



The Banda School

BEHAVIOUR POLICY

(INCLUDING REWARDS & SANCTIONS)



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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 lifelong learners. We develop qualities of teamwork 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 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.

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.

Staff are also encouraged in the following:

- teaching behaviour rather than simply punishing it
- restorative practice
- repairing harm
- understanding the reasons behind repeated behaviour
- considering safeguarding concerns
- considering SEND and other additional needs
- recognising that behaviour can be a communication of an unmet need
- distinguishing between deliberate misconduct and behaviour arising from developmental or additional needs.

All teaching staff receive training about the school's approach to behaviour at induction, including the use of rewards and sanctions (see below). Further staff training takes place in INSET and other professional development sessions. 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.

Repeated or sudden changes in behaviour, persistent absence, aggression, withdrawal, sexualised behaviour, bullying, self-harm indicators or other concerning behaviour may indicate that a child is experiencing harm or needs additional support. Staff are reminded that they must follow the school's safeguarding procedures and report concerns to a DSL where appropriate.

Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at The Banda are expected to support the School's values, policies and expectations. This includes working in partnership with the School to promote positive behaviour, regular attendance and punctuality, appropriate standards of dress and appearance, a positive approach to learning and constructive participation in the wider life of the School.

Strong, respectful and open communication between home and school is an important part of supporting children to develop positive behaviour and relationships. The School will keep parents informed about significant behaviour concerns, while also sharing successes and positive achievements wherever possible. Where a child is experiencing difficulties with behaviour, the School will work with parents to understand the circumstances, identify appropriate support and agree constructive ways forward.

Parents are encouraged to raise any concerns about their child's behaviour or wellbeing with the School so that these can be addressed promptly and collaboratively. We believe that when parents, pupils and staff work together, children are best supported to understand expectations, take responsibility for their actions and develop the skills they need to thrive.

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.

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. Each case is reviewed extremely carefully, in discussion with other relevant staff members, to ensure that the sanction or actions are carefully matched with the incident and the child/children in question.

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 7 or 8 pupils. Colours badges can be awarded at any point during the course of the term.

Stars and other awards

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:

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. NWBs (Neat Work Books) are awarded for neat handwriting.

Upper School:

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.

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. 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 Prefects and House Captains (from Year 8 and Year 4). Termly Captains of 1st 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. All parents are invited to the annual Speech Day at the end of the academic year at which a number of pupils are recognised, and the achievements of the year celebrated.

Sanctions at The Banda - Systems

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. See table below for examples of when a Yellow Card may be given.

1. Any misdemeanour will be entered into the Engage database (Lower and Upper School). The record of Yellow cards is monitored by the Senior 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 Senior Deputy Head, the Assistant Head Pastoral or Head of Lower School. See table below for examples of when a Red Card may be given.

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.

Parents of all children linked to the incident will be notified.

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, which includes matches, lessons and performances. 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
<i>Examples may include:</i> • An unkind comment made to another child • 5 minutes late for a lesson (after warning) • Disruption in a lesson (after warning) • Consumption of sweets/chewing gum • Not taking pride in appearance (after warning) • Running indoors • Inappropriate use of iPad • Refusing to follow instructions <i>Note – 3 yellow cards in a term will result in a break/lunch detention and parents informed</i>	<i>Examples may include:</i> • Prep not handed in on the correct day • Forgotten equipment required for the lesson • iPad forgotten or not charged <i>Note – 3 purple cards in a term will result in a Target Card overseen by Form Tutor</i>	<i>Examples may include:</i> • Deliberate physical harm caused to another child • Targeted unkindness and disrespect towards others • Deliberate harm to school property • Dangerous behaviour • Theft • Use of inappropriate or unkind language involving discriminatory comments or swearing • Intimidatory or threatening behaviour towards reporting pupils by the perpetrator of transgression • Use of inappropriate sexual language or behaviour • Disobedience of an extreme nature • Extreme misuse of iPad such as changing settings <i>Note – A red card will result in a break/lunch detention and parents informed.</i> <i>Any of these offences may be upgraded to a suspension if deemed necessary by the Head.</i>	<i>Examples may include:</i> • Persistent bullying • Use of substances such as cigarettes, drugs, vapes or alcohol within school • Serious health and safety violations • Serious breach of discipline • Use of racist language explicitly towards another child. <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 Head)</i>

Behaviour in Pegasus Early Years

In Pegasus Early Years, behaviour is understood in the context of each child's age, stage of development and individual needs. Children are taught and supported to understand expectations through consistent routines, positive relationships, modelling, encouragement and praise. Staff recognise that young children are still developing their ability to regulate emotions, communicate their needs and manage relationships, and therefore respond to inappropriate behaviour in a calm, supportive and developmentally appropriate way.

Where a child behaves inappropriately, staff will use strategies such as gentle reminders, redirection, modelling the expected behaviour, helping the child to name and manage their emotions, and providing an opportunity for supported reflection in a calm space where appropriate. Staff will help children to understand what happened, why the behaviour was not appropriate and how they can repair any harm or make a better choice next time. Any response will be proportionate to the child's age and level of understanding. Children will not be subjected to humiliating, degrading or punitive practices.

Where behaviour is persistent or gives cause for concern, staff will work in partnership with parents to understand the circumstances and agree appropriate strategies to support the child. Concerns will be shared with the Head of Pegasus Early Years and, where appropriate, with the School's pastoral or safeguarding team. Behavioural concerns will be recorded in accordance with the School's recording procedures, with significant concerns also recorded on CPOMS where appropriate.

Where a pattern of behaviour may indicate an unmet need, developmental difficulty or safeguarding concern, staff will follow the relevant School procedures and seek advice from the appropriate pastoral, SEND or safeguarding staff. The aim is always to help the child develop the skills needed to regulate their behaviour, build positive relationships and participate successfully in the life of the School.

Bullying

The School is committed to providing a safe, respectful and inclusive environment in which every pupil feels valued and protected. Bullying is unacceptable and will not be tolerated. Bullying may be physical, verbal, relational or emotional, and may take place in person or online. This includes cyberbullying, racist or discriminatory bullying, bullying related to disability or SEND, and behaviour intended to intimidate, humiliate, isolate or deliberately cause distress to another pupil. All reports of bullying will be taken seriously, investigated appropriately and addressed promptly. Staff will listen to pupils, take appropriate steps to safeguard those involved, and work with pupils and parents to resolve the situation and prevent recurrence. Where bullying may also constitute a safeguarding concern or other form of child-on-child abuse, the School's safeguarding procedures will be followed. The School will also provide appropriate support to pupils who have experienced bullying and will take proportionate action in relation to those responsible, with due regard to their age, developmental stage and individual circumstances. (See the Anti-Bullying Policy for further details).

Racist Language

Racist language includes, but is not limited to, the use of racial slurs, derogatory remarks, stereotyping, “jokes” or banter relating to race, ethnicity, nationality or culture, and the mocking of accents or cultural practices. Such behaviour is unacceptable regardless of intent.

All incidents of racist language will be addressed promptly. The School will take appropriate action, which will include sanctions, communication with parents, restorative conversations, and educational interventions to support understanding and prevent recurrence.

Online Behaviour

The School expects pupils to behave respectfully, responsibly and safely when using the internet, social media, messaging platforms, digital devices and artificial intelligence (AI). Any form of online bullying, harassment, intimidation, discriminatory behaviour or misuse of digital technology to deliberately cause harm, distress or humiliation to another child is unacceptable. This includes the creation, manipulation or sharing of images, videos or other content using AI where this is intended to harm, embarrass, threaten or distress another pupil. Where such behaviour takes place at school, or involves school devices, systems or activities, it will be addressed in accordance with this Behaviour Policy and, where appropriate, the School’s Safeguarding and Online Safety Policies. Where an incident takes place outside school and is reported to the School, parents will be informed and the School will provide appropriate guidance and support. Where there are safeguarding concerns, the School will follow its safeguarding procedures regardless of where the behaviour has taken place.

Action in the case of false allegations

All allegations or reports of concern made by pupils will be taken seriously and dealt with in accordance with the School’s Child Protection and Safeguarding Policy. An allegation that cannot be substantiated should not automatically be regarded as false or malicious. Staff should distinguish between allegations that are unsubstantiated, unfounded, mistaken, malicious or deliberately fabricated, and should respond appropriately to the circumstances of each case.

The School is committed to creating an environment in which pupils feel safe to speak up about concerns and seek help. No pupil should be discouraged from reporting a safeguarding concern because they are worried that they may be punished if the concern cannot subsequently be proven.

Where, following appropriate investigation, an allegation is found to have been deliberately fabricated or made maliciously, the School may take appropriate action in accordance with this Behaviour Policy and the Child Protection and Safeguarding Policy. Any disciplinary response will take account of the pupil’s age, developmental stage and individual circumstances and will be proportionate to the seriousness of the behaviour.

Pupils with SEND

The School recognises that some pupils with SEND, including those with neurodevelopmental differences or communication and emotional regulation difficulties, may require additional support to meet the School's behavioural expectations. Staff will consider whether a pupil's SEND, developmental age, individual needs, known triggers or an unmet need may have contributed to particular behaviour before deciding on an appropriate response or sanction. Where appropriate, staff will make reasonable adjustments to behaviour strategies and sanctions, taking account of any individual support or behaviour plans in place. The aim is to maintain high expectations for all pupils while ensuring that behaviour is understood in context and that pupils with SEND are given appropriate support to succeed.

Reasonable Force and Physical Intervention

The School is committed to maintaining a safe environment in which pupils are treated with dignity and respect. Physical intervention should be avoided wherever possible and must never be used as a form of punishment or to deliberately cause pain, discomfort or humiliation. Corporal punishment is prohibited.

In exceptional circumstances, a member of staff may need to use reasonable and proportionate physical intervention to prevent a pupil from:

- causing serious injury or harm to themselves or another person;
- placing themselves or others at significant risk;
- causing serious damage to property; or
- seriously disrupting the safe and orderly operation of the School.

Any physical intervention must be necessary, proportionate to the circumstances and limited to the minimum force reasonably required for the shortest possible period. Staff should use verbal de-escalation, reassurance, distraction, redirection and other appropriate strategies wherever these are reasonably practicable before physical intervention is considered.

When deciding whether physical intervention is necessary, staff should take account of the seriousness and immediacy of the risk, the likelihood of harm occurring, the child's age and developmental stage, any known additional needs or vulnerabilities, and whether the desired outcome could reasonably be achieved by another means.

Any member of staff who uses physical intervention must report the incident to the Head or, in their absence, the Senior Deputy Head as soon as possible and normally within 30 minutes. The incident must be recorded promptly on CPOMS, including the circumstances leading to the intervention, the nature and duration of the intervention, any injury or damage, and the actions taken afterwards.

Parents or guardians will normally be informed on the same day when physical intervention has been used, unless there is a clear safeguarding reason why immediate notification would not be appropriate. Where an injury has occurred, appropriate first aid and medical attention will be provided.

Following any significant incident, the School will review what happened, consider whether further support is required for the pupil or staff involved, and consider whether the incident indicates a need for additional pastoral, SEND or safeguarding support.

All physical interventions must comply with Kenyan law and the School's safeguarding procedures. Nothing in this policy permits corporal punishment or any treatment that is cruel, inhuman, degrading or inconsistent with the dignity and welfare of the child.