

Colyton Grammar School SANCTIONS

CRITERIA

1. Must be capable of being clearly understood by staff, students and parents.
2. Must be applied consistently.
3. Must be appropriate, i.e. match the offence both in nature and scale.
4. Must have a deterrent and/or remedial value.
5. Must aim to reinforce standards and aim to act as a spur to improvement.
6. Must be practical and enforceable in terms of the school situation and staff demands.
7. Must be progressive, i.e. have a further line of action in the face of intractability.

PROCEDURES

MINOR OFFENCES

1. Staff present at the time of infringements should deal with the problem appropriately and immediately within the terms of the Sanctions Policy.
2. Staff should use their professional judgement in deciding whether the default is a “one-off” or is serious, deliberate and accurately reflecting the pupil’s general approach. It may be that a verbal reprimand is all that is required for some pupils.
3. Subject specific problems must also be reported to the Head of Department, with a view to a possible action plan. This must happen before reporting on SIMs
Defaults must be given for missing, late or incomplete homework or poor effort. Students must not be punished for not being able to complete work due to a lack of understanding or ability, or for poor attainment in tests. It may be appropriate, after support, to ask the student to repeat the work in his or her own time.
4. A behaviour problem must be recorded if it falls outside usual expectations, i.e. a significant misdemeanour or persistent disruptive behaviour.
5. Uniform defaults for repeated blatant disregard for rules must be recorded for follow-up by tutors.
6. Problems/incident, and action taken, must be recorded on the School Information Management System (SIMs) system. Staff must make sure that the student concerned knows that the default has been recorded.ⁱ
7. Tutors will identify possible problem students. These will be followed up as a priority during Tutor time (e.g. on Friday morning when there may not be an assembly).
8. Students must not be sent from lessons. Where the offence or incident is serious enough that removal may be necessary any member of the SLT must be called.

HEADTEACHER’S DETENTIONS.

Detentions must be used sparingly when other sanctions have been seen to fail, or when the offence is a serious breach of school rules.

Detentions must not be used as a general “threat” and there must never be whole class detentions. Staff should not normally use lunch time detentions.

PROCEDURES

- Tutors/Pupil Support Co-ordinators/SLT will monitor weekly the SIMS system and identify pupils where there is a persistent/serious problem and where detention is appropriate. When in doubt, staff should consult a member of SLT, particularly with Y7
- Detentions will be issued where three incidents have been recorded at the discretion of tutors and the Deputy Head. Detentions are served after parents have been given at least 48 hours notice. Deputy Head is responsible for informing parents of the detention by letter on Monday each week.
- The detention will usually be held on Friday nights for one hour. Pupils report to the Headteacher and are given tasks to do.
- Staff must tell students face to face that an incident has been added to SIMS with a clear explanation of the reason or reasons leading up to it.

N.B. It is important that the reason accurately reflects the offence and is derived from defaults recorded on the SIMS system. Staff must ensure comments are professional and accurate as they will be visible to parents via the SIMS Learning Gateway

PERSISTENT OFFENCES

Detentions cease to be effective if pupils accumulate several, in a short period of time.

Three detentions in an academic year should result in action by the Deputy Headteacher, involving parents. Persistent offenders may be referred to the Headteacher.

REPORT SYSTEM

This may be used in order to monitor and support students in some cases. For problems relating to work, attendance and/or behaviour, each report must be linked to the specific problem, e.g. meeting deadlines, low quality homework, poor presentation, etc. Comments must then be specific to the problems. This may require some retroactive reporting after work has been marked.

Identification of need can arise from tutor and/or subject staff, but the Student Development Co-ordinator should co-ordinate the report by:

- a) Making clear to both student and parents the reasons and purpose for the report.
- b) Determining, after consultation, the period of time for the report (not limited to a standard period for all).
- c) Producing a brief summary at the end of the report – copy to tutor/notice-board/then to student file.

Monitoring must be carried out by the tutor, including collecting the report each week and giving out the next week's report. Lack of progress must be referred back to the Deputy Headteacher to determine action. Action could include if necessary, reviewing the student's participation in extra-curricular events, such as school teams. Persistent failure to respond to Action Plans must lead to referral to the Student Development Co-ordinator. Action Plans must be specific and indicate targets and support.

EXCEPTIONAL HEADTEACHER'S DETENTION

This must be a last resort after failure of other sanctions. It will normally be held on Saturday morning or after an event such as the fete, reflecting a critically serious situation offering an alternative to seeking exclusion.

ⁱ SIMS is a method for recording and sharing information about behaviour and sanctions between staff and often Parents (via the Learning Gateway). It is not a sanction in itself to record something in SIMS