



Mill Hill

Instilling values, inspiring minds

Grimsdell | Belmont | Mill Hill School | Mill Hill International

Promoting Positive Behaviour Policy Effective September 2018



INDEX

Key Points of Policy	Page 1
Instilling Values – Inspiring Minds/The PILLAR Model	Page 3
Introduction	Page 3
Aims and Objectives and Strategies to achieve them	Page 3
Definition of Roles	Page 4
Promoting Positive Behaviour	Page 5
Recognition and Rewards	Page 6
Consequences of Poor Behaviour	Page 9
Appendix 1 – Recognition and Rewards Matrix	Page 14
Appendix 2 - Sanctions Summary	Page 15
Appendix 3 – Sanctions Matrix	Page 16

KEY POINTS OF THE PROMOTING POSITIVE BEHAVIOUR POLICY

Purpose	The purpose of this document is to promote and sustain positive behaviour throughout MHS and MMHI. The term 'School' shall refer to either MHS or MHI or both schools, as appropriate.
PILLAR	ALL staff are to use the principles of the PILLAR model to help promote positive behaviour: PRIDE; INTEGRITY; LEARNING; LEADERSHIP; ACHIEVEMENT; RESPECT
Roles	ALL staff have a defined role to play in the promotion of positive behaviour. The very minimum of which is to follow the rewards and sanctions systems to ensure that positive behaviour is encouraged and poor behaviour is dealt with appropriately and at the correct level.
Recognition and Reward Philosophy	ALL staff are encouraged to actively look for opportunities to praise and reward pupils both within and beyond lessons. All staff are to encourage pupils to strive for excellence, which we take to mean being the best that they can be, regardless of ability. Staff should use the tiered system of recognition and rewards to celebrate achievement, excellence and pupil contribution in all aspects of school life.
Recognition and Reward System	We operate a tiered system of 5 Levels: Level 1 - Informal Well Done Level 2 – Commendation Level 3 – Head’s Commendation Level 4 – Outstanding Pupil Award Level 5 – Head’s Special Award
Consequences of Poor Behaviour Philosophy	The School fully recognises that pupils can, do and always will make mistakes when it comes to their behaviour, conduct and decision making, and that it is our responsibility to help them learn from these mistakes. Our approach to how we deal with poor behaviour is sympathetic and restorative, while remaining firm and consistent in application. The use of disciplinary sanctions will be reasonable and proportionate to the circumstances of the case, and staff will apply them consistently and fairly. Account will be taken of a pupil’s age and any special educational needs, disability and religious requirements affecting the pupil.
Consequences of Poor Behaviour System	We operate a tiered system of 5 Levels: Level 1 – Low Level Self-Discipline Issue Level 2 – Repeated Level 1 offences/more serious self-discipline issues Level 3 – Repeated Level 2 offences/breach of trust Level 4 – Repeated Level 3 offences/serious breach of trust Level 5 – Repeated Level 4 offences/very serious/dangerous behaviour



Application	There is a Sanctions Matrix that details the 5 levels and defines actions to be taken at each of these levels, including recording actions and communication with parents. This is to be found in Appendix 1, 2 and 3 of this document and will be distributed directly staff as appropriate. Staff are expected to adhere to the principles set out in the matrix and implement as appropriate
General Advice	All staff must look for every possible opportunity to praise and reward pupils. All staff must be proactive in ensuring that pupils live up to the expectations and standards of MHS and MHI.

Important Note

This summary does not replace, nor overrule, the Foundation's published policies. This summary is intended as a guide only and is to be read in conjunction with the relevant policies.



PROMOTING POSITIVE BEHAVIOUR POLICY

Et Virtutem Et Musas
Instilling Values – Inspiring Minds

Mill Hill School (MHS) and Mill Hill International (MMHI) aim to meet the challenge of “Instilling Values and Inspiring Minds” using the ‘PILLAR’ model, inspired by the iconic pillars at the entrance to Mill Hill School and Mill Hill International:

- PRIDE** We take pride in being a Millhillian
- INTEGRITY** We nurture our moral integrity
- LEARNING** We grow through learning in all that we do
- LEADERSHIP** We lead by example that others may follow
- ACHIEVEMENT** We strive to achieve our full potential
- RESPECT** We respect our community and environment

INTRODUCTION

This policy document operates in accordance with relevant legislation and the guidance given by the Department for Education (DfE) in Behaviour and Discipline in Schools’ (2014) and in compliance with the Requirements for children with learning difficulties and/or disabilities given in the Equality Act 2010.

What is expected of pupils in general terms is most clearly and concisely set out in the ‘Expectations and Standards – A Guide for Pupils’ document.

This policy is to be read in conjunction with the following policies:

- Anti-Bullying
- Attendance and Punctuality
- Disability
- Educational Visits
- Email, Internet and Social Media (Pupils), including the Mobile Phone policy
- Expulsion, Removal and Review
- Policy to Safeguard the Welfare of Children who are Pupils at The Foundation
- Restraint
- Searches guidance
- Smoking, Alcohol, Drugs and Other Substance Abuse

AIMS AND OBJECTIVES AND STRATEGIES TO ACHIEVE THEM

The key principle is to promote and sustain positive behaviour through the following aims and:

1. To strive for excellence in education. We will do this by:

- i. An optimum environment in which outstanding learning can take place;
- ii. An innovative curriculum which establishes strengths in the core subjects but is also broad and flexible enough to adapt to the demands of the 21st Century;
- iii. Methods that equip pupils with the tools and habits of mind that enable them to navigate the global environment, equipping pupils with the skills and attributes to help them navigate the global environment;
- iv. High expectations of all pupils and staff and a belief that everyone can achieve and succeed;



v. Promoting life-long learning and wellbeing amongst pupils and staff.

2. To develop in all those who study and work here, moral integrity and the confidence to stand up for what you believe in. We will do this by:

- i. Practising respect and tolerance in our multifaith and multi-cultural environment, through an understanding of Christian values and traditions;
- ii. Providing opportunities to develop socially responsible pupils;
- iii. Encouraging pupils to recognise the local, national and international context of their own education.

3. To support and guide pupils from childhood towards adulthood We will do this by:

- i. Providing a wide range of activities that enable pupils to develop the skills and attributes of confidence, curiosity, independent thinking, creativity, leadership, team work, resilience, emotional intelligence and adaptability;
- ii. Cultivating interests, talents and disciplines that will enhance the pupils' experience of life, now and in the future;
- iii. Encouraging pupils to be self-aware, resilient and to celebrate their individuality.

4. To build a sense of community and environmental awareness (both within the school community and beyond). We will do this by:

- i. Working in close partnership with parents, alumni and the local community;
- ii. Encouraging compassion and social responsibility in pupils through giving;
- iii. Managing our organisation in a financially and environmentally responsible manner;

iv. Engaging our pupils in environmentally conscious attitudes and an appreciation of the natural world.

DEFINITION OF ROLES

Governing Body

- Sets the policy for the management of behaviour in the School;
- Sets the pupil Code of Conduct;
- Governors have a role in reviewing the decisions of the Head in respect of exclusions;
- Determines complaints of parents/carers of pupils in the School.

The Head (the term Head shall include either the Head of MHS or the Head of MMHI)

- Is responsible to the Governing Body for the good order and discipline of pupils at the School;
- The Head maintains oversight of the operation of this policy and may review the decisions of other staff in respect of discipline;
- The Head alone has the legal authority to exclude pupils from the School or to permanently withdraw a boarding place from a boarder;
- The Head frequently meets with pupils who deserve commendation for their effort and/or achievements.

The Deputy Head (Pastoral, or otherwise appointed)

- Is responsible to the Head for good order and discipline in the School as a whole, including boarding;
- This person is responsible to the Head for the welfare of all pupils (including



boarding pupils), and specifically for ensuring the effectiveness of any specialist provision that a pupil may require;

- Other Deputies are to support the Deputy Head (Pastoral, or otherwise appointed) and Head in the implementation of this policy.

The Housemasters/mistresses/House Parents

- Are responsible to the Deputy Head (Pastoral, or otherwise appointed) for the attainment, good order and discipline of pupils allocated to their house at all times;
- They support Heads of Department in ensuring good order of pupils in lessons.

Heads of Department

- Are responsible for the attainment, good order and discipline of pupils in lessons and in their subject areas;
- They support members of their department in ensuring good behaviour in lessons which are conducive to learning and teaching and can authorise Departmental Detentions.

Tutors

- Are responsible for monitoring the behaviour of the members of their tutor groups and identifying patterns which may require intervention;
- They also give praise and support to their pupils and may recommend them for House or School rewards;
- The tutor works with the pupil to resolve problems;
- The tutor informs the Housemaster/ Housemistress/House Parent if there is a recurring problem or when the demerits are becoming excessive.

Classroom Teachers

- Are responsible for the behaviour of pupils in their classroom, with the support of Heads of Department and other more senior staff;
- They may impose low level sanctions and recommend that a pupil receives a mid-range sanction e.g. Academic Detention or School Detention.

ALL staff, teaching or otherwise, have a role to play in promoting the values of the School and upholding the principles set out in the Expectations and Standards (The Pupil Code of Conduct). All staff should follow the reporting and referral procedures to ensure that poor behaviour is dealt with at the correct level.

PARENTAL INVOLVEMENT

Throughout a child's time at Mill Hill School or, Mill Hill International, we aim to work in partnership with Parents, guardians and carers to ensure continuity of care and the careful management of each stage of a child's development and open and friendly communication is encouraged. We firmly believe that parental involvement with the school and the child's education has a positive effect on the child's progress and development. Children benefit enormously from the knowledge and security that the school and their parents/guardians/carers are working together to support, encourage and recognise their endeavours and achievements. This is equally true as we work to resolve difficulties they may either have or mistakes they might make.

PROMOTING POSITIVE BEHAVIOUR

In order to promote positive behaviour the Mill Hill School Foundation endeavours to establish strong and mutually respectful



relationships between all staff and pupils; where teaching is lively, purposeful and engaging; where praise, rewards and recognition are given generously where earned and where sanctions, when deserved, are imposed justly, swiftly and consistently, giving pupils a chance to reflect and learn from their mistakes. For this to happen:

The Senior Team will

- Ensure that full induction procedures are in place for Newly Qualified and inexperienced teachers (along with a support programme), boarding staff, all incoming experienced staff and Graduate Assistants;
- Ensure that systems of communication with, and between, staff on disciplinary matters is effective;
- Ensure that this policy is implemented in all Departments and Houses and by all staff.

The Deputy Head (Pastoral, or otherwise appointed) will

- Take the lead on the management of behaviour within the school;
- Ensure that House and School punishments are used equitably across the School and that pupils are rewarded for positive behaviour as well as sanctioned for poor behaviour.

Housemasters/mistresses/House Parents will (within their House)

- Promote good relationships between pupils and between staff and pupils;
- Provide support for House staff so that they may promote positive behaviour;
- Constantly reinforce, and monitor, adherence to the School's Expectations and Standards;

- Monitor the behaviour of pupils and give rewards or sanctions as appropriate.

Heads of Department will (within their Departments)

- Encourage positive teaching and learning and good relationships between staff and pupils;
- Provide support for teachers and other staff to maintain good discipline;
- Use systems of recognition appropriate to their departments.

Tutors will (within their tutor group)

- Monitor the behaviour of pupils and give praise or recommend sanctions as appropriate;
- Promote, and monitor adherence of pupils to, the School's Expectations and Standards (including uniform rules) on a daily basis.

Classroom Teachers will (within their classes)

- Familiarise themselves with this policy and the School's Expectations and Standards, implementing them consistently;
- Use praise and sanction as appropriate, seeking assistance from the Head of Department if necessary;
- Ensure that Effort Grades accurately reflect the behaviour of the pupil.

RECOGNITION AND REWARDS

The vast majority of pupils' display high levels of positive behaviour at Mill Hill School and The Mill Hill International at all times. Our rewards system allows pupils, teachers and their parents/carers to see how well they are progressing in subjects and where they are



producing sustained good work, effort and progress.

Mill Hill School and Mill Hill International recognise that a key part of developing the potential of our young people is giving encouragement and praise. Praise is a key component of the recognition and rewards system along with good teaching and good staff/pupil relationships. Staff at Mill Hill School and Mill Hill International are encouraged to actively look for opportunities to praise pupils both within and beyond lessons. The Schools encourage pupils to strive for excellence which we take to mean being the best that they can be, regardless of ability. Our system of rewards allows us to celebrate achievement, excellence and pupil contribution in all aspects of school life.

System of Recognition and Rewards

We operate a tiered system of 5 Levels of recognition and reward as detailed below:

Level 1- Informal Well Done

- Verbal or written praise explaining what the pupil had done to deserve the reward.

Level 2 – Commendation (1 House point)

- Verbal or written praise explaining what the pupil had done to deserve the reward and informing them that they are being awarded a Commendation (worth 1 House Point).

Level 3- Head's Commendation (5 House points)

- Verbal or written praise by Head of Department or Housemaster/mistress/ House Parent, explaining what the pupil had done to deserve the reward and informing the pupil that they are being awarded a Head's Commendation;
- Pupils receiving a Head's Commendation

will meet with the Head at break time and they are to bring any pieces of work that have helped them achieve this award;

- A written communication will be sent home to Parents informing them of the award.

Level 4 – Outstanding Pupil Award (25 House Points)

- Verbal or written praise by Head of Department or Housemaster/mistress/ House Parent, explaining what the pupil had done to deserve the reward and informing the pupil that they are being awarded an Outstanding Pupil Award;
- Pupils receiving an Outstanding Pupil Award, will meet with the Head at break time and are to bring any pieces of work that have helped them achieve this award;
- Pupils receiving this award will be presented with a certificate and written communication to Parents will be sent home informing them of the award.

Level 5 – Head's Special Award (50 House Points)

- Verbal or written praise by Head of Department or Housemaster/mistress/ House Parent, explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded an Head's Special Award;
- Pupils receiving an Head's Special Award, will meet with the Head at break time and are to bring any pieces of work that have helped them achieve this award;
- Pupils receiving this award will be presented with a framed certificate at Foundation Day/Prizegiving Day;
- Written communication from the Head will be sent home informing Parents.



Ways in which rewards may be recognised and celebrated

Please see **Appendix 1** for the Recognition and Rewards Matrix giving examples of how pupils can achieve these awards and the procedures surrounding them.

Alongside these awards the Mill Hill School Foundation often uses the following methods to recognise and reward pupils' behaviour and achievements:

- Assembly/Chapel services – praise from peers and teachers;
- Chart to display House points on the wall in tutor base;
- Display work on the wall;
- Displays and notice boards are used to celebrate each year group, tutor group, House and department to publicise achievement in all spheres of school life;
- Marking – stamps, 'smileys', written comments;
- Phone calls/emails home;
- Photo honours boards on display in halls;
- Tutors regularly monitor the number of house points and draw attention to the data provided; Sub-totals will be sent to the relevant HM each half-term to facilitate inter-form and house competition.

This list can, and will, be developed as new ideas evolve.

How Recognition and Rewards are decided

The underlying principle for the promotion of positive behaviour in the Mill Hill School Foundation is that:

All staff must look for every possible opportunity to praise and reward our pupils. Praise and rewards may be given to an individual pupil, a group of pupils within a

class or house year group, a whole class or house or even the entire school. This can happen in lessons, in House, on the games field, in CCF or other clubs, activities and societies, or even just walking around or between the campuses.

Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour. It is important however, whilst praise and rewards can be used to help reinforce efforts to tackle one particular aspect of behaviour it is important that those pupils who regularly misbehave are not awarded disproportionately.

When praising or rewarding pupils staff should apply the PILLAR model for the reason behind their decision, which should be communicated to pupils at the time of the praise or reward:

Things to consider when rewarding a pupil:

PRIDE	Has the pupil done/ produced something to be proud of?
INTEGRITY	Has the pupil demonstrated notable integrity?
LEARNING	Has the pupil demonstrated some notable learning?
LEADERSHIP	Has the pupil shown leadership qualities (including leading by example)?
ACHIEVEMENT	Has the pupil achieved something noteworthy?



RESPECT	Has the pupil shown a great deal of respect in a certain situation or has possibly done something deserving of a great deal of respect?
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CONSEQUENCES OF POOR BEHAVIOUR

We recognise that pupils can sometimes get things wrong when it comes to their behaviour, conduct and decision making, and that it is our responsibility to help pupils learn from these mistakes. With this in mind we aim to take a sympathetic and restorative approach to how we manage undesirable behaviour at the Mill Hill School Foundation, while remaining firm and consistent in our application.

The use of disciplinary sanctions will be reasonable and proportionate to the circumstances and staff will apply them consistently and fairly. Account will be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

Where possible, Level 1 interventions, such as the giving of a non-verbal signal, reminding a pupil of a rule and giving a warning MUST be used before Level 2, or above, sanctions are applied. Staff should aim to resolve issues at the lowest possible level.

System of consequences for poor behaviour

We operate a tiered system of 5 Levels of poor behaviour as detailed below:

Level 1 – Low Level Self-Discipline Issue

- Staff to give warning, explaining what the pupil is doing wrong and how to correct this;

- No recording or communication of this incident is necessary unless a Tutor/ Housemaster/mistress/House Parent/ Deputy Head has requested it for a particular pupil.

Level 2 – Repeated Level 1 offences/ More Serious Self-Discipline Issues (one behaviour point)

- Member of staff to explain exactly what the pupil has done wrong and how to avoid this happening again the future;
- The pupil to be given a Behaviour Point and Midweek Detention/Department Detention (or House Detention as appropriate);
- A record of this must be made on iSAMS.

Level 3 – Repeated Level 2 offences/Breach of Trust (3 behaviour points)

- As Level 2, plus the pupil is to write a letter/email to member of staff acknowledging their poor behaviour, apologising for it and explaining what changes they are going to make to ensure that it doesn't happen again;
- Meeting with Housemaster/mistress/ House Parent/Tutor to discuss possible positive ways forward and identify what support might be needed to achieve this;
- This is worth 3 Behaviour Points and an Academic Detention, School Detention (or Double School Detention etc). This must be recorded on iSAMS and Parents will be informed;
- The pupil's tutor may wish to have an informal discussion with Parents to further explain/clarify and to explore avenues of support that we and they might give the pupil, to be recorded on iSAMS;
- If effort or ongoing behaviour in School is giving cause for concern, pupils may be



required to serve a certain period of time 'On Report'. Individual subject teachers will be required to comment lesson-by-lesson on the 'On Report' card about specific aspects of pupil performance (e.g. attitude to learning, classroom concentration, behaviour, quality of Prep, punctuality, etc.). This is intended to provide a brief period of additional support and attention to encourage pupils to focus upon improving certain aspects of their approach to learning or school life. A review of progress will take place and a decision will be made as to whether sufficient improvement has been made and what further action needs to be taken. Parents and guardians will always be kept informed.

Level 4 – Repeated Level 3 offences/Serious Breach of Trust (25 behaviour points)

- As Level 3 but the letter of apology is to be addressed to the Housemaster/mistress/House Parent/Deputy Head;
- A meeting is to be with the appropriate Deputy Head and Housemaster/mistress/House Parent. Parents may be invited to this meeting when a Head's Detention is issued and will be invited when a fixed term exclusion is issued;
- The pupil is to be given a Head's Detention at the lowest end of this level or for more serious issues a short internal or external fixed term exclusion;
- Formal support for the pupil MUST be put in place for any pupil issued with any form of fixed term exclusion;
- The member of staff observing/involved is to communicate with Housemaster/mistress/House Parent via email after incident has been logged on iSAMS;
- Member of staff to complete the initial

Incident Form and the Senior Manager overseeing the investigation will compile the final report. Housemaster/mistress/House Parent to liaise with Deputy Head;

- A formal letter to Parents is issued;
- The Housemaster/mistress/House Parent is to contact Parents to discuss ways forward, what support is being put in place and to invite to meeting (optional for Head's Detention, this can be done via phone call and follow up email);
- In some cases a pupil may be placed on a 'Behaviour Contract' with agreed targets. Progress towards these will be monitored by Senior staff together with Housemaster/mistress/House Parent and further action taken as required.

Level 5 – Repeated Level 4 offences/Very Serious/Dangerous Behaviour (50 behaviour points)

- As Level 4 but the letter of apology is to be addressed to the Head and meeting will be with the Head and Parents present;
- Pupil will be issued with a longer internal/external fixed term exclusion, or Permanent Exclusion (following appropriate protocols);
- Formal support and the use of external agencies/specialists will be considered for all exclusions in this category;
- Member of staff observing/involved to communicate with Housemaster/mistress/House Parent via email after incident has been logged on iSAMS;
- Member of staff to complete the initial Incident Form and the Senior Manager overseeing the investigation will compile the final report. Housemaster/mistress/House Parent to liaise with Deputy Head



and Head.

- Formal letter to Parents;
- Deputy Head to contact Police or other agencies as necessary;
- Deputy Head/Head to be in contact with Parents.

Please see **Appendix 2 and 3** for the Sanctions Matrix giving examples of the types of behaviour at the various levels and the procedures surrounding them.

Advice to staff on the steps to follow in to help avoid the use of sanctions

- Ensure pupils know the classroom rules;
- Allow pupils to assume responsibilities and involve them actively in lessons;
- Ensure that the relationship between teacher and pupil is friendly yet respectful. Over familiarity may lead to a loss of respect and control;
- Reward pupils for good work, positive behaviour and any other appropriate positive reason;
- Listen to reasons before making judgements;
- Be fair and consistent when dealing with pupils;
- Be courteous and polite to pupils, refer to them by their forenames and expect pupils to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms) and open doors for them. The vast majority of our pupils respond positively to “please” and “thank you” and will respond in an equally courteous manner;
- Members of staff should never shout or lose their temper or use abusive or sarcastic language. It is essential to remain calm and maintain control of the

situation;

- Ensure that pupils show respect for the buildings, furniture, etc.

Advice for staff when considering the use of sanctions

- a) Make it clear during any clarification that it is always in a pupil’s best interests to tell the truth, and that the pupil’s candour will be reflected in any sanction that is eventually applied;
- b) Make it clear where appropriate that a sanction is being applied to deal with a pupil’s behaviour and not to stigmatise the pupil;
- c) Avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour;
- d) Avoid sanctions becoming cumulative and automatic, by taking into account a pupil’s individual needs, age and understanding;
- e) Wherever possible, avoid whole-group sanctions;
- f) Consider using sanctions that are a logical consequence of the pupil’s inappropriate behaviour (for example, if work is not completed in class the pupil might be brought back at break time to finish it off, or for making a mess in the House a pupil might be given extra chores);
- g) Use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour;
- h) When appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- i) Never issue a sanction that is humiliating or degrading;



- j) Apply sanctions in a calm and controlled manner;
- k) Ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used;
- l) Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour;
- m) Ensure that all sanctions are recorded on iSAMS

When sanctioning pupils staff should apply the PILLAR model for the reason behind their decision, which should be communicated to pupils during the discussion around the sanction:

Things to consider when rewarding a pupil:

PRIDE	Has the pupil done/ produced something to be proud of?
INTEGRITY	Has the pupil demonstrated notable integrity?
LEARNING	Has the pupil demonstrated some notable learning?
LEADERSHIP	Has the pupil shown leadership qualities (including leading by example)?
ACHIEVEMENT	Has the pupil achieved something noteworthy?

Appendix 1 – Rewards Matrix



Positive Behaviour			Response		Communication		Recording	
Level	Definition	Examples	Reward	Acknowledgement - Academic, pastoral/House and co-curricular	Within School	Externally	Where	Responsibility
1	Minor examples of Positive Behaviour	Good effort/progress on a task or prep Single act of kindness (holding door etc), picking up litter etc Tidy dorm, being helpful to HM/HP/tutor etc	Informal 'Well Done'	Verbal or written praise explaining what the pupil had done to deserve reward.	Discretionary; Awarding staff member to inform tutor/HM/HP (Log on iSAMS)	Discretionary; Awarding staff member (or Tutor/HM/HP) to inform parents/guardian.	n/a	n/a
2	Noteworthy Positive Behaviour	Good effort in a lesson/prep. A single instance of good academic progress being made A noteworthy act of positive contribution to school life A noteworthy act of positive contribution to boarding life	Commendation	Verbal or written praise explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded a Commendation (worth 1 HP).	Awarding staff member to inform tutor. Tutor to monitor Commendations within tutor group and inform HM/HP during House meetings.	Discretionary; Awarding staff member (or Tutor/HM/HP) to inform parents/guardian.	iSAMS	Awarding member of staff.
3	Excellent Positive Behaviour	A single, outstanding piece of learning/effort/example of progress OR a series of very strong individual pieces of learning/effort/progress not previously rewarded beyond Level 1 A single, outstanding act of positive contribution to school life OR a series of acts that have not previously been rewarded beyond Level 1 A single, outstanding act of positive contribution to boarding life OR a series of acts that have not previously been rewarded beyond Level 1	Head's Commendation	Verbal or written praise, by HoD or HM/HP, explaining what the pupil had done to deserve reward. Pupils receiving this award are invited to sign the Head's Commendation Book. A letter is also sent home.	Staff to put pupil on system via iSAMS, Head's PA to process and inform Tutors/HoDs/HMMs/HP	HMM/HP to send parents/guardian congratulatory email HM/HP to monitor this has happened. Head's letter	iSAMS	Tutor.
4	Exceptional and consistent Positive Behaviour	Strong consistency in positive behaviour in one (or more) aspects of school life, including academic, contribution to the community or House. This is demonstrated by gaining 25 House Points; or potentially for a single achievement at School/Regional Level	Outstanding Pupil Award	As Level 3 except: Pupils receiving this award will be presented a Certificate in an appropriate assembly.	Tutor to inform HM/HP when tutee has achieved 15 HPs OR a member of staff (including Tutor) may inform HM/HP that a pupil has achieved distinction at a School or Regional level. HM/HP to prepare weekly list of pupils in House that have achieved Outstanding Pupil Award for Head's PA.	HM/HP to send parents/guardian congratulatory email. HM/HP to monitor this has happened.	iSAMS	HM/HP
5	Consistently Outstanding Positive Behaviour	Outstanding consistency in one (or more) aspects of school life, including academic, contribution to the community or House. This is demonstrated by gaining 3 or more Outstanding Pupil awards; or potentially for a single achievement at a national level	Head's Special Award	As Level 4 except: Pupils receiving this award will be presented a 'holding' Certificate in an appropriate assembly and receive a framed certificate at Foundation Day/Speech Day.	HM/HP to inform Deputy that a member of their House has gained 3 Outstanding Pupil Awards OR a member of staff (including HM/HP) may inform Deputy that a pupil has achieved distinction at a National level.	Head to send parents/guardian congratulatory letter.	iSAMS	Deputy Head



Appendix 2 – Summary of Sanctions

Sanction	Level	Examples of transgression for which a detention may be given	Length of detention	Day/time of the sanction	Escalation of sanctions **
Departmental Detention	1	Misbehaviour in lesson/failure to complete an assignment	30 minutes	Decided by Heads of Department	Failure to attend a Department Detention leads to an Academic Detention. 3 Departmental Detentions in a fortnight leads to an Academic Detention
House Detention	1	Room tidiness issue/failure to comply with House rules	30 minutes	Decided by Housemasters/mistresses/House Parents	
Lunchtime Detention	2	Chewing gum Repeated incidence of poor punctuality or a uniform infringement	30 minutes	Daily from 1.00pm to 1.30pm	Failure to attend a Lunchtime Detention will result in a School Detention. 3 Midweek detentions in a term leads to a School Detention,
Activities Detention	2	Missing co-curricular activities and clubs e.g. CCF, Martlet session, sports practice etc	45 minutes	Wednesday from 4.40pm to 5.25pm	3 Activities detentions in a term leads to a Double School Detention
Academic Detention	3	Failure to attend Departmental Detention Repeated failure to complete assignments/significant misbehavior in lesson or lessons	60 minutes	Wednesday from 4.40pm to 5.40pm	Failure to attend an Academic Detention will lead to a Double School Detention. 3 Academic Detentions in a term leads to a Head's Detention and pupil may be put on report
School Detention	3	Rudeness/inappropriate language to staff Missing an academic lesson/missing Chapel or assembly Plagiarism	60 minutes	Saturday from 8.30am to 9.30am	Failure to attend a School Detention will result in a Double School Detention. 3 School Detentions in a term leads to a Head's Detention and the pupil may be put on report.
Double school detention	3	Involvement in a disciplinary incident e.g. fighting, lower level social media infringement	120 minutes	Saturday from 8.30am to 10.30am	Failure to attend a Double School Detention will lead to a Head's Detention. Pupil may be put on report
Head's Detention	4	Bullying/smoking NB: Being in the presence of someone who is smoking will also carry a sanction breaking bounds (serious offence)	180 minutes	Sunday from 10am to 1pm	Failure to attend a Head's Detention may result in a suspension. 2 or more Head's Detentions may lead to suspension, failure to attend may result in suspension.
Suspension or internal exclusion (fixed term)	5	Possession/consumption of banned substances (1 st offence) (NB: being in the presence of someone who is consuming banned substances will also carry a sanction) Distribution of inappropriate images via social media/Serious involvement in bullying Cheating in examinations Being in possession of/using falsified documents	1 day+		** Pupils with a valid reason for being absent will be automatically rescheduled to the next detention, however notification must be sent to the HMM/HP or Deputy Head for School, Double School or Head's Detentions.
Permanent exclusion	5	Supply of drugs Serious breach of trust e.g. theft/hacking Repeated involvement in serious disciplinary incidents	N/A		



Appendix 3 – Sanctions Matrix

Level	Definition	Examples of behaviour	Sanction	Restorative Justice	Within School	Externally	Where	Responsibility
1	Low Level Disruption	Calling out, distracting others, poor effort, ill judged behaviour Poor dress, punctuality Untidy room (1st offence)	Warning, verbal or written	None	Staff to give warning, explaining how pupils can correct their behaviour.	At staff discretion or directive	At Tutor/HMM/HP discretion	iSAMS Member of staff observing/involved
2	Repeated level 1 offences/More Serious Self-Discipline Issues	Repeated Level 1 offence or disrupting lesson, lack of prep, no effort Failure to complete work to a good standard/Rude/disrespectful to peers/breaking dress code/missing activities Rude/disrespectful to peers/Lateness/untidy room (after warning has been given)	Lunchtime/ Department/ Activity House Detention/ Restorative justice/early call to parents	1 Behaviour Point	Member of staff to explain exactly what the pupil has done wrong and how to avoid this happening again the future.	via iSAMS	At Tutor/HMM/HP discretion	iSAMS Member of staff observing/involved
3	Repeated Level 2 offences/breach of trust/ inappropriate behaviour	Repeated poor punctuality/lying/rude to staff/missing lessons/plagiarism Defiance, 1st offence low level bullying/missing activities/ 10 negative points in 1 term Smoking outside (1st offence), Out of room after hours (without a valid reason), abuse of prep time, breaking bounds (Minor), not signing in/out	Academic Detention/ School Detention/ Double School Detention	3 Behaviour Points (unless for 10 behaviour points in a Term)	As Level 2 plus, the pupil is to write a letter where appropriate. Meeting with HMM/HP & Tutor to discuss interventions and discuss support needed to achieve this. Behaviour contract considered.	Member of staff involved to communicate with HMM/HP via email after incident has been logged on iSAMS. HMM/HP to issue sanction via iSAMS.	Email to Parents via iSAMS, Tutor/HMM/HP may want to make contact with Parents also. Letter home. (Generated centrally)	iSAMS HMM/HP
4	Repeated level 3 offences/serious breach of trust/ inappropriate behaviour	Repeated level 3 offences/Swearing at staff Fighting, smoking (2nd offence) or smoking in House, discriminatory language, 25 BPs in a Term Breaking bounds (Major)	Head's Detention, Internal or External Fixed Term Exclusion (Short)	25 Behaviour Points (unless for 25 BPs in a Term)	As Level 3, apology to be addressed to the appropriate person. Meeting with the Deputy Head and HMM/HP. Parents may be invited to this meeting when a Head's Detention is issued and <u>will</u> be invited when an External Exclusion is issued. Formal support for the pupil MUST be put in place for any pupil issued with any form of short term exclusion. Behaviour contract put in place.	Member of staff observing/involved to communicate with HM/HP via email after incident has been logged on iSAMS. Member of staff to complete Incident Form. HMM/HP to liaise with Deputy Head.	Formal letter to parents. HMM/HP to contact Parents to discuss ways forward, what support is being put in place and to invite to meeting if necessary.	iSAMS Deputy Head
5	Repeated level 4 offences/very serious/dangerous behaviour	Repeated Level 4 offences/physical/verbal abuse of staff, threatening/intimidating staff and/or pupils Vandalism, extortion, bullying, hacking (repeated low level or single serious), 50 BPs in a Term Possession/consumption/supplying (and being concerned in these offences) alcohol/drugs (including Legal Highs)	Internal/External Fixed Term Exclusion (Long), Permanent Exclusion	50 Behaviour Points	As Level 4 but The letter is to be addressed to the Head. Meeting will be with the Head and parents present. Formal support and the use of external agencies/specialists considered for all exclusions in this category.	Member of staff observing/involved to communicate with HMM/HP via email after incident has been logged on iSAMS. Member of staff to complete Incident Form. HMM/HP to liaise with Deputy Head and Head.	Formal letter to parents. Deputy Head to contact Police or other agencies as necessary. Deputy Head/Head to be in contact with Parents.	iSAMS Deputy Head

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