



Rugby School
THAILAND

Rewards and Sanctions Policy
August 2021

Responsibility for updating this policy - Deputy Head Academic & Deputy Head Pastoral

The health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our school. Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the students, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development.

1.0 Policy status:

This policy has been approved by the Senior Management Team (SMT) of Rugby School Thailand.

1.1 Scope:

This policy applies to all staff and all students of Rugby School Thailand (Senior School). The SMT expects all teachers to adhere to this policy in order to establish consistent attitudes to learning and behaviour by students.

1.2 Aim:

As part of a comprehensive and positive behaviour management programme, and bearing in mind the dispositions required of Rugby School Thailand learners, this policy aims to lay out appropriate rewards and sanctions that are to be applied by all staff. The goal is to encourage all students to behave in a manner that is conducive to the common good and encourages all learners in the community to thrive and achieve their potential. The aim of this policy is to develop self-discipline amongst our learners. At all times, students are expected to accept responsibility for their actions and behaviour. The focus should be on making students aware of the consequences of their actions by rewarding them for good behaviour and judiciously using approved sanctions for inappropriate behaviour. Discipline is a learning process, which must have its roots in caring for each student. Hence discipline must seek to target a student's actions and not their personality. It should ascribe to each dignity and respect if the process is to be effective.

1.3 Review:

A review of our policy was completed by a committee of Senior School staff members. Their findings are as follows:

The student must be included in the discipline process. Students must understand clearly the rules and expectations they must meet, and the consequences of not doing so. Appropriate behaviour must be reinforced continually by rewards and encouragement. This should precede and follow the application of sanctions. Staff must be consistent in applying sanctions and completely aware of the process with regular PD. Punishments must not be retributive but meaningful. They must be aimed at improving the student's behaviour. As we are a British school in Thailand, the need to prepare

students as global citizens while being mindful of cultural “gaps” must be at the forefront of teachers’ minds. Both rewards and sanctions must be formally celebrated and recognised to be effective.

The rules of RST are clear, simple and few, incorporating respect for a person’s rights and the property of others and a focus on kindness. Staff must ensure that each student has a clear understanding of the expectations of behaviour and effort in their classes.

Students at the School have rights and responsibilities and the infringement of others’ rights, or failure to meet responsibilities, must have consequences.

Members of staff are encouraged to be responsible for the discipline of the students in their care (classes etc) rather than relying in the first instance on line managers, tutors etc. This gives the individual staff member direct authority over students and will be a more effective form of punishment.

Rugby School Thailand actively opposes any form of corporal punishment and does not in any way sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School. Any incidents of alleged corporal punishment will be investigated as serious safeguarding concerns.

2.0 Rewards

2.1 Credit

Credits are awarded for good work, good academic effort, any positive behavioural or extra-curricular reason. The standard is relative and not absolute. Therefore, all students should be able to achieve Credits regardless of their position in any hierarchy. All teaching staff are expected to award Credits. Credits may be awarded for impressive, one-off effort, absolute attainment, relative attainment or accumulated effort over time. Staff should give more Credits than they give Impositions. A guideline would be to give at least double the rewards than sanctions.

2.2 Distinction

Recommended by a teacher, conferred by the relevant Deputy Head for an outstanding piece of academic work, outstanding behaviour or outstanding contribution to extra-curricular life. Distinctions will be recognised in assembly and, if appropriate, the work will be publicly displayed. If appropriate, electronic copies of work that earns a Distinction will be made available to the Rugby community in order to showcase the work and to establish the standard for a Distinction.

2.3 Copy

Recommended by a teacher, conferred by the Head for an exceptional piece of academic work, exceptional behaviour or exceptional contribution to extra-curricular life. In practice, few Copies are awarded. Awarding a Copy follows a similar process to awarding a Distinction, but with the Head of Senior School, rather than the Deputy Heads. If appropriate, work that earns a Copy will be scanned and made available to the Rugby community in order to showcase the work and to establish the standard for a Copy.

2.4 Prize

Prizes are awarded annually on Speech Day to reflect outstanding performance or effort over the course of a year.

3.0 Sanctions

3.1 Imposition

Issued for inadequate academic work, poor attitude to learning, poor conduct around School or other misdemeanour. If awarded for inadequate work, the Imposition is to repeat the work to a satisfactory standard (the original mark still counts). If given for other reasons, the Imposition should be something productive for the student to do.

3 Impositions in a half-term lead to an automatic Detention. Tutors & HDs to keep record.

When awarding an Imposition for sub-standard or incomplete work, the student should repeat the work properly and this repeat of the work forms the Imposition. If the Imposition is awarded for a behavioural problem, a piece of useful work should be set by the teacher, which should take about 20 - 30 minutes to complete.

Once the teacher has set the Imposition, they should record the Imposition on iSAMS. This forms a permanent record for the Tutor, HsM and for SMT.

Any student who receives an Imposition will receive an e-mail and will be expected to speak to their Housemaster/mistress at Call Over on the day after they receive this e-mail. They will also be expected to speak to their Tutor at the nearest opportunity. This will precipitate a discussion of the reason for the sanction and also allow the student to explore methods of improvement.

Three Impositions per half term will result in an automatic Detention.

It is an expectation of the SMT that Impositions will be given under the terms above by all staff. This is to support all staff and to establish a consistent approach by the students.

3.3 Removal from the Classroom

Students should only be removed from the classroom as a sanction if they are posing an immediate threat to themselves or others, or as a last resort if their behaviour is significantly preventing other students from learning. It is the expectation that this would be a very rare occurrence and most teachers may never need to remove a student from their room. If a staff member has no option but to remove a student temporarily from a classroom, they must ensure the student is placed under appropriate supervision. During class time the School is responsible for providing adequate supervision of each student and this responsibility is delegated to each member of staff. Removal from the classroom constitutes a serious matter for it states that a member of staff is not able to teach a student.

A student that is removed from the classroom will likely require further disciplinary action such as rustication and/or support such as counselling. Parents will be involved in most cases.

In cases where a student poses an immediate physical threat to others, if the student does not listen to direction, teachers should consider removing the other students in the class for their safety.

4.0 Detention

4.1 Friday Detention

A Friday Detention will be issued to any student who has received 3 Impositions in any half term and/or other issues that warrant a higher sanction than an Imposition, although this should be rare.

As always, staff will use their judgement here and are reminded that they are responsible for the performance and good conduct of the students in their care; shifting responsibility by using a Detention without first going through the proper processes will be less effective.

If a member of staff wishes to put a student in Detention, they should contact the students' HsM (and consult the Head of 6th Form where appropriate).

If a student receives 3 Friday Detentions in one term, they will automatically be issued with a Saturday detention. Housemasters/mistresses and Tutors keep a tally of students in the House / tutees receiving Impositions and therefore know which student / tutee is close to or will be issued with a Friday Detention.

A student who is placed in Friday Detention will:

- be entered on the 'Friday Detention' Google Document by the respective HsM (deadline for 'entry' is Thursday at 6pm)
- report to the Detention Rm (Rm 303 on top floor of Senior Building) immediately after Session 4 (12.40pm latest) until 1.45pm.
- will work in silence without access to any laptop or other device.
- will be provided with a basic lunch.

The HsM must:

- email the student to inform them they have been placed in Friday Detention (copying in Tutor, students' parents / carer and any relevant other staff) using the following email pro-forma:

Dear (Student Name),

You have been placed in Detention this Friday (Date) as a result of the three Impositions you have received this half term / as a result of (insert incident here). You must report to the Detention Room (Rm 303 in Senior Building) immediately after Session 4 on Friday (and by 12.40pm at the very latest). No devices (laptops/mobiles/tablets) will be allowed. You must take work to do for the duration of the detention. Your lunch will be provided in the Detention room.

You must also make an appointment through the Senior School Secretary to see the Deputy Head to discuss the detention at your earliest convenience.

Cc. Tutor, Parents, Deputy Head Pastoral / Academic

4.2 Head's Saturday Detention

A Saturday Detention will be issued to any student who has received 3 Friday Detentions in one term and/or other issues that warrant a higher sanction, although this will be rare and will always involve discussion with the Deputy Head and HsM. Saturday Detention will be from 1.30pm until 5.30pm in the Collingwood Centre.

A student who is placed in Saturday Detention will:

- report to the Detention Rm (in Collingwood Centre)
- will work in silence without access to any laptop or other device

The HsM must:

- email the student to inform them they have been placed in Saturday Detention (copying in Tutor, students' parents / carer and any relevant other staff) using the following email pro-forma:

Dear (Student Name),

You have been placed in Detention this Saturday (Date) as a result of the three Friday Detentions you have received this term OR as a result of (insert incident here). You must report to the Detention in the Collingwood Centre by 1.30pm at the latest. You will remain in Detention until 5.30pm. No devices (laptops/mobile phones) will be allowed. You must take work to do for the duration of the detention.

You must also make an appointment to see the Head of Senior School to discuss your detention at your earliest convenience.

Cc. Tutor, Parents, Deputy Head Pastoral / Academic

5.0 Gation, Rustication and permanent expulsion

5.1 Gation

This is determined and administered by the Deputy Head Pastoral / Academic, only to be implemented by the aforementioned Deputy Heads in consultation with HsM. A student who is Gated will lose their free time for the duration of the Gation.

5.2 Rustication

This is determined and administered by the Head of Senior School, the Deputy Head Pastoral / Academic, only to be implemented by the aforementioned Deputy Heads in consultation with HsM. A student who is Rusticated will not be allowed on the School campus for a period of time, as agreed with the Head.

5.3 Permanent Expulsion

Refer to the 'Permanent Exclusion and Required Removal Policy'.

6.0 Other Discipline Issues

6.1 Discipline of Levee

Any recommendation for the discipline of the Levee must be brought to the attention of the Head of 6th form, the HsM and then, if necessary, the Deputy Head Pastoral, who will decide on the appropriate course of action. Levee should not generally be issued with Impositions.

6.2 Plagiarism and Cheating

Plagiarism and cheating in academic contexts will be referred to the Deputy Head Academic who will, in consultation with others where relevant, determine an appropriate penalty to be implemented by the HOD. Students should be aware that plagiarism and cheating in any examination work must be reported to the relevant awarding body and may disqualify them from some or all of their qualifications.

6.3 Bullying related issues

Punishments for bullying will fit into the formal punishment system. For details, refer to the 'Anti-Bullying Policy'.

6.4 Corporal Punishment

It is worth noting that in Thailand, prohibition of corporal punishment is still to be achieved in the home, alternative care settings (i.e. schools) and day care. At Rugby School Thailand the health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our school. Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the students, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development. It is therefore School policy that corporal punishment is not to be used to discipline students by School or non-school persons, including parents. Refer, if needed, to the 'Safeguarding and Child Protection Policy'.

6.5 Long term behaviour improvement / academic intervention

Support of students' behaviour and reinforcement of positive example is crucial to all that we do at School. Some students may require additional support and longer-term interventions. Some tools to use for these students include:

Daily reports, as conducted by HsMs or Tutors, are an effective way to monitor and encourage positive behaviour from those students who have extended problems in areas of School life.

Staged Intervention is an effective system for communication with parents over continued problems that a student might be having at school, and for dealing with that student appropriately.

7.0 A School-wide approach to rewards and reporting

7.1 Points mean prizes!

Prizes for Credits will be consistent across houses. A Credit will be worth 3 points. Distinctions are worth 5 points throughout the School and Copies are worth 10.

7.2 On Report

HsM's Report

Whilst neither a reward nor sanction, if there is concern about a student's attitude / behaviour he/she may be placed on a HsM's report to monitor performance across the school.

Academic Report

Whilst neither a reward nor sanction, if there is concern about a student's academic progress he/she may be placed on an Academic report to monitor academic performance across the school.

7.3 Reporting on behaviour

The number of Credits, Commendations, Distinctions, Copies and Impositions may be commented upon in reports by Tutors or HsSs.

7.4 Guidelines for Life at Rugby School Thailand

The Guidelines for Life at Rugby School Thailand provide all students with the opportunity to see what is expected of them.