



THE UNICORN SCHOOL

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POSITIVE BEHAVIOUR POLICY

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September 2018

As well as being a requirement of the Children Act it is also important for parents, teachers and pupils to have a clear view of the system of discipline within the school.

From a positive point of view, the object of discipline should be to *encourage* particular modes of behaviour. These may be summarised as follows:

- Self control, positive self esteem and self discipline
- Consideration for others
- Punctuality
- Good manners
- Ability to organise one's own work and belongings
- Ability to integrate well with peer group and adults
- Respect for others' feelings and tolerance of others' weaknesses
- Responsibility for work, equipment and environment

Behaviour to be discouraged includes:

Low Level

unco-operation	pushing in
interrupting	attention seeking
telling tales	wasting time
being noisy	arguing about everything
cheekiness	play-fighting/horseplay
distracting others from working	squabbles

Medium Level

using bad/inappropriate language, including swearing	
arguing back with teacher	
graffiti	rudeness
kicking	hitting back
swearing at pupils	fighting
fibbing	refusal to follow instructions

High Level

vandalism	biting
vicious kicking	fighting/thuggery
swearing at staff	lying
racial abuse	stealing
verbal abuse of staff	extortion
running out of school	bullying, including verbal teasing/threats
dangerous refusal to follow instructions	
smoking	drug abuse
drinking alcohol	threatening behaviour
sexual harassment	possession and/or supply of drugs

Promoting and maintaining good discipline by system of rewards and sanctions

Wherever teachers can show an awareness of the circumstances, interests and needs of their individual pupils, the need for a sanction based discipline is reduced. High expectations of behaviour and the showing of respect towards and among pupils is likely to reduce the needs for punishment. Clear boundaries and consistent treatment of “offences” will make the application of our discipline policy very much easier since the pupils will know where they stand and will have a very good and clear idea of the consequences of their actions.

Rewards: for example

- Praise for effort, house points, merits
- Picking out individuals for praise in front of rest of the school
- Letter/e-mail home reporting good behaviour
- Giving more responsibilities
- Good News Slips
- Celebration postcards home
- Positive comments in written feedback
- Displays of students’ work
- Public recognition in assemblies

Sanctions:

- Loss of Golden Time (Years 3 – 8)
- Withdrawal of approval
- Staying in at break
- Withdrawal of privilege e.g. football, outing
- Taking responsibility for actions– e.g. cleaning up the mess they have made
- Making written record of offence
- Removal to work with Headteacher/Deputy Headteacher
- Calling in parents when appropriate
- Exclusion
- Permanent exclusion

Application of sanctions:

They must be applied consistently, so that pupils know what to expect.

Repetition of medium or high level offences must lead to a specific sequence of events, e.g.

1. telling off
2. verbal warning not to repeat offence
3. loss of Golden Time
4. lunch time detentions
5. make written record of offence in incident book kept in staff room
6. inform parents and possibly call them in
7. exclusion as last warning before permanent exclusion

There will be a clear series of stages which will be followed during a lesson if students are disrupting the teaching and learning;

Stage 1

If a student does not follow instructions to do something or to correct their behaviour:

- a first verbal warning will be given for example “you have chosen to not follow my instruction to ... this is your first warning”

Stage 2

If a student does not follow the stated instructions, whether to do something or to correct behaviour, after a first warning;

- they will be asked to stand outside the classroom
- the adult will have a quiet conversation with them to explain that this is a second warning and that should they choose not respond to this opportunity to correct their behaviour or follow instructions, they will be removed to work with the Headmaster or Deputy Headteacher
- the student will re-enter the classroom and continue with their set activity

Stage 3

If there is no improvement

- the student will be informed that this is now a Stage 3, and they are being removed from the classroom because their behaviour is disrupting the teaching and learning of other students.
- the reason for the student being removed will be clearly explained.
- the student will take their belongings and some work with them and they will go to work with the Headmaster or Deputy Headteacher.
- Details of the incident will be recorded on the school system, parents will be emailed and a lunchtime detention will be set.

Stage 4 - Please note that verbal aggression (extreme rudeness), verbal abuse (swearing), physical aggression (threatening behaviour) and physical abuse (physical contact) require immediate removal by the Headmaster or Deputy Headteacher.

However in extreme cases (e.g. possession of drugs, severe harm, whether physical or verbal, threatening behaviour, etc,) the child will be automatically expelled: parents will be contacted and asked to remove the child and police called if necessary.

A minority of pupils may need extra support of individual behaviour management plans, contracts, target sheets and daily or weekly report cards. For some of these pupils it may be appropriate to offer more intensive counselling, perhaps involving the use of outside specialists, who will work with the school and parents on a clearly defined programme.

This policy will be monitored and reviewed every two years.

Reviewed September 2018
Next review September 2019

Ann-Marie Martin