



**The Banda School**

# **BEHAVIOUR POLICY**

## **(INCLUDING REWARDS & SANCTIONS)**



## **Introduction**

The Banda aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of naturally interested children, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of co-curricular and extra-curricular activities.

The Banda is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat every child as an individual and aim to develop them as well-rounded young people equipped to take their place in the modern world. We see education as a partnership. The staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

This policy covers all pupils including those in Pegasus Early Years.

## **Aims and Expectations**

Our aim is that all of our pupils should be able to behave in socially acceptable ways. Our core values stem from our motto: Arduus Ad Stellas ('Reach for the Stars') and an additional motto: "We give our children wings and teach them how to fly. We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Pupil Code of Conduct.

## **Code of Conduct**

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated (see our Anti-bullying policy). The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, gender or physical disability (see our SEN and Equal Opportunities policies). We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community. To be socially aware, we believe that children should be able to:

- treat other children and adults with respect
- speak politely to other people
- have self-confidence and high self-esteem.

To encourage this at The Banda the staff will:

- treat all children and adults with respect
- speak politely to all other people
- praise children's efforts and achievements as often as they can
- explain to children what they should have done or said when they have behaved inappropriately
- keep parents updated about their child's efforts and achievements
- avoid using critical or sarcastic language.

All teaching staff receive training about the school's approach to behaviour at induction, including the use of rewards and sanctions (see below). The Banda aims to raise 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. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. In return, we expect every pupil to cooperate and to work hard.

### **Involvement of Parents and Guardians**

Parents and Guardians who accept a place for their child at The Banda undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work and extra-curricular activities.

We will always telephone home when an unexplained absence has occurred in order to check that the child is safe. Please note that it is The Banda's policy usually not to allow holiday to be taken during term. In exceptional circumstances, parents should complete the Absence Request section of the school's website to request permission.

### **Involvement of outside Agencies**

Whilst the majority of behavioural concerns can be dealt with 'in house', there are times when professional help may be sought. This may be from the School Counsellor, Educational Psychologists, councillors or a member of the Child Protection Advocacy Network (contacts available from Lucy Haywood).

### **Involvement of Pupils**

We believe that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions. Pupils are encouraged to speak up in class discussions or in conversations with staff. Our School Council and the Head's meetings with Prefects allows a regular forum for pupils to give suggestions and ideas.

## **School Code of Conduct, Rewards and Sanctions**

School Rules and Rewards are designed to encourage positive behaviour (see below). Sanctions are in place to help us to manage challenging behaviour. Specific rules exist within the various areas of the school (such as the Swimming Pool, Design Technology room and Science Laboratories). All staff are expected to reinforce the behavioural expectations of The Banda School. Staff work under the authority of the Head in enforcing expectations in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Head undertakes to apply any sanctions fairly, 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, detention, and suspension for a specified period.

Relevant behavioural concerns (including bullying) are logged on the school pastoral database, CPOMS, and are reviewed in order to ascertain whether a pattern is emerging. These concerns will be discussed amongst relevant staff, either at meetings of the Safeguarding Team or at staff meetings. The Head must always be informed of any significant breach of behaviour.

## **Rewards at The Banda**

An extensive system of rewards is in place, designed to encourage pupils in all areas of school life. Our children generally respond very positively to praise, and no opportunity should be missed to give it verbally when deserved. In general, encouragement and praise are more effective in securing co-operation and academic commitment than reproof and punishment.

The following rewards are in place:

### **Citizenship Badges**

These badges are awarded to children in the Lower and Upper school at any point during the term. They are awarded to those pupils who consistently:

- care about the feelings and rights of others
- show concern for the safety and well-being of others
- stay informed about issues and voice their opinion
- use their skills to make a better community

A child may be awarded up to three badges (bronze, silver and gold) during their time in the Lower School and then again in the Upper School.

### **Merit Badges**

These badges are awarded to children in the Lower School for exceptional hard work and achievement (at the child's expected level) across all areas of the curriculum. In the Upper School they are awarded for exceptional achievement in the areas of Music, Art, DT, Drama, Academics and the various different sports. Pupils may be awarded up to one per year in the Lower School, one in each area in Year 5 and 6, and one in each area in Year 7 and 8. Merit badges can be awarded at any point during the course of the term.

### **Colours**

Colours are awarded for excellence in: Art, Drama, Music, Academics, Cricket, Swimming, Athletics, Hockey, Cross Country, Netball, Rugby, Tennis, Football and Squash. Pupils can only receive colours once in each area, and they will be awarded to Year 8 pupils. Colours badges can be awarded at any point during the course of the term.

### **Stars**

Pegasus Early Years:

Informally, stars, stickers and stamps are utilised to recognise achievement. Individual awards such as Star of the Week, Good Manners Award and other positive praise certificates are given throughout the term. 'Star of the Week' certificates are given in assemblies which reward good work or behaviour. These 'Star of the Week' winners then have their pictures displayed on a display board

and or in the weekly newsletter. Reception and Nursery classes all have sticker charts and stickers can be awarded for any form of good work or behaviour.

#### **Lower School:**

Informally, stars, stickers and stamps are utilised to recognise achievement. Individual awards (certificates) are given out during the term in assemblies. Stars are collated at the end of term and contribute towards the overall House total.

#### **Upper School:**

Formally, stars can be awarded for academic achievement and/or effort in a lesson, for Prep and, occasionally, for extra work undertaken at home. Teachers record stars in exercise books and enter them into the Engage database where a tally is kept. Star certificates are awarded to the highest achievers at the end of term. All stars are included in the totals for each House during a term and play a part in determining the winning House.

### **Neat Work Book**

To encourage good handwriting and presentation, Neat Work Books are rewarded to children throughout the term. These are written on a piece of work and then rewarded through end of term certificates in the Lower School and Upper School.

### **Green Card (Reward)**

To counteract the sanction cards (yellow or red – see below), a green card is available to ‘reward’ exceptional or good practice in the Lower School. These will be handed to the children, who will then hand it on to their Form Tutor/Class Teacher. Those who receive the most green cards during a term will be rewarded in the end of term Assembly. A green card may be awarded, for example, for the following reasons:

- A pupil being exceptionally well-behaved or well-mannered
- A pupil offering exceptional kindness to another pupil who is obviously distressed
- Any act of extraordinary good that needs to be acknowledged
- The possibility of the whole class being awarded a green card for exceptional good behaviour.

### **Head's Award**

Teachers have the opportunity of sending a pupil to the Head to show them an exceptional piece of work. This will then be recognised through the handing out of a certificate during Assembly.

## **Lunch**

In Pegasus Early Years, the 'Marvellous Manners' award is given to children during lunchtime. In the Lower School, pupils are nominated for excellent table manners at the end of each week and have lunch at the 'Special Table.'

## **Responsibilities**

Annually a Head Girl and Head Boy are announced, as well as the Prefects and House Captains (from Year 8 and Year 4). Termly Captains of 1<sup>st</sup> team sport are announced. Informally, every effort is made to ensure that the following responsibilities are shared as widely as possible:

- Annual appointments of a class representative to the School Council
- Year 4 'buddies' for 'lonely' or new pupils in the Lower school, if required
- Peer mentors/buddies for new pupils in the Upper school, if required
- Form Monitors/helpers and Leaders in Pegasus Early Years and Lower School

## **Assembly**

This is an opportunity to recognise any pupil with in-school certificates for a variety of attainments and achievements as well as recognise pupils for any external awards if notified by the parents.

## **Sanctions at The Banda**

It should be understood that, as one of the main purposes of any sanction is to correct behaviour, pupils are expected to learn from their mistakes (and from any sanctions imposed), and not to repeat them. Any level of punishment should be proportionate to the seriousness of the offence. Sanctions need to be applied fairly and consistently. They need to be understood by pupils and seen by them as fair, if they are to work properly.

The Banda applies the following guidelines:

- No form of corporal punishment is to be employed under any circumstances, nor anything which might be construed as such
- It must be made quite clear to pupils how they have transgressed, and why they are being punished; misdemeanours will be addressed if not always, necessarily, punished
- Groups of pupils should not be punished for the misdeeds of an individual in their midst.
- Consideration should be made for pupils with SEN or disabilities and the sanction adapted appropriately.

### **Warning (Yellow) Card System (Lower and Upper School)**

To be given in a situation when a minor offence has been committed, for example, an unkind remark made to another child, or wearing the wrong uniform. Such

1. Any misdemeanour will be entered into the Engage database (Lower and Upper School). The record of Yellow cards is monitored by the Deputy Head, the Assistant Director Pastoral and the Head of Lower School.
2. Any pupil who offends will be told that they are being given a yellow card and the reason for the misdemeanour. Pupils who incur 3 yellow cards (regardless of the time period over a term) will be disciplined by a detention during the week of the third offence.
3. The Form Tutor/Class teacher will have the responsibility of informing the pupil of their detention and the reasons why. Parents of a pupil in detention will be informed clearly explaining the reasons why. This should be done by email or phone call, but NOT written in the Pupil Diary.
4. Detention will take place with the Deputy Head, the Assistant Director Pastoral or the Head of Lower School during a Break or lunch time. A relevant piece of reflective writing will be done during this time.
5. A pupil who attends two consecutive weekly detentions will be referred to a higher level and appropriate action taken.

### **Immediate Action (Red) Card (Lower and Upper School)**

To be given in a situation when an offence is deemed to be punished (immediate detention) without warning (by-passing the yellow card 'warning system'). The Class teacher or Form Tutor will be informed and will then inform the Director Pastoral or Head of Lower School and the parents. Such circumstances might include:



- Deliberate physical harm caused to other pupils
- Deliberate harm to school property
- Use of inappropriate or unkind words involving racist language or swearing
- Disobedience of an extraordinary nature

Red cards are logged on the school database, Engage and on CPOMS. These records are analysed to see if there are any patterns in behaviour which may require further investigation.

### **Warning (Purple) Card System (Upper School)**

Any misdemeanour related to academic disorganisation will be recorded by the giving of a purple card. Any teacher issuing a purple card will enter the relevant information into Engage and this will be monitored by the Form Tutors.

1. Any pupil who offends will be told that they are being given a purple card and the reason for the misdemeanour. Pupils who incur 3 purple cards (regardless of the time period over a term) will be placed on an Achievement /Target Card which will be monitored by the Form Tutor and the Assistant Director Pastoral.
2. The Form Tutor will have the responsibility of regularly checking the Achievement/Target Card.
3. Depending on the severity of the case, the Assistant Director Pastoral may wish to inform the pupil's parents.

### **Achievement/Target Cards**

The emphasis of this card is on positive monitoring and achievement rather than punishment and encourages the pupils to take greater and more active responsibility for themselves. Usually the card is carried by the pupil throughout the day and teacher comments inserted after every lesson. It is then discussed with the Form Tutor and the relevant SLT member, and the child's own comments on their progress sought.

### **Suspension**

This sanction is used in very serious breaches of discipline. It can only be used by the Head and the parents of the pupil concerned will be asked to come in for a meeting. The pupil will be asked to remain away from the school for a number of days decided upon by the Head. It may take the form of an 'internal' suspension whereby the child is at school but is closely monitored by members of staff and he/she does not take part in the normal proceedings of the day. Full records of suspensions will be recorded on CPOMS. Repeated internal suspensions or breaches of discipline may result in a 'permanent suspension'. Full records must be kept of the proceedings.

## A Summary of Sanctions

Yellow Card	Purple Card (Upper School)	Red Card	Suspension
<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• An unkind comment made to another child</li> <li>• 5 minutes late for a lesson (after warning)</li> <li>• Disruption in a lesson (after warning)</li> <li>• Consumption of sweets/chewing gum</li> <li>• Not taking pride in appearance (after warning)</li> <li>• Running indoors</li> <li>• Inappropriate use of iPad</li> <li>• Refusing to follow instructions</li> </ul> <p><i>Note – 3 yellow cards in a term will result in a break/lunch detention and parents informed</i></p>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Prep not handed in on the correct day</li> <li>• Forgotten equipment required for the lesson</li> <li>• iPad forgotten or not charged</li> </ul> <p><i>Note – 3 purple cards in a term will result in a Target Card overseen by Form Tutor</i></p>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Deliberate physical harm caused to another child</li> <li>• Targeted unkindness and disrespect towards others</li> <li>• Deliberate harm to school property</li> <li>• Dangerous behaviour</li> <li>• Theft</li> <li>• Use of inappropriate or unkind language involving racist/discriminatory comments or swearing</li> <li>• Disobedience of an extreme nature</li> <li>• Extreme misuse of iPad such as changing settings</li> </ul> <p><i>Note – A red card will result in a break/lunch detention and parents informed</i></p>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Persistent bullying</li> <li>• Use of substances such as cigarettes, drugs, vapes or alcohol within school</li> <li>• Serious health and safety violations</li> <li>• Serious breach of discipline</li> </ul> <p><i>Note – suspension may be internal (during the school day) or external (the child will remain away from school for a period of time decided upon by the Headteacher)</i></p>

## Action in the case of false allegations

Where an allegation made by a child is proven to be false, the Head and the DSL will investigate as to whether the child may be suffering from abuse. If an allegation is found to be intentionally factitious and malicious, the Head will decide what the proper sanction will be for the pupil who made the false allegation. The school has the power to suspend pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

## Sanctions at Pegasus Early Years

All incidents are recorded in a 'Weekly Incident Book' kept in the Head's Office at Pegasus Early Years, and incidents of a more serious nature and recorded on CPOMS. The Head of Pegasus Early Years must be made aware of the 'Incident' as soon as possible. Staff at Pegasus Early Years use positive behaviour strategies to encourage good behaviour. Children may also be given 'time out' or sat on the 'thinking chair' to reflect on their behaviour. A huge emphasis is placed on open communication between teacher and parent to ensure that if a child has behaved badly, the parent is informed. In the weekly staff meeting, teachers raise 'Children of Concern'. This makes all staff aware of any children who need to be encouraged to behave sensibly and it also reminds staff to be extra vigilant during playtimes.

## Reasonable Force

Like all schools, we reserve the right for our staff to use reasonable force 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 personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

"Any teacher who works at the school"

"Any other person whom the head teacher has authorised to have control or charge of pupils"

Staff are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Consider:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- "The chances of achieving the desired result by other means
- "The relative risks associated with physical intervention compared with using other strategies"

The Headteacher and in their absence, the Deputy Head, are the people to whom staff should immediately (within thirty minutes of the event) report any necessary intervention in the event of having to separate a child or use physical force to stop a child from hurting themselves or others. All incidents where physical intervention is used to manage a child's behaviour should be recorded on CPOMS, and parents should be informed about it on the same day.

**Date of next review:** September 2026