



BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Parents may read this policy on the public section of the website.

RESPONSIBILITY

Staff Members:

Headteacher & Deputy Head

Last Reviewed:
To be Approved by Governors:
Next Review:

December 2025

December 2028

BEHAVIOUR, REWARDS and SANCTIONS POLICY

This policy takes into account the advice given by the DfE in “Behaviour and Discipline in Schools” (Jan 2016) and “Behaviour in Schools” (July 2022)

This policy applies to all children at Unicorn School, including those in the EYFS and those with SEN.

This policy is available on the school website.

The Behaviour, Rewards and Sanctions Policy should be read alongside the Anti Bullying Policy and the Child Protection and Safeguarding Policy

Behaviour expectations

Good behaviour in schools is central to a good education. Unicorn school aims to manage behaviour well so that we can provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

At Unicorn, positive behaviours are more likely as we proactively support pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

Our core values:

Unicorn children are courageous, reflective and, above all, kind.

The Unicorn Code of Behaviour: In accordance with Article 12 of the UN Convention on the Rights of the Child, Unicorn School involves the children in reviewing and setting the school’s Code of Behaviour (the Unicorn Code). The Unicorn Code is a document that is written and amended regularly by various school council members, together with the Head.

The Unicorn Code states:

- Be kind to everyone, not just your friends
- Make sure that everyone feels included
- Respect the possessions of the school and other people
- Be polite to adults and other children
- Always try your best

Rewards and Incentives

Incentives and rewards are a significant aspect of Unicorn School ethos. Their purpose is to provide positive feedback to individuals and to help them to recognise when they show adherence to Unicorn values or an aspect of the Code of Behaviour. They can also motivate the pupil to produce high quality work. All rewards are applied fairly and consistently in accordance with the School's Inclusion Statement and Equal Opportunities Policy.

Individual classes have different rewards systems in place which vary according to the teacher and include certificates, stamps, stickers, medals, being placed on a star chart, mention in the newsletter and comments to parents.

House Points

From Orange to Ultra Violet all children are placed in Houses and are encouraged to earn points for their House. House points are awarded by all staff for a wide range of positive behaviour including good work, politeness, table manners, specific achievements or extra effort, helpfulness and similar.

Star of the week

Each week class teachers pick their 'Star of the Week'. This can be picked for a variety of different reasons, but effort and behaviour are very common reasons. Stars of the Week receive a certificate in the Whole School Assembly and the week's winners are announced in the newsletter.

Celebration Assemblies

Throughout the year, Unicorn also has regular Celebration Assemblies where parents are invited to join in celebrations of children's achievements. Children can be celebrated for a wide variety of things including a particular piece of work, a musical or sporting achievement or effort. They are rewarded with a certificate. Each child is celebrated at least once a year.

Prize Giving Assemblies

In addition to daily rewards, Unicorn also has a termly Prize Giving Assembly. Prizes are decided collectively by staff. Prizes are given for a wide variety of things including excellence, improvement, effort, courtesy, kindness and contribution to school life.

The school ensures that prizes are awarded fairly, and a record of all prizes awarded is kept. Children are presented with certificates to retain as well as a trophy which is returned in time for the next prize giving. The assembly itself is a celebration of achievement and is not intended to be a competitive situation. Parents are always welcome to attend and share their children's achievements.

Other Assemblies

Other rewards are also shared in regular assemblies and can be issued directly from the Head for exceptional work, effort and/or courtesy. Children's sports and music and extra-curricular efforts are celebrated regularly.

Poor Behaviour

The school expects high standards of behaviour and children are expected to adhere to the Unicorn Code and develop self-discipline. In lessons, behaviour must be of a standard that allows constructive teaching and learning to take place and all members of staff have a duty to ensure that ill-mannered, inconsiderate, difficult or disruptive and aggressive behaviour are not tolerated either in the classroom or the playground. Children are expected to show respect, consideration and courtesy to others at all times.

Any misbehaviour is investigated and responded to using a restorative approach. When investigating an incident or allegation, children are asked three core questions:

- *What did you do?*
- *What should/could you have done?*
- *What can you do now to put things right?*

The aim of any response to poor behaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive and to prevent the recurrence of misbehaviour. The response may have various purposes:

Deterrence: both for a specific child or as a general deterrence.

Protection: keeping children safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk

Improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils may test boundaries, may find their emotions difficult to manage or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Sanctions

In the cases of established poor behaviour choices and, in particular, breaking of the Unicorn Code, various strategies, systems and sanctions are used dependent on the age and needs of the child in question.

There is a graded response of sanction – Consequence 1 and Consequence 2.

Consequence 1 (C1) sanctions include:

- verbal reprimands

- being moved within the classroom to a different seat
- missing some of a playtime
- losing a class-based privilege
- being sent to another class teacher

Should poor behaviour be persistent, or a behaviour offence is considered to be more serious then children would receive a Consequence 2 (C2) sanction. Parents are always informed if a child receives a C2 sanction.

Consequence 2 (C2) sanctions include:

- being sent to a member of SLT
- a written task such as an account of their behaviour
- school based community service, such as cleaning tables in the hall
- being sent to the Head
- asked to complete work outside the Head's office (internal exclusion)
- loss of a school-based privilege- for example if misbehaviour occurs during Junior Clubs or at a sports event then it may be deemed appropriate for a child to miss the next event or club

In most cases children will be asked to try and 'put things right' by accepting responsibility and apologising for their poor behaviour choices.

Exclusion

Should a child receive multiple C2 Sanctions then the Head, in consultation with a non-parental Governor, may exclude (suspend) a pupil. Please note that some senior schools enquire about exclusions in their 11+ reference request paperwork. For serious, or persistent, breaching of the School's Code, pupils can be excluded for one or more fixed term periods, not exceeding more than 30 days in one school year.

A decision to exclude a pupil permanently will only be taken as a last resort e.g. as a result of repeated anti-social behaviour or where an exceptional 'one off' offence has been committed, e.g. serious violence or abuse, actual or threatened, against another pupil or carrying an illegal drug / offensive weapon. In cases of persistent bullying (please see Anti-Bullying Policy), exclusion may be a necessary sanction.

Appeals

Parents are entitled to appeal to the governing body against exclusion, whether short term or permanent. A letter stating the intention to appeal should be sent to the non-parental Co-Chair of Governors, at the school within 48 hours of the notice of exclusion being served. The Co-Chair of Governors will meet with two other Governors (neither of whom will have children in the class) as quickly as possible, and within 10 working days. The governors' decision is final. If the non-parental Co-Chair is not available, they will refer to it another non-parental governor.

Corporal Punishment and Restraint/Physical Intervention

Corporal punishment is prohibited. This includes the administration or threat of corporal punishment to a pupil during any activity, whether or not within the school

premises. The prohibition applies to all members of staff including all those acting in loco parentis such as unpaid volunteers.

Under subsection 548 (5) of The Education Act 1996 teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to or an immediate danger to the property of a person (including the child himself)'. Appropriate physical contact can be used to prevent pupils

- from endangering themselves or other pupils and staff
- causing serious damage to the premises and property

A number of staff are trained in appropriate physical intervention. The most recent training took place in November 2025.

The School follows The Statutory Framework for the EYFS on specific legal requirements relating to physical intervention. Teachers and assistants must not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's wellbeing.

Any occasion where physical intervention is necessary (in EYFS, KS1 or KS2) this should be recorded on CPOMS under the 'physical restraint' incident tab and parents should be informed about it on the same day.

Behaviour expectations and pupils with additional needs or Special Education Needs and/or Disability

The law requires schools to balance a number of duties:

- Under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours to meet the needs of those with SEND

Unicorn School recognises the need to manage pupil behaviour effectively, whether or not a pupil has underlying needs. In order to meet our obligations, the school seeks to put in place measures to both anticipate likely triggers of misbehaviour and put in place support to prevent these.

These measures might include:

- short planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- provision of 'calm' rooms during events such as school fairs and party days.
- training for staff in understanding conditions such as autism or ADHD

In addition, we, at Unicorn, recognise that adjustments may need to be made for pupils with additional needs. These adjustments may be temporary, for instance a

pupil who has recently experienced a bereavement may need to be pre-emptively excused for a routine to give them time and space from their peers.

We are also aware that poor behaviour can be an indication of an unmet need in a child. All behaviour entries into CPOMS are analysed at the weekly safeguarding meeting.

However, should a child with SEND or additional needs make poor behaviour choices or disrupt the learning of others in the class, despite measures being put in place to support their needs, then the graded system of C1 and C2 consequences outlined above would also apply to them.

Individual Behaviour Plans

If a child is struggling to make good behaviour choices, either through issues with SEND or other reasons, an individual behaviour plan will be made that is shared with the staff. This will include bespoke strategies to pre-empt any poor behaviour choices, and a clear progression of consequences so there is consistency in approach to that particular child.

Recording, and communication about, poor behaviour including serious misbehaviour

In the Juniors, communication books travel with the children to their specialist lessons. This way both positive and poor behaviour choices across all the subjects can be recorded and tracked.

Any C1 or C2 sanctions are recorded on CPOMS. A weekly safeguarding meeting looks at all CPOMS entries to look for trends, or unusual behaviour by a child which may indicate distress.

Class teachers brief other staff about children of concern at the Weekly Briefings, Staff Meetings, Infant Meetings and Junior Meetings.

Communication with Parents

In general, it is hoped that most minor incidents will be dealt with at school. The School may contact the parents informally, if they feel it is appropriate to do so. If a child reaches a C2 level of sanction, parents will be informed.

Should this be the case, parents are asked to respect the school's decision and adopt some form of consequence/reprimand at home.

Behaviour outside of school premises

The DFE guidance on Behaviour (July 2022) states that schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

This might include misbehaviour by pupils:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

Specific Behaviour Issues

Sexual violence or harassment: Sexual violence or harassment is never acceptable and will not be tolerated. Following any report of child-on-child sexual violence or sexual harassment offline or online we, at Unicorn, will follow the general safeguarding principles outlined in KCSIE 2025 and our own Child Protection and Safeguarding policy

Online behaviour: Unicorn School believes that the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, inappropriate language and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the Child Protection Policy.

Many online behaviour incidents occur outside the school day and off the school premises – parents are responsible for this behaviour. However often incidents that occur online will affect the school culture. We will take action should online behaviour possess a threat or causes harm to another pupil and/or has repercussions to the orderly running of the school, or if the behaviour could adversely affect the reputation of the school.

Mobile phones: Mobile phone use by students is not allowed on site or during school activities or events except in specific, explicitly authorised, circumstances.

False allegations against staff: If a pupil were found to have made a false accusation against any member of school staff, appropriate sanctions would be implemented and the pupil's parents would be contacted. The nature of the sanction imposed would depend on the severity of the accusation, but serious malicious accusations could result in exclusion.

Criminal Behaviour: If criminal behaviour is suspected, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Once reported, the school would ensure any further action taken would not interfere with any police action taken.

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