



Behaviour, Rewards and Sanctions Policy

In general terms the rule for the School is that we all, staff and pupils alike, treat each other as we should wish to be treated. It can make an enormous difference to the well being of the School if we can agree to and abide by a recognised code of conduct. In general, pupils are encouraged to behave in a responsible, thoughtful and considerate manner towards each other and all members of the Abingdon community. Abingdon is a place where differences should not only be accepted but should be embraced: all pupils are encouraged to foster good relations, and the School advances equality of opportunity, irrespective of the presence of a protected characteristic or not. The following document must be read in the knowledge that reasonable adjustments will be made for pupils with SEN or disabilities, according to the Equality Act 2010, and the subsequent government guidance of May 2014. The nature of the SEN or the disability will determine the adjustments. For more detail on these areas please refer to the SEND and Learning Support Policy, and the SENDA.

In this respect, the School adheres to the DfE Guidance on Behaviour and Attendance, and in particular [“Behaviour and discipline in schools”](#) (January 2016); [“Ensuring good behaviour in schools”](#) (September 2012); and the Departmental advice [“The Equality Act 2010 and Schools”](#) (May 2014.) This policy must be read in conjunction with other School policies such as the Safeguarding Policy, Search Policy, Restraint Policy, Anti-Bullying Policy and the Discipline and Exclusions Policy.

This Policy applies when the pupil is in school but also when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or to behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

1. In class, make it as easy as possible for everyone to learn and for the teacher to teach.

For example

- by arriving on time
- by developing effective study habits and striving for excellence in all areas of school life
- by completing all work on time and to a high standard
- by being properly equipped
- by being orderly at the beginning and end of the lesson
- by being helpful when required

2. Move sensibly around the School.

For example

- stand back to let people pass
- keep to the left on the stairs
- wait patiently in queues
- don't push and shove

3. Speak politely to everyone, pupils as well as adults.

For example

- remain silent when others are speaking
- not answering back or shouting
- not using bad language, even if no teacher is present

4. You do not act unkindly to anyone.

For example

- behaving in an uncaring manner to members of the School, especially those younger than yourself
- never teasing or verbally abusing other people
- never hitting other people, or hurting them in any way – cyber, sexual, racial or otherwise

5. You help to keep the premises tidy

For example

- by putting all litter in bins
- by not defacing school property, including books, desks etc

6. Respect your own safety as well as that of others

For example

- not climbing on buildings or walls
- not throwing things out of windows
- not tampering with fire extinguishers

7. You do not bring inappropriate things to School

For example

- expensive toys or games
- anything else which is likely to be distracting or dangerous

8. Be courteous at all times

- be courteous to the public
- do not eat while walking around
- ensure you are correctly dressed and your uniform is clean
- always wear a helmet when cycling and follow the code of practice when cycling around school.

Transition:

Abingdon does recognise that moving from one school to another often involves a shift in expectations and learning what is considered appropriate behaviour. We make no apology for the fact that we expect high standards at Abingdon, and we are very proud of recognising and praising the very high standard of behaviour that is shown by Abingdon pupils.

In order to help pupils make the transition from other schools to Abingdon, we spend time establishing expectations and managing this transition in a number of different fora such as: Induction Days before pupils arrive, Assemblies, tutor periods, peer mentoring of younger boys by older boys, PSHCE, team building days and trips, one on one conversation with Housemasters, daily interaction with pastoral staff, and by new boys interacting naturally and openly in different areas of school with existing pupils. In addition to this with liaison with feeder and previous schools to try to ensure that we are aware of any and all SEN, disabilities or protected characteristics so that we can support and encourage each pupil as a valued individual.

Rewards & Sanctions:

Unless otherwise stated rewards/sanctions are for Lower, Middle and Upper School boys.

Fundamental to the approach of Abingdon School is praising and rewarding good behaviour, and providing a clear framework of guidance for pupils if they get their behaviour wrong. For this to be most successful it is important that the pupils see the School and their parents or carers working together. To this end we try to communicate regularly with parents and carers, through our reporting procedures and via emails and communications, such as cards home for Heads of Department or Housemaster's Praise. For some pupils there might be other agencies involved as well. If other agencies are involved, then the school will communicate with them regarding the behaviour of the pupil as appropriate, and it is important that positive behaviour is reported as readily and effectively as disappointing behaviour.

Rewards:

- 1. Commendations:** Awarded by subject teachers for significant effort and top quality work in the Lower and Middle School only. A boy takes his piece of work to his Housemaster. The Housemaster typically awards a prize at the end of each term to the boy in his house with the most commendations. In the Lower School 10 commendations automatically leads to a Housemaster's Praise.
- 2. Head of Department's Praise:** Awarded for significant, sustained effort and achievement in academic work across the whole school. The issuing teacher is to refer the boy to the Head of Department for academic praise (sometimes with their work). The Head of Department then recognizes this award within their departments and offers congratulations to the boy.
- 3. Housemaster's Praise:** Notable achievements of a non-academic nature may be commended by way of completing a certificate to a boy's Housemaster who can refer to the achievement in a House assembly. This might be for a particularly good performance in a school play/orchestral concert or a notable sporting performance. It may also be given to recognize significant initiative demonstrated in any area of school life.
- 4. House prize:** Awarded at the end of each term in a House assembly to a boy who shows most improvement in his work (awarded to someone who isn't necessarily an academic high achiever) or personal development (e.g. making a significant contribution to a service activity, school society or event). To be awarded at the Housemaster's discretion after having consulted with his team of tutors. 5 prizes to

be awarded per house in each of the Michaelmas and Lent terms. Trophies are also awarded when houses win inter-house competitions.

5. **Head of Section's Praise:** the practice of asking a boy to report to the Head of Section for special congratulations following a top sporting performance, a very high-level music award or a top internal examination performance. Boys are rewarded with a prize and receive recognition in section assemblies.

6. **Head's Praise:** the practice of asking a boy to report to the Head for special congratulations following an outstanding piece of work, improved report card, special music, games or drama achievement etc.

7. **Special Prizes:** these are currently issued at a special assembly or on Leavers' Day and include the awarding of colours and half-colour ties. Prizes are awarded for excellence in academic, sport, musical, drama or service activities.

8. **Academic Scholarships:** For notable performance in entrance/external examinations. Ties are awarded at ceremony with Head and Master of the Scholars.

Sanctions

Below is a list of different sanctions that can be used by the school. Different sanctions will be appropriate to different situations and circumstances, and it is in the discretion of the school which sanctions are appropriate to any given set of circumstances.

1. **Housemasters' Summons:** For misdemeanors such as noisy or disrespectful behavior, repeated forgetting of books, persistent talking in class, minor disobedience, lateness, swearing, untidiness and the like. It is not an appropriate punishment for late, incomplete or badly done work. Housemasters' Summons can be given by teachers or school prefects. The Housemaster will then decide on one or more of the following courses of action and the boy may be required to:

1. Write a handwritten letter of apology to the teacher concerned.
2. Carry out a service activity such as tidying a house room, updating a noticeboard, clearing away dining hall trays.
3. Copy out a relevant section of the School Rules.
4. Complete a research assignment.

2. Detentions:

a. Prep detention: Given to a Middle School boy who fails to do his prep or who blatantly does not do his prep properly. It takes place on weekdays (except Wednesdays, and not for 3rd year boys on Tuesdays) from 4-4.30pm. The completed work is placed in the punishing master's pigeonhole at the end of the detention. If boys fail to attend their Prep Detention, without good reason, they can expect to receive a 1 hour Friday evening work detention. This is overseen by the Middle Master and supervised by prefects. Prep Detention takes precedence over Other Half activities unless by specific prior negotiation with the Middle Master.

The Lower School have separate administrative arrangements with the Head of Lower School.

Upper School boys are not to be entered for a Prep Detention but should rather go into either a 1 or 2 hour Friday Work detention if they fail to complete prep.

b. Sixth Form Academic Detention. These detentions take place from 5.00 to 6.30pm on Thursday evenings. Boys are placed in this detention if they repeatedly fail to submit acceptable work on time. Only the Upper Master or his assistant places a boy in this detention. Late, poor or incomplete work is to be dealt with by the classroom teacher, who must issue “notification’ on iSams to record the instance and the action taken. The Upper Master’s Assistant then looks for patterns and meets the student where appropriate. Housemasters, tutors, subject teachers and parents are notified of this detention.

c. Friday Detention: These detentions take place from 5 to 6pm or 5 to 7pm on Friday evenings or on Thursdays before holidays. Boys can be placed in evening detention for poor behaviour or failure to complete coursework. Furthermore, classwork that is unacceptable can be done at this time, as can retests. 24 hours notice will be given in writing to the boy’s parents or carer. The length of time is at the discretion of the Housemaster/Head of Section. Detentions are run by Housemasters and the Heads of Section.

d. Headmaster's Detention: This takes place on Saturday mornings from 9 to 11am. Boys can be placed in a Headmaster's detention where their behaviour has been particularly poor. This sanction is used sparingly and should be considered very serious. 24 hours notice is given to the boy's parents or carer.

3. Reporting:

a. Attendance Reporting: Given for being off site without permission, cutting lessons, private study or activities such as games, CCF, music etc. It can also be used to monitor punctuality and behavioural problems. A boy is placed on report and he is required to get the signature of each member of staff after each lesson or activity. The report can last for a day, a week or longer as determined by the boy’s Housemaster. The report must be shown to the Housemaster at regular intervals determined by the Housemaster.

b. Academic Monitoring: This is a multi-level system for monitoring and supporting boys who appear to be struggling academically. In Lower School it has two levels, in Middle School it has three and in Upper School there are four levels. Detail on how the system works, including a pro forma of the report card boys are expected to carry with them for the Middle School Housemasters' List, are all in the separate policy document which is issued by the Deputy Head Academic's office.

4. Letter of apology: Given when a teacher reports an offence of the behavioural type which does not warrant a Friday evening detention. The offending boy is required to write a letter of apology to the member of staff which might be signed by the boy’s parents or carer. The letter must be handed to the boy’s Housemaster for onward transmission to the teacher. Can also be used in conjunction with other sanctions.

5. Summons by the Head: A boy will be sent to, or summoned by, the Head in the event of a serious incident or breach of school discipline. After investigating the background, the Head may issue a Head’s warning of which there are three types:

- Informal warning - recorded internally
- Formal warning - recorded internally and parents or carers informed
- Final warning - recorded internally and parents or carers informed

6. Behavioural Contract: This is sometimes appropriate following persistent poor behaviour, usually having already received a Head’s Detention. A clear written contract is drawn up with transparent guidelines if the pupil fails to adhere to it. Boys and parents or carer to sign the contract which contains

specific targets for the boy to achieve in a certain period of time. Regular review takes place by the Housemaster in liaison with Senior Academic Staff.

7. Temporary Exclusion and Permanent Exclusion: A boy may be temporarily excluded from School for a designated period of time, or excluded permanently, at the discretion of the Head. Sanctions will be applied proportionally, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Addenda:

Malicious accusations against staff are very damaging to the relationship of trust between pupils and adults that we foster at Abingdon. If a pupil were found to have maliciously accused a member of staff this would result in the pupil being sanctioned, depending on the nature and circumstances of the accusation.

Every boy has the right of appeal against any punishment. The appeal procedures are laid out at the end of the School Rules and Regulations and in the Discipline and Exclusions Policy.

Deputy Head (Pastoral)

Last internal review: May 2018

Last governor review: May 2018

Next governor review: May 2019