated Behaviour marks before a student is placed in a Friday detention (see below). A notification is sent home via iSAMS.

Lunchtime supervisions take place every day from 12.55–1.25pm and are supervised by a member of the teaching staff (typically academic staff) as part of the staff duty rota.

Students accumulating significant numbers of lunchtime supervisions can expect to incur further sanctions as detailed below.

### **Friday Detention (after-school)**

The next 'level' of school sanction is more serious. Friday detentions are for offences against the person or community e.g. insolence, petty vandalism, rudeness, inappropriate behaviour following the issue of



Behaviour marks, or for behaviour that represents a more serious breach of the school rules. They can also be used for academic concerns and for truanting lessons. **Teaching staff will liaise with the pastoral teams in the relevant Section before placing a student in a Friday detention.**

Students and parents are sent a notification by iSAMS email including the reason the detention has been issued, and the time, date and location it will take place.

Friday detentions are 90 minutes in duration and take place each Friday, supervised by the Heads of Section on a rota basis. The detention starts promptly at 4.00pm and finishes at 5.30pm. Students are expected to report promptly and punctually to the supervising Head of Section who will complete a formal register. If a student misses a Friday detention (with no valid reason provided in advance) the Head of Section will contact home. Missing a detention may result in a further escalation in sanctions.

Should a student accumulate more than two Friday detentions, the third such detention would typically result in a Saturday detention, issued by the Deputy Head Pastoral and/or Headmaster. Friday detentions take precedence over other school activities, unless the Deputy Head Pastoral or Headmaster approves otherwise, and in advance.

The record of Friday detentions will be reset at the end of each academic year for all students.

### **Saturday Detention**

These are appropriate for students who breach school rules and who have previously accumulated two Friday detentions. They are also used where necessary as a sanction for breaches of the school rules that are considered to have had a more serious impact than those that would incur a Friday Detention.

Saturday detentions are issued by the Head of Section or Deputy Head Pastoral. Parents/guardians receive a letter from the issuing member of staff explaining why the sanction is being applied. An automated iSAMS notification is also sent.

Saturday Detentions are two hours in duration and take place each Saturday morning, taking precedence over all other school activities. Saturday Detentions start promptly at 9.00am and finish at 11.00am. Students are expected to report, in full school uniform, to the supervising senior member of staff – typically, this would be either the Deputy Head or the Headmaster.

Should a student accumulate more than two Saturday detentions, the third such detention would typically result in a temporary exclusion (suspension) issued by the Deputy Head Pastoral and/or Headmaster.

Saturday detentions incurred at any time during a student's time in the Senior School (Years 7-12) will remain 'live' during their time in at the school. The record for Saturday detentions will reset when a student moves into the Sixth Form.

### **Temporary Exclusion (suspension)**

The decision to exclude a student on a temporary basis is made by the Headmaster and is applied for serious offences or for an accumulation of Friday and Saturday detentions. Students will rarely be temporarily excluded more than once and then only at the discretion of the Headmaster, considering 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.



## **6 Support Mechanisms**

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

This is primarily a supportive 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 Former is struggling to work in a self-directed way.

Parents/guardians are always informed that this will be implemented and are required to 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.

### **Subject / Peer Mentoring**

Where appropriate, a student may be offered the option of subject mentoring (with an assigned member of teaching staff or student subject mentor) or peer mentoring (with a Sixth Form mentor volunteer). Subject mentoring is intended to support the academic development of the student in a particular subject area; peer mentoring is intended to offer peer-based, holistic support and peer advice as needed. Students can access peer mentoring through their Head of Year. Students are encouraged to discuss subject mentoring with their subject teachers.

### **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 and/or Mervyn Peake Library per their individual timetable. Students are expected to approach MPS sessions as they would any other lesson, reporting punctually for registration taken by the supervising duty staff.

### **Early Report**

Tutors may implement an Early Report, particularly when punctuality is an issue.

### **Referral to Learning Support**

A student may be referred to Learning Support where there is an emerging sense that additional support or SEND assessment might be beneficial. Such referrals are always intended to be collaborative and supportive, and will be communicated clearly in open discussion with parents of the student in question, as well as the student themselves.

### **Referral to School Chaplain**

The School Chaplain oversees the spiritual growth and development of Eltham students and it is in this capacity that a student may be encouraged to visit the Chaplain for additional support.

### **Referral to Counselling**

In certain circumstances, it may be appropriate to refer a student to the school Counselling service such that they may access additional therapeutic support as needed. A student may refer themselves, or a referral may be made in agreement with the student and their parents. The counselling service provides individual and confidential sessions, typically over a 'contracted' period, e.g. 6 weeks in agreement between the counsellor and the student client. Confidentiality is only waived when there is a concern that a student might be at risk of harm due to their circumstances.



**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 within the school premises or not.

The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. Per statutory guidance, 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).