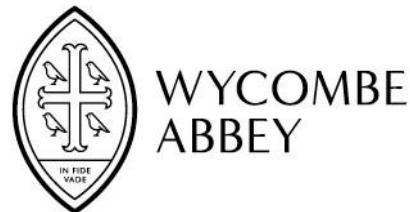


Behaviour, Rewards and Sanctions Policy and Procedure



1. Introduction

Wycombe Abbey (the School) aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional wellbeing of all of our pupils is central to their development. This is reflected in the School values, in particular the values of **trust, encouragement and mutual respect**. We believe that developing an understanding of these values will encourage self-discipline and awareness of the value of the positive influence that an individual can make to the life of a school or any other community. We consider that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. Our community is fundamentally a happy one. We believe that good behaviour flourishes in a culture of high expectations, support, and encouragement, with positive reinforcement of our ideals. We develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities and also through life in our boarding community.

Wycombe Abbey is an inclusive community. We welcome pupils from all backgrounds and look to support a diverse and multicultural pupil body. We treat everyone as an individual and aim to develop the whole person equipped to take her place in the modern world. We believe it is important that in our community praise and encouragement are at the forefront of all we do.

This policy follows guidance issued by the Department for Education (DfE):

- Keeping Children Safe in Education – 2026
- Education (Independent School Standards) Regulations – 2014
- National Minimum Standards for Boarding School – 2022
- Behaviour and Discipline in Schools: Guidance for Governing Bodies – 2015
- Behaviour in Schools: Advice for Headteachers and School Staff – Feb 2024
- Restrictive Interventions, including use of reasonable force, in Schools - April 2026
- Mobile Phones in Schools June 2026
- Searching, Screening and Confiscation; Advice for Headteachers, School Staff and Governing Bodies – 2022

2. Policy Aims

The aims of this policy are:

- To enable the Headmistress to carry out her responsibilities of maintaining order and good discipline in the School;
- To enable all members of the School community to be clear about the standards of behaviour expected and the appropriate responses to any lapses, whether offline or online;
- To promote positive behaviour and good relationships;

- To ensure, so far as possible, that every pupil in this School is able to benefit from and make a full contribution to the life of the School, consistent always with the needs of the school community;
- To authorise the Staff Code of Conduct and Pupils Community Rules and any procedures necessary for implementing them;
- To provide a moral framework within which pupils may develop their own skills whilst becoming courteous and tolerant citizens, and able to recognise the signs of risk or damaging relationships.

3. Staff Code of Conduct

The Wycombe Abbey community, consisting of the Governing Council, staff, parents and pupils, adheres to an established routine and code of conduct:

- All behaviour is designed to support our School values of trust, encouragement, mutual respect, dynamism, excellence, innovation, service and balance.
- We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and challenges of school life. They should follow the School's Community Rules – both in letter and spirit - and other regulations, including but not limited to those set out for standards of dress, the IT responsible users' policy, the anti-bullying strategy. Pupils should understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.
- Everyone has a right to feel secure and to be treated with respect at Wycombe Abbey, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying Strategy is available on our School website and our approach to bullying (both offline and online) is set out for pupils on the School SharePoint (MyWycombe) and in the boarding Houses. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, gender (identity), sexual orientation, physical disability or learning difficulty.
- We take our duties under the Equality Act 2010 seriously and make appropriate reasonable adjustments for pupils with special educational needs/disabilities. (This is further detailed in our Equal Opportunities for Pupils Policy available on the School website).
- We expect pupils to be keen to learn and to participate in School activities and to ensure they are not a barrier to others learning and participation in school life.
- Pupils, Parents and Staff are asked to adhere to the Attendance Registration and School Roll Policy – available on request.
- All members of the community should respect the buildings, equipment, furniture and the environment in which the School is set. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

4. Pupils Community Rules

Wycombe Abbey aims to help every pupil to learn to take responsibility for their own actions and to recognise the importance of certain rules designed to protect both the individual and the community. The Community Rules are founded on the principles of consideration for the health and safety and emotional and physical wellbeing of everyone.

The Community Rules apply to all age groups and at all times when the pupil is:

- at School;
- representing the School or wearing School uniform;
- travelling to and from School;

- associated with the School at any time.

The Community Rules are set out in each boarding house and on the SharePoint (MyWycombe) for both pupils and parents. A summary of the primary principles is also available in Houses and in the Useful Information Booklet.

Pupils are expected to know and understand these rules and to read them through with their parents and Housemistress. The Community Rules will be amended from time to time and reinforced at assemblies and on other appropriate occasions, and will be applied in both spirit and letter.

The School's approach to the use of mobile phones by pupils is set out below:

- Pupils from Upper III to Upper V are not permitted to have their mobile phones with them during the School Day. Boarders should keep their mobile phones in their Houses, and Day Boarders should hand their mobile phones into the School Office, or Boarding House for safe keeping. These rules are in place from Monday to Friday between 8:10am and 5:20pm, and on a Saturday between 8:50am and 12:00pm.
- Pupils in the Upper V who go on Study Leave during the Summer Term will be permitted to have their mobile phones with them during the School Day, but they must not be seen, heard or used unless in designated spaces. These rules are in place from Monday to Friday between 8:10am and 5:20pm, and on a Saturday between 8:50am and 12:00pm.
- Pupils in the Sixth Form are permitted to have their mobile phones with them during the School Day, but they must not be seen, heard or used unless in designated spaces. These rules are in place from Monday to Friday between 8:10am and 5:20pm, and on a Saturday between 8:50am and 12:00pm. Use of mobile phones for the Sixth Form is reviewed on a termly basis by the Deputy Head (Pastoral) and Director of Sixth Form to ensure that high standards of behaviour continue to be demonstrated.
- No mobile phones are permitted in corridors or any social spaces, such as the Main School Dining Room, the Courtyard Cafe or Chapel. Mobile phones are also not permitted in auditorium spaces during performances, including LAC Theatre, ARH and Big School.
- Any pupils seen using their mobile phone in an area that they are not meant to will have their mobile phone confiscated and taken to the School Office for safe keeping for 24 hours. The member of staff must record this on CPOMS, and the Housemistress will then speak with the pupil and inform parents. Repeated incidents where an individual pupil has had their mobile phone confiscated will result in an escalation of sanction, such as a Conduct, School or Headmistress' Detention.

5. Rewarding Good Behaviour

Our aim is to promote good behaviour as well as to celebrate pupil's successes and both the School's Community Rules and our Code of Conduct are designed to encourage positive behaviour and self-discipline. All staff celebrate pupil's successes, promote high standards of effort and behaviour and encourage pupil progress using both written and verbal praise whenever possible.

Departmental reward systems, such as stickers, as well as the School's commendation system, including Headmistresses commendations, encourage effort and endeavour as well as recognising excellent achievement. This system extends to extra-curricular and House activities where social skills in particular are rewarded. Alongside providing feedback on pupil's academic progress school reports aim to constructively convey all of a pupil's achievements to their parent(s).

The Gazette displays many achievements publicly and many other achievements are recognised publicly via the Headmistress's announcements in the weekly School meetings. Major successes are also announced to the whole School at the End of Term "Mark Reading", First Morning School Meetings and Leavers' Ceremonies where School prizes and certificates are awarded in recognition of achievement, effort or significant improvement or contribution in academic subjects, sport, art, music, drama or service to the School, as well as awards and certificates from external agencies.

Achievements, both large and small, are celebrated on a smaller scale in the House, through pupils bringing commendations to their Housemistress and public celebration in House Orders. Houses and Tutors will share positive news of good behaviour, or specific accomplishments with parents, wherever possible.

6. Teaching and Learning

Wycombe Abbey aims to raise and support the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning and are encouraged to make the most of the wide-ranging learning opportunities made available. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our House and teaching staff offer every child a high level of individual attention, together with consistent and helpful advice that is supported by pupil's individual tutor and through the House system. In return, we expect every pupil to cooperate and to work productively.

7. Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at Wycombe Abbey undertake to uphold the School's policies and regulations, including this Policy, when they sign the Acceptance Form and agree to the School's Terms and Conditions as part of the Parent Contract. Parents and Guardians are expected to support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities, prep/private study and community living. We are always happy to consider suggestions from parents and hope that they find the School responsive and open-minded.

In the event of any inappropriate behaviour the School will liaise closely with Parents and Guardians and, if relevant, other support agencies.

8. Involvement of Pupils

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them; in House, Wellbeing lessons, Tutor Periods, Whole School Consultation and via the Head Girl Team and Prefects, who meet individual members of ELT several times a week or School Council, which meets termly. Pupils may also provide comment, suggestions and feedback on school life via the Listening@Wycombe page on the Pupils SharePoint site. Where possible the Headmistress finds a mechanism to feed back to the School, often via Big School Assemblies or via the prefect team and Head Girl or in House Order.

9. Unexplained Absences

We will always contact the parent and/or guardian on the first day of an unexplained absence in order to ensure that their child is safe. Please note that it is the Governing Council's policy usually not to allow absences for events such as a holiday to be taken during term and that, if it is necessary, permission must be sought from the Headmistress or a Deputy Head for each specific absence.

10. Breaches of School Discipline

Sanctions help us to set boundaries and to manage challenging behaviour. Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Headmistress in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmistress undertakes to apply any sanctions fairly, in accordance with the procedures of natural justice, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity.

Examples of sanctions include:

- withdrawal of privileges
- attendance at detention
- confiscation of property that is being used inappropriately or without consideration
- target/report cards
- reporting in at specified times
- assistance with appropriate domestic tasks
- withdrawal from a lesson, school trip or team event

Corporal punishment is illegal and is never used or threatened at our School.

The Headmistress may prescribe and authorise the use of sanctions which comply with good education practice, and which promote observance of the School Code of Conduct and compliance with the Community Rules.

All staff play a part in maintaining high standards. Pastoral and Boarding Staff monitor the behaviour of pupils within the boarding Houses. Teaching staff manage issues of late prep or poor behaviour in a lesson according to the School wide policy agreed by Heads of Department and summarised in the Wycombe Abbey Guide to Behavioural Sanctions. Outside of lessons, lack of co-operation, disruption of others' study or sleep or otherwise putting at risk their own or others' health and safety are likewise managed with as much consistency as possible, taking into account both the needs of the individual and those of the community. Housemistresses, Heads of Section and Heads of Department have a responsibility to help manage behaviour. Members of the School's Executive Leadership Team will support members of staff and manage more serious cases of misbehaviour.

Pupils are aware that they are responsible for their online behaviours and the behaviour using digital devices and will be treated in line with the School's wider approach to discipline.

10.1 Serious Misbehaviour

The School's policy on Exclusion, Removal and Review is on the School's website, and all parents and pupils should be aware of the more serious sanctions, including School/Headmistress' detentions, suspension and exclusion, that can be imposed for serious breaches of the Community Rules and Code of Conduct, including but not limited to criminal behaviour.

Examples of serious breaches of the Community Rules and Code of Conduct which may result in serious sanctions include:

- Drug abuse
- Alcohol and tobacco abuse (including vaping and nicotine products)
- Theft
- Bullying including Cyberbullying, Peer on Peer/Child on Child abuse
- Physical assault/ threatening behaviour
- Fighting/aggression
- Being missing for a long period and putting them self at risk
- Any behaviour which endangers her own and others' health and safety
- Bringing the School into disrepute
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Seriously adversely affecting the reputation of the School and/or its community
- Plagiarism, dishonest academic practise and serious disruption to the academic business of the School
- Being complicit in any of the above

Please see also the School's Anti-Bullying Strategy for details of how bullying is prevented and how we respond to it when it does arise.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and /or warnings.

10.2 **Allegations against staff**

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding and Child Protection Policy.

Should an allegation made by a pupil against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the Exclusion, Removal and Review Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

10.3 **Behaviour Related to SEN and/or a Disability**

The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability and will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly. Where restrictive interventions or exclusion needs to be considered, the School will ensure that a disabled pupil is able to present their case fully where their disability might hinder this.

Pupils with additional needs will be supported by staff known to them such as House staff, the Learning Enhancement department and/or the Health Centre as appropriate.

When issuing a sanction to a pupil with identified SEN needs or disabilities, staff must consider measures that can be taken to make the pupil more comfortable. This could include adapting the sanction based on the pupil's needs. Staff should consult the pupil's Housemistress, Head of Section and the Head of Learning Enhancement when deciding whether amendments are required. A written record of the decisions made, and any adaptations implemented should be uploaded to CPOMS.

The School will work with the pupil, parents and other professionals to:

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings.
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Council will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

10.4 **Contextual Safeguarding**

The School will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil, including the potential for behaviour to be an example of child-on-child abuse. Any member of staff who reasonably suspects that a pupil maybe suffering, or is likely to suffer significant harm, they must follow the procedures set out in the Safeguarding and Child Protection Policy and discuss with the Designated Safeguarding Lead (DSL).

10.5 **Misbehaviour outside of School**

The School will apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside of the School whether:

- taking part in an activity organised by the School,
- travelling to and from School,
- during periods of remote teaching and learning,
- wearing the School uniform
- or in some other way identifiable as a pupil at our School
- where behaviours impact negatively on other members of the School community.

11. **When Sanctions will be Applied**

The School aims that disciplinary measures are seen by everyone as a deterrent and above all that any sanctions are applied fairly, consistently and are appropriate to the seriousness of the offence. Therefore, there is a clear scale of sanctions and a staged process of progressing through them.

The Wycombe Abbey Guide to Behavioural Sanctions sets out the breaches of discipline which usually merit sanctions or exclusion. Pupil's permanent disciplinary record will include details of serious and high-level sanctions.

11.1 Definition of key sanctions

Detention: A pupil may be placed in detention by members of teaching staff. There are a number of different detentions including departmental detentions, Conduct detentions, School detentions and Headmistress' detentions. These take place in School and are supervised by staff.

Gating: A Pupil may be "gated" by their Housemistress or at the request of a member of ELT. A gated pupil is expected to remain in their House in the evening and over the weekend and sign in regularly with the member of staff on duty.

Rustication: A pupil may be released home or to an educational guardian for a specified period of time, usually a weekend, but without further disciplinary consequences. This sanction will be applied by a member of the Executive Leadership Team.

Suspension: A pupil may be placed under internal or external suspension by the Headmistress while a complaint is investigated or as a sanction in its own right. In the absence of the Headmistress, a pupil may be placed under suspension by a Deputy Head.

Withdrawal: For a serious breach of School discipline falling short of one for which exclusion is necessary, but such that the pupil cannot expect to remain a member of the School community, the pupil may be required to leave permanently. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school. A boarder may be required to leave boarding without necessarily being required to leave the School. This sanction will be applied by the Headmistress.

Exclusion: A pupil is liable to exclusion for a grave breach of School discipline, for example, a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal exclusion implies that the pupil's name will be expunged from the roll of the School and reference to the facts and circumstances may be made in response to every request for a reference. All outstanding fees up to and including the term of exclusion shall be payable and any deposit shall be retained by the School. This sanction will be applied by the Headmistress and only after discussion with the Chair of Governors.

The Headmistress is required to act fairly and in accordance with the principles of natural justice. The Headmistress will make a decision on a case-by-case basis, will exclude a pupil from the School only as a last resort and will not exclude a pupil other than in grave circumstances. Please see our separate policy on Exclusion, Removal and Review – available on the School website.

11.2 Records of Sanctions

Any sanction must be recorded on CPOMs, along with details of the task set, evidence of the task, adaptations made for SEN/Disability and communication with parents.

Administration of major punishments (Suspensions, Removal from boarding, Withdrawal, Exclusion) are recorded in the Suspensions and Other Major Sanctions File, with the name of the pupil concerned, the reason for the punishment, and the name of the person administering the punishment. These records are also entered onto a pupil's record. (Paper and Electronic).

A separate central record will be kept of all bullying incidents or concerns regarding bullying, in accordance with the Anti-Bullying Strategy.

It is the School's policy to keep all our pupil sanction records securely until the pupil has reached the age of 25, when they will be destroyed in line with the School's Data Management and Retention Policy. They may be disclosed to a third party and as required by statutory regulations.

12. Search

When there is reasonable suspicion that a pupil is in possession of vaping equipment, tobacco, tobacco products and cigarette papers, fireworks, offensive weapons or images, alcohol and any controlled drug, the School reserves the right to search their property and/or ask the pupil to take a breathalyser test. Any item which has been or is likely to be used to commit an offence or cause personal injury or damage to the property of any person, including the pupil themselves, will come into this category. The right to search also applies if there is reasonable suspicion that a pupil is in possession of stolen property. The extent and nature of the search should be proportionate to the value of or "risk factor" of the item sought, otherwise it may be considered unreasonable. (Further details on how a search will be conducted and obtaining pupils permission can be found in the Search Policy, available on request).

13. Investigation

We will always investigate rumours about involvement in the use of substances, including questioning a pupil, searching their room and personal possessions, following appropriate procedures. The School reserves the right to require a pupil to undergo drugs screening if involvement with drugs is suspected. We will inform Parents and Guardians as a matter of urgency and invite them into the School to discuss the matter. The Drug and Substance Education Policy sets out the School's policy on drugs screening.

14. Restrictive Interventions

Like all schools, we reserve the right for our staff to use restrictive interventions, including reasonable force and seclusion, to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing risk of personal injury to any person (including the pupil themselves)
- Causing risk of damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the School, or among any pupils receiving education at the school, whether during a teaching session or otherwise

This power applies to any member of staff who works at the School. The power may only be exercised where:

- the member of staff and pupil are on the premises of the School; or
- they are elsewhere and the member of staff has lawful control or charge of the pupil concerned.

Further details on the use of the use of restrictive interventions is detailed in the School's policy on Restricted Interventions, available on request.

15. Position on resolution, rehabilitation and reintegration

The School's discipline policy and procedures aim to promote good behaviour and to provide a safe, well-ordered community for all who study, work and live here, or by remote teaching and learning. The School recognises that once disciplinary procedures have been conducted and appropriate sanctions completed pupils should be able to return to their normal school life. On occasions pupils may be asked to meet with an appropriate member of staff specifically to discuss their future behaviour and conduct following the sanction. Pupils may be asked to commit to an individual code of conduct which will be discussed with pupil and made available, on request, to parents or guardians. These measures will be designed to help model good behaviour and promote positive outcomes for the individual. Pupils returning from sanctions will have the opportunity to make a fresh start and continue with their life at School.

16. Complaints

Should anyone wish to complain about the operation of this Policy, it is hoped that any difficulty can be sensitively and efficiently handled before it reaches the formal complaint stage. However, the School's complaints procedure is available on the School's website.

Member of staff
Reviewed

Deputy Head (Pastoral)
August 2026

Version BEHA/9a/v17/26

Related Documents

Principles of Boarding and Community Rules
Wycombe Abbey Guide to Behavioural Sanctions
Attendance Registration and School Roll Policy
Safeguarding and Child Protection Policy
SEND Policy
Exclusion, Removal and Review Policy
Equal Opportunities for Pupils Policy
Staff Code of Conduct
Anti-bullying Strategy
Search Policy
Restrictive Interventions Policy
Drug Substance Education Policy
Data Management and Retention Policy