

Sha Tin College
SANCTIONS POLICY



**OPTIMISING STUDENT
PROGRESS AND BEHAVIOUR**



Values and Beliefs

We believe our core purpose is to guide and mentor students in an inclusive and constructive way. We want to enable them to achieve their potential in every sphere of school life.

Staff at the College model justice and fairness through daily actions, conversations and practice. When it is necessary to address academic and behavioural concerns, we adopt a staged approach. We consider this approach to be fair, transparent and consistent. It helps students grow and develop.

Student Entitlement

Sometimes students make mistakes. This can be part of the development process. The College is a learning community and we are responsible to our students as guides and mentors, helping them to work through mistakes they may make and reflect upon them so that these mistakes are not repeated.

We aim to:

- Foster an environment where students fulfill their potential in all areas - intellectually, physically, socially and emotionally
- Promote and model the values of the College
- Monitor and support the quality of student progress
- Achieve high standards of behaviour
- Enhance motivation in students
- Help advance our culture of improvement
- Provide expertise and support
- Ensure consistency in the application of sanctions

What do we mean by sanctions?

A sanction is a response to something which a student does or says, either individually or with others, which we have decided as a school, and as part of the ESF, is unacceptable. It may also be unacceptable according to the law of Hong Kong. It is not right in the context of our school which is a place where we all come together to try our best, to achieve our potential and to act in principled, self-disciplined and thoughtful ways.

Tutors

Tutors see students every day. They are significant adults who have the potential to profoundly influence them. In the tutoring system they ideally remain with their Tutees for several years so come to know each individual and her/his family well. Because of this insight and knowledge, Tutors are extremely well placed to advise and channel students so that they make well informed, mindful choices.

Parents

We aim to work in partnership with parents to:

- ✓ Share an understanding of how this policy works
- ✓ Apply it, when necessary, impartially and judiciously
- ✓ View it as a means for learning



The following are *some* examples of unacceptable low-level **behaviour**:

DURING LESSONS	POSSIBLE PROBLEMS
HOMEWORK	Late/forgotten/poor quality/no homework
ATTITUDE and BEHAVIOUR	Lack of respect for the learning of others, inconsiderate/unmotivated/not paying attention/
BEING PREPARED TO LEARN	Books/Diary/equipment forgotten; lateness to lessons

IN GENERAL	POSSIBLE PROBLEMS
Uniform	Not wearing the correct or complete uniform or complying with the Senior School Dress Code
Food and Drink	Eating and drinking it in classrooms or above the ground floor
Inappropriate behaviour	Disobedience, littering, swearing, lack of manners, showing disrespect, graffiti, failing to share, etc

As professionals, teachers are able to determine if students have genuine reasons for any problems they are having with work. Discussions they have with students about these things take place throughout every day and are possible because of the positive relationships they build with students. Teachers also distinguish between *poor work due to in ability or lack of understanding* and *poor quality work due to lack of effort*.

Procedures

If the student does not complete homework, submit assignments, meet coursework deadline or he/she truants because of a lack of understanding, then the subject teacher and the department/faculty should make arrangements to meet with the student as soon as possible. The specific learning problem can then be addressed.



If the student has breached other rules then the following guidelines should be followed:

- **First infringement in the lesson or in general**
 1. The teacher gives the student a verbal warning. A Diary entry is not necessary at this stage. Homework may be an option. This is a teacher decision. The rationale for this is that a student may make *one mistake with each teacher* without repercussions being too severe.
- **Second infringement**
 2. The teacher writes a message about what has happened and what the consequences should be in the student's Diary. This must be *initialed and recorded by the Tutor*. The Tutor can then monitor the situation to see if there are problems in any other subjects. She/he must maintain clear and detailed records. Tuesday is designated Diary signing day; recording may be undertaken at this time or at any other times. Parents/guardians must also sign to acknowledge that they have read the teacher's message.
- **Third infringement**
 3. The teacher writes an entry in the Student Notes of Gateway and copies it to the Tutor, Head of Year, Heads of Department/Faculty.
- Heads of Section, Heads of Year and Deputy Heads of Year may consider one or more of the following:
 - Referrals to the school counselor, social worker, medical officer or outside agencies
 - Telephone call/email to parents
 - For very serious cases, the Early Morning Detention (7.15am) supervised by the Vice Principal responsible for Guidance and Achievement. If this occurs, the Head of Section/Head of Year will confer with the Vice Principal. Parents will be informed in advance.

N.B. As a school we are committed to **moving away from the use of detentions** as a sanction. Our philosophy is that we do not want to be using punitive and ineffective punishments, particularly repeatedly, with the same students. It is far more effective to establish what lies at the heart of a student's recalcitrant behavior and address the issue/issues than to imagine that a one-off detention will resolve it. The use of this as a sanction must be carefully considered; the appropriate documentation and case notes must be in place. All parties should be aware that it *constitutes a significant step* in the behaviour/academic management of a student.

Any such decision is taken after thorough consultation, in accordance with the ESF 'Exclusions Policy' and at the discretion of the Principal. Examples of offenses which may result in suspension are bullying, theft, vandalism, violence, repeated truancy, infractions of the ESF Anti Drugs Policy and any act which brings the school into disrepute. At the discretion of the Principal, parents may be asked to withdraw a student from school. The Principal may expel a student from school in extremely serious cases. The School Council is informed in such circumstances.



Additionally, teachers may use -

- Individual Behaviour Plans (IEPs) and reports containing SMART targets
- Removal of privileges (for example periods for Senior Students, membership of school teams, posts of responsibility, etc)
- The support of the ESF Psychologist; referral to the school counsellor, social worker and/or other outside agencies
- Individualised Contracts

Strategies – See separate file

**Christine Rowlands
Vice Principal
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