

Each day, discovery.



ELTHAM COLLEGE

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

**Last reviewed: August 2025**



## 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
Update	Vikki Meier	May 2020	Review and minor updates to language
Update	Andrew Taylor	August 2021	Review and minor updates
Update	Andrew Taylor	October 2023	Review and make various minor updates, plus significant updates to align information relating to detentions with latest practice
Annual review	VGL	August 2025	No changes



## **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. Parents would of course be involved in this process throughout.

## **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 or involvement in Booster Groups;
- 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 Section;
- Referral to the Chaplaincy, to our in-school counselling provision 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 good-natured yet competitive annual House competition between the four Houses, with regular updates of House Point tallies in assemblies.

### **Merits and Commendations**

Commendations and merits are awarded for effort in academic work. 30 merits = a commendation which is awarded by the Deputy Head: Academic.

### **Yellow/Red Flags**

These are given for poor/un-social behaviour in the School or failure to fulfil academic expectations. A red flag is considered a more serious sanction than a yellow flag. An example of conduct which could merit a yellow or red flag might be pushing another pupil unfairly in the lunch queue, calling out repeatedly in lessons or failing to hand in homework without good reason. A yellow flag will be recorded on the School's internal monitoring systems (on ISAMS) but is generally considered a warning – rather like a yellow card in football. If a red flag is awarded for a serious behavioural or academic infraction, the pupil is put into a lunchtime detention with the Head of Section, or an after-school detention with the Deputy Head Pastoral if the pupil's poor behaviour was particularly serious. A total of four yellow flags during one term also leads to a detention. Where pupils reach three yellow flags in one term, Form Tutors are expected to contact parents to discuss a home-school behavioural support strategy. As different staff members will often have slightly different thresholds regarding when and why to award yellow and red flags, it is good practice whenever possible for staff to discuss the awarding of flags with colleagues, and ideally with the Head of Sanction, before going ahead.

### **Detentions**

If a pupil receives four yellow flags in one term or a red flag, they are placed in a lunchtime detention with the relevant Head of Section, or an after-school detention with the Deputy Head Pastoral if a) the behaviour was particularly troubling, or b) the pupil has already served one or more lunchtime detentions and Senior Leadership agree that an escalation of sanction is required. Three or more after-school detentions in one term will result in a Saturday detention, although a Saturday detention could also be imposed if the pupil's conduct was especially serious (e.g. an unprovoked and dangerous act of violence). Parents will be informed that their son/daughter is to serve a detention with at least 24 hours' notice, but when possible a longer notice period should be given. The Form Tutor or a member of the Junior School's Senior Leadership will give this notice, whenever possible, by telephone, but if parents cannot be contacted then an email may be sent. All detentions are supervised by a member of the Senior Leadership Team and will last 45 minutes if during lunch break, or from 3.45 until 4.30pm if an after-school detention, or at a time to be decided by the Head of the Junior School in the case of a Saturday detention. Work to be completed during the detention is organised by the Senior Leadership Team member supervising the detention, and will usually focus on giving the pupil a chance to reflect on any poor choices made and patterns of behaviour, and opportunities to make amends and to learn from what has happened. 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.