



RUGBY SCHOOL  
JAPAN

# Discipline and Rewards Policy

Version 1.0

### **Associated guidance and policies**

‘Guidelines for Life at RSJ’ (The Guidelines)  
‘RSJ Academic Integrity Policy’  
‘RSJ Anti-Bullying Policy’  
‘RSJ Safeguarding and Child Protection Policy’  
‘RSJ Data Protection Policy’  
‘RSJ Document Retention Policy’  
‘RSJ Complaints Procedure’  
‘RSJ Permanent Exclusion and Required Removal Policy’  
‘RSJ Smoking, Alcohol and Drugs Policy’  
‘RSJ Standard Terms and Conditions (Parent Contract)’  
‘RSJ Pupil Manual’

## **1.0 INTRODUCTION**

Rugby School Japan Pupil Manual

1.1 The aims of this policy are:

- to encourage all pupils to behave in a manner that is conducive to Rugby School Japan’s (RSJ) (the School) common good;
- to enable the Principal to maintain order and good discipline at RSJ; and
- to ensure that every pupil is able to benefit from and contribute to school life.

1.2 This policy sets out the rewards and sanctions applied by staff to promote good behaviour.

## **2.0 SCOPE**

2.1 The guidelines, rewards and sanctions provided in this policy apply to all age groups and at all times when a pupil is at School or representing the School (for example, wearing the School uniform, on a School trip or travelling to and from School).

2.2 Day pupils and boarders should expect to be treated in the same way if they are involved in the same incident. The School reserves the right to impose sanctions for poor behaviour which occurs outside term time or the normal school day if such behaviour is likely to have a negative impact on the School, its reputation, or members of the RSJ community. HMs will have access to data summarising the behaviour management strategies used by staff, including sanctions received by pupils.

The Principal and Senior Leadership Team have the authority to discipline pupils for misbehaving outside of the school premises, for example on school trips or during the holidays to regulate the conduct of pupils in these circumstances “to such an extent as is reasonable.” For example, behaviour that:

- could have repercussions for the orderly running of the school
- or poses a threat or causes harm to another pupil (e.g. cyber bullying, physical threats)
- or poses a threat or causes harm to a member of the public
- or could adversely affect the reputation of the School.

The School’s sanctions are read out and clarified to the pupils at the start of each term in House assemblies by HMs.

Parents will be informed when the School deems it necessary; the School does not routinely inform parents of every incident or sanction imposed. Refer to the RSJ Exclusion Policy.

2.3 This policy should be read by all members of the teaching staff, those delivering co-curricular activities or working in a House.

## **3.0 RECOGNISING GOOD BEHAVIOUR AND PERFORMANCE**

3.1 The School is committed to promoting and recognising good behaviour.

3.2 The School recognises that, where challenging behaviour is related to a pupil's special educational needs or disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

3.3 Types of recognition and award:

**3.3.1 Verbal recognition** will be routinely used by staff to acknowledge and praise pupils whose behaviour meets and exceeds the School's expectations. The reward for considerate and positive behaviour in line with our community values are the approval and encouragement of others and the knowledge that one is making a positive contribution to School life. Positive behaviour brings its own rewards to the quality of life and relationships that pupils build among themselves and with the staff. The reward for honesty, loyalty and service is the bestowal of trust and positions of responsibility both in School and in Houses: School or House Prefects, Peer Listeners, Heads of House, Sports leadership.

Staff are encouraged to recognise and praise good behaviour in the pupils. Often, the most effective praise is face-to-face and heartfelt. Houses often find innovative ways of celebrating and promoting good behaviour. These might be done regularly, such as in weekly assemblies or through occasional celebrations. HMs will keep a record of these rewards and inform parents where possible. These rewards will also be recorded on a pupil's record on iSAMS.

**3.3.2 Merits:** Merits are awarded to pupils for 'Excellence' and 'Endeavour' in academia, co-curricular, community and house life, and positive demonstration of school values. Merits are recorded in iSAMS and Tutors and HMs will be informed.

**3.3.3 Principal's Commendation:** When a pupil produces exceptional work, a teacher can give them a Principal's Commendation. The pupil is to take their work and meet the Principal to discuss it. Tutors and HMs will also be informed of the commendation.

**3.3.4 Prizes:** Prizes are awarded for 'Merit' and 'Endeavour' by each academic and co-curricular department every academic year on the final day of the summer term. Further prizes might recognise a pupil's upholding of the School's community values, or significant contribution to the positive culture of the School. All of these rewards and means of recognition are recorded on iSAMS.

#### 4.0 ADDRESSING POOR BEHAVIOUR OR PERFORMANCE

4.1 The School will encourage all pupils to behave in a manner that is conducive to the School's common good.

4.2 Types of strategies and sanctions:

**4.2.1 Verbal reprimands** will be used by staff to signal when a pupil's behaviour does not meet the School's expectations and provide guidance for encouraging good conduct.

Teachers are responsible for maintaining discipline, order and high standards in the classroom. Pupils will arrive to lessons on time, smartly dressed and with the correct equipment and will be actively engaged in the learning environment. Teachers are encouraged to deal with persistent lateness at a departmental level, and thereafter to work with HMs if further sanctions are required. If a pupil's behaviour or work falls short of required expectations, then teachers will firstly work with the pupil and try to restore order with them. Positive relationships between teacher and pupils are essential to the smooth workings of a classroom; so often behaviour and standards can be improved through constructive and restorative conversations. If a pupil's behaviour or work continues to fall short, then in the first instance the teacher should go to their Head of Department and establish an appropriate course of action such as the following.

**4.2.2 Demerits:** Demerits will be given for frequent or problematic behaviour which fall below RSJ's high standards. Examples might include:

- inappropriate appearance (i.e. not adhering to the School's dress regulations in the Pupil Manual);
- inappropriate behaviour outside of the classroom;
- recurrent arrival to lessons without the correct equipment to take full part;
- significant or repeated lateness to a lesson/lessons (particularly after break or lunch);
- poor behaviour during a co-curricular activity; or
- for breaches of house protocols, for example, regular lateness to bed or to house call overs.

Demerits should be entered into iSAMS as soon as practicable. Accumulating multiple Demerits is likely to lead to a conversation with a Tutor or HM, and possibly to a sanction such as a School Detention, especially where a pattern of poor behaviour is detected.

Demerits will usually be followed up by a discussion in the House; hence a teacher should put the necessary information on iSAMS so that meaningful conversations can take place in the follow-up.

**4.2.3 House Gating:** House Gating is a symbolic and material restriction of a pupil's privileges for a period of time (typically one week), and should be given as a House-based sanction for any behaviour which shows disrespect or disregard for House standards, culture or values. Examples might include:

- persistent or egregious failure to respect House routines, including call overs, curfews and bedtimes; or
- antisocial behaviour which compromises the quality of living for peers within the house, such as creating repeated noise, mess or untidiness, or willful damage to the fabric of the house.

A pupil may only be gated by their HM, and the sanction will be recorded on iSAMS, including the duration of the punishment. Gating is a socially-restrictive sanction. It allows the pupil to engage in normal, organised School activities, but prohibits socialising outside the House at any other time, going off the School site (e.g. to Lalaport) or receiving visitors. Pupils who are gated will also not be permitted access to their devices for leisure or social purposes.

**4.2.4 Department Study Hall:** Study Halls are compulsory supervised study sessions which take place on Wednesdays 1:30pm-2:00pm (30 minutes). Study Hall is intended to provide a supportive regime allowing pupils time to catch up or improve and is given to a pupil for:

- poor academic effort (for example, a piece of work that falls well below the normal standard expected of that pupil);
- failing to complete prep and having given the teacher insufficient notice (i.e. at least the day before the lesson); or
- minor behavioural problems in lessons (for example, a pupil having a poor attitude to learning).

Teachers must inform the pupil immediately about the Study Hall and record it on iSAMS as soon as possible to allow the pupil to be monitored by their HM and SLT.

If the Study Hall is for poor or incomplete work, the pupil should repeat the work properly. If the Study Hall is for a behavioural problem, a piece of useful work should be set by the teacher; this should take about 20 – 30 minutes to complete. When completed, the Study Hall work must be shown to the teacher who set it, at the next lesson.

**4.2.5 School Detention:** School Detentions take place on Fridays 1:20pm-2:05pm (45 minutes) and should be given for problems arising from a pupil's poor behaviour or neglect, such as:

- significant misbehaviour inside or outside the classroom;
- missing an academic lesson with no good reason;
- missing a co-curricular activity with no good reason or insufficient prior notice;
- receiving three Demerits in one week; or
- a breach of the Academic Integrity Policy.

School Detentions are given in order to mark a moment of indiscretion so that a pupil is clear where they have got things wrong. It is vital that a detention is clearly explained to a pupil by the member of staff putting them in it, so that once the detention is served the pupil can reflect on their wrongdoing and modify their behaviour. Detentions are punishments, rather than opportunities to complete work.

Pupils must be put into a School Detention using iSAMS, and can only be awarded by a teacher in consultation with an HM or Head of Department (HoD). The deadline for recording this is noon on the Thursday of the Detention week.

Pupils who fail to attend a School Detention without good reason will be placed in the next Deputies' Detention.

Three Detentions in a term will result in a Deputies' Detention, a meeting with a member of the Senior Leadership Team (SLT) and the pupil's HM will contact their parents.

**4.2.6 Deputies' Detention:** A Deputies' Detention takes place on Saturday afternoons 1:20pm-2:50pm (1.5 hours). It is reserved for serious behavioural misdemeanours, especially when the physical or

emotional safety of any pupil has been threatened or compromised), or an accumulation of many minor infractions, including accruing three School Detentions.

- smoking/vaping in school or in the Kashiwanoha environs
- bullying or cyber bullying
- use of physical force towards pupils or staff
- leaving the boarding house after lockup

A Deputies' Detention can be given only by a member of SLT, after investigation, and is recorded on iSAMS.

The investigating member of SLT, typically the Deputy Principal (Pastoral) will make it possible for a pupil facing disciplinary action to be accompanied and assisted in the disciplinary process, subject to the limitations of the circumstances. Such assistance is usually provided by a member of the House team.

It should be noted in the context of serious breaches of policy and more generally that pupils who immediately or subsequently admit wrong-doing may have their sanctions reduced, and that those who attempt to lie or to conceal a misdemeanour risk having their sanctions increased. Pupils are encouraged to be open in discussing their own behaviour and the behaviour of other pupils, in the interests of their own and other pupils' health, safety and personal development.

The deadline for recording a Deputies' Detention is noon on the Thursday of the Detention week. The relevant HM (or AHM if the HM is off duty) will write to the parents of the pupil involved before the end of Thursday to notify them of the sanction, including an explanation of the reasons behind it. In exceptional circumstances, typically where significant inconvenience might be caused to the family of the pupil in question, the Detention might be deferred until the following week.

**4.2.7 Fixed Term Exclusion:** The Principal or Deputy Principals will decide whether a pupil is to be temporarily excluded for a single very serious breach of School discipline or for a repeat of a more minor breach of School discipline.

If temporarily excluded, the pupil will be released to their home or a guardian's for a specified period of time (usually 48 or 72 hours).

A pupil may also be temporarily asked to remain at home or with a guardian ('suspension') while a complaint is being investigated, to allow a period of time for reflection or discussion with parents, to allow a 'cooling off' period before a final disciplinary meeting is held, or whilst the outcome of a Panel Review is pending. This measure is taken when a decision has not been made about a situation, so it is therefore not necessarily disciplinary.

**4.2.8 Final Warning:** A pupil may be placed on a Final Warning by the Principal or Deputy Principal if their behaviour is:

- a serious breach of school discipline which is sufficiently serious that any repetition would justify Permanent Exclusion or Required Removal, whilst falling short of a grave breach of discipline justifying Permanent Exclusion or Required Removal;
- the repetition of more minor breaches (for example, drinking alcohol); or
- failure to comply with the requirements of an agreed behaviour management plan.

If the pupil repeats any of the behaviour mentioned in the Final Warning letter sent to their parents, they are likely to be subject to Permanent Exclusion or Required Removal.

The School reserves the right to issue a Final Warning alongside other punishments, such as Temporary Exclusion.

**4.2.9 Permanent Exclusion:** The circumstances which may lead to the permanent exclusion of a pupil can be found in the 'Exclusion Policy'.

4.3 The Principal may prescribe and authorise the use of other sanctions to comply with good education practice.

## 5.0 MALICIOUS ALLEGATIONS AGAINST STAFF

5.1 A malicious allegation is one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation.

5.2 Where a pupil makes a malicious accusation against a member of staff, the Principal will consider what form of disciplinary action to take in accordance with this policy.

5.3 Where a parent has made a malicious allegation, the Principal will consider whether to require the removal of the pupil from the School on the basis that they have treated the School or a member of staff unreasonably.

## 6.0 USE OF REASONABLE FORCE

6.1 Reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed'. It will only be used when immediately necessary and for the minimum time required to prevent a pupil from doing (or continuing to do) any of the following:

- (a) committing a criminal offence;
- (b) injuring themselves or others;
- (c) causing damage to property (including their own); or
- (d) engaging in any behaviour prejudicial to the good order and discipline of the School or its pupils.

6.2 Where restraint is used by staff, this will be recorded in writing and the pupil's parents will be informed.

6.3 Force will never be used as a form of punishment and corporal punishment will never be used under any circumstances.

## 7.0 SEARCHING AND CONFISCATION

7.1 Any searches for and confiscation of prohibited items will be made in accordance with the School's 'Searches and Confiscation Policy'.

## 8.0 EQUALITY

8.1 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational needs or disability. Any religious requirements affecting the pupil will also be considered. Where Permanent Exclusion or Required Removal needs to be considered, the School will ensure that a pupil is able to present their case fully where their disability or special educational needs might hinder this. Likewise, in deciding whether reasonable force is required, the needs of individual pupils will be considered and any reasonable adjustments will be made.

## 9.0 SAFEGUARDING

9.1 Where behavioural issues suggest that a pupil is suffering (or is likely to suffer) significant harm, the School's safeguarding procedures will be followed. Please see the School's 'Safeguarding Policy' for further information.

## 10.0 RECORDS

10.1 All sanctions will form part of the pupil's disciplinary record. These records will be kept for as long as the School deems necessary in the case of a dispute or future query.

10.2 Any major punishments are recorded in iSAMS, with the names of the pupil and staff member administering the punishment, and the reason for the punishment. Responsibility for overseeing this log lies with the Deputy Head (Pastoral).

10.3 All data is retained in accordance with the School's 'Data Protection' policy.

## 11.0 REVIEW

11.1 A pupil or their parents may request a Panel Review of the Principal's decision to Permanently Exclude a pupil or require their removal. Please see the School's Exclusion Policy' for further details.

11.2 There is no right for a pupil or their parents to request a Panel Review of other sanctions, but a pupil who feels aggrieved may ask their HM to take up their concerns with the member of staff who imposed the sanction.