



Mill Hill

Instilling values, inspiring minds
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Belmont

Promoting Positive Behaviour Policy

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Key Points of the Promoting Positive Behaviour Policy

Link to foundation Aims	<ul style="list-style-type: none"> • To strive for excellence in education • To develop in all those who study and work here, moral integrity and the confidence to stand up for what you believe in. • To support and guide pupils from childhood towards adulthood • To build a sense of community and environmental awareness
School Values	Be Kind, Try your Best & Embrace Challenge
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 in all aspects of school life.
Recognition and Reward System (5 levels)	<p>Level 1 – Informal ‘Well Done’</p> <p>Level 2 – Good Signature Level 3</p> <p>– Commendation Level 4 –</p> <p>Head’s Commend</p> <p>Level 5 – End of Term Assembly/ Parents Day Prize</p>
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. Staff will apply disciplinary interventions consistently and fairly, reasonable and proportionate to the circumstances of the case. 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 4 (Levels)	<p>Level 1 – Low Level Self-Discipline Issue</p> <p>Level 2 – Repeated Level 1 offences/more serious self-discipline issues</p> <p>Level 3 – Repeated Level 2 offences/breach of trust</p> <p>Level 4 – Repeated Level 3 offences/serious breach of trust</p>
Application	There is a Interventions Matrix that details the 4 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 2 and 3 of this document. Staff are expected to adhere to the principles set out in the Rewards and Interventions 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

Belmont School aim to meet the challenge of “Instilling Values and Inspiring Minds” using the ‘Belmont Values’:

- **Be Kind**
- **Embrace Challenge**
- **Try your best**

1. Introduction

This policy operates in accordance with relevant legislation and the guidance given by the Department for Education (DfE) in Behaviour and Discipline in Schools’ (2016) 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 *‘Belmont Pupil Protocol’ published in the pupils Prep Diary.*

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

- Anti-Bullying and Harmful Peer Relations
- 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
- Belmont Supervision Policy
- SEND Policy

2. Aims and Objectives and How to Achieve Them

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

To Be Kind

We will do this by:

- Practising respect and tolerance in our multi-faith and multi-cultural environment, through an understanding of Christian values and traditions;
- Providing opportunities to develop socially responsible pupils;
- Promoting high standards of behaviour by the good examples set by teaching staff and all other adults who work in the school community.
- Using weekly themes to focus on different morals and aspects of behaviour throughout the year, including guidance which helps develop self-awareness and confidence.
- Acknowledging and rewarding good behaviour.
- To build a sense of community and environmental awareness (both within the school community and beyond)
- Encouraging compassion community involvement and social responsibility in pupils through giving

To Try your Best

We will do this by:

- Embedding and promoting the principles of a 'Growth Mind-set'
- Fostering a positive, happy, purposeful and safe environment for learning and teaching.
- 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;
- High expectations of all pupils and staff and a belief that everyone can achieve and succeed;
- Promoting life-long learning and wellbeing amongst pupils and staff.

To Embrace Challenge We

will do this by:

- 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;
- Cultivating interests, talents and disciplines that will enhance the pupils' experience of life, now and in the future;
- Creating a 'Growth Mindset' culture allowing children to see mistakes as part of the learning process and rising to challenge of problems they encounter.

- Encouraging pupils to be self-aware, resilient and to celebrate their individuality.
- Supporting children in dealing with challenges, setbacks and disappointment by focusing on feedback and their positive response in these situations.

3. 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

- 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
- The Head frequently meets with pupils who deserve commendation for their effort and/or achievements.
- The Head and the Senior Team have a responsibility to set the tone and model the schools core values.

The Senior Deputy Head (Pastoral) and Designated Safeguarding Lead

- Is responsible to the Head for good order and discipline in the School as a whole
- This person is responsible to the Head for the welfare of all pupils and specifically for ensuring the effectiveness of any specialist provision that a pupil may require;
- Other Deputies and the Head of Lower School are to support the Deputy Head (Pastoral, or otherwise appointed) and Head in the implementation of this policy.

Head of Lower School/ Heads of Year/ Lower School Pastoral Co-Ordinator

- Are responsible to the Deputy Head (Pastoral, or otherwise appointed) for the attainment, good order and discipline of pupils allocated to their year group 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 knowing the children in their tutor group.
- Monitoring the behaviour of the members of their tutor group 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 Head of Year/ Lower School Co-ordinator/ Head of Lower School if there is a recurring problem or when 'Pupil Notes' 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 intervention e.g. break or lunchtime detention.
- Will inform parents if there is a recurring problem in their subject area or when 'Pupil Notes' are becoming excessive

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 'The Belmont Pupil Protocol' (**See Appendix 7**). All staff should follow the reporting and referral procedures to ensure that poor behaviour is dealt with at the correct level.

Parents

Throughout a child's time at Belmont 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 face or mistakes they might make.

4. Promoting Positive Behaviour

In order to promote positive behaviour at Belmont the school endeavours to establish strong and mutually respectful relationships between all staff and pupils.

Teaching always aim to be inspiring, purposeful and engaging

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 all new teachers including NQT's (along with a support programme), lunchtime supervisors and 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 Senior Deputy Head (Pastoral) will

- Take the lead on the management of behaviour within the school;
- Ensure that the Promoting Positive Behaviour Policy is used equitably across the School and that pupils are rewarded for positive behaviour as well and receive an intervention for poor behaviour.

The Assistant Head Pastoral (Pupil and Staff Wellbeing)

- Support the Senior Deputy Head (pastoral) with behaviour issues with particular attention to pupil wellbeing and mental health.
- Look for opportunities to develop wellbeing amongst the pupils through activities and school procedures
- Provide support for teachers and staff to maintain a curriculum that responds to the physical and mental needs of the children

Head of Lower School/ Heads of Year

- Promote good relationships between pupils and between staff and pupils;
- Provide support for tutors/ academic 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 interventions 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 interventions 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 intervene as appropriate, seeking assistance from the Head of Department if necessary;
- Ensure that Effort Grades accurately reflect the behaviour of the pupil.

Pupils will

- Familiarise themselves with The Belmont Pupil Protocol which sets out the standards of good behaviour that are expected and Form Tutors are asked to go through it with pupils at the start of every term.
- The Belmont Pupil Protocol is reviewed by the School Council every two years in line with the Behaviour Policy.

5. Recognition and Rewards

The vast majority of pupils' display high levels of positive behaviour at Belmont School.

Belmont School 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.

Our rewards/reporting 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. Praise is given in many ways **with greater emphasis placed on the effort rather than the outcome.**

Staff at Belmont are encouraged to actively look for opportunities to praise pupils both within and beyond lessons. The School encourages pupils to ***Be Kind, Try their Best and Embrace Challenge***, regardless of ability.

6. Ways in which rewards may be recognised and celebrated

Please see the Recognition and Rewards Matrix on the next page giving examples of how pupils can achieve these awards and the procedures surrounding them.

Our system of rewards allows us to celebrate effort, achievement, excellence and pupil

contribution in all aspects of school life.

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

Verbal Praise	Recognition in newsletters, assemblies and School magazine	Parent's Day Recognition	Recognition on the school website/ school bulletin
Good Signatures	Selection as a school Prefect	House Awards	Sports Star of the half term
Commends/ Headmasters' Commend	Headmaster's Effort Awards	Badges	Year 8 House Colours
Prizes	Work Displayed	Captaincy in Sport	Selection as House Captains, Vice Captains and Games Captains
Certificates and Badges	Cups and Trophies	Summary of Commends communicated home	Phone calls home
Stickers at break/ lunch time	Music Certificates	Reading awards	Postcards home
Headmasters' Commend	Year 5 Ambassadors	Bulletin entry	Handshake

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

	Reward	Example of Positive Behaviour	Action taken by pupil	Awarded by
1	Acknowledgment	<ul style="list-style-type: none"> • Good effort/progress on a task or prep. • Single act of kindness (holding door etc.), picking up litter etc. manners, organisation, being helpful to staff. 	<ul style="list-style-type: none"> • Acknowledgement • Proud of success 	All staff
2	Sticker - Break/lunch Good Signature (4 x Good Signature = 1 House Commend)	<ul style="list-style-type: none"> • Good effort in a lesson/prep. • A single instance of good academic progress being made. • Maintained reading record/ signed pre diary at the end of the week • A noteworthy act/positive contribution to school life or kindness to a fellow Belmontian. 	<ul style="list-style-type: none"> • Add sig to prep diary • Request Commend on 4 Sigs • Share success with parents 	Teacher Tutor Lunchtime Supervisor
3	1 House Commend	<ul style="list-style-type: none"> • A single, outstanding piece of work/effort/example of progress OR a series of very strong individual pieces of work/effort/progress not previously rewarded beyond Level 1 and 2 • A single, outstanding act or 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 school life OR a series of acts that have not previously been rewarded beyond Level 1 and 2. 	<ul style="list-style-type: none"> • Add Commends to House collector • Request Bonus Commend at x 20 • Share success with parents 	All staff
4	Headmasters Commend Heads Effort Award (3 House Commends)	<ul style="list-style-type: none"> • Consistent outstanding work/ effort/progress/ positive behaviour in one (or more) aspects of school life, including academic, co-curricular, activities and the schools pastoral system • Outstanding contribution to the school community or the House system. • This is demonstrated by gaining 3 House Commends; or potentially for a single achievement at School/Regional Level/ National Level. 	<ul style="list-style-type: none"> • Add x 3 Commends to House Collector • Share success with parents • Collect award in assembly 	HOD HOY HM
5	End of Term Assembly/Parents Day (Pride)	<ul style="list-style-type: none"> • Outstanding consistency in one (or more) aspects of school life, including academic, activities, co- curricular activities and the schools Pastoral System. • Contribution to the community or House. • This is demonstrated over the course of an academic term/year or potentially for a single achievement. 	<ul style="list-style-type: none"> • Share success with parents • Collect award in Final Assembly 	All staff HM

7. 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, on the games field, in music/drama productions at clubs, activities and on school trips, or even just walking around the school site.

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. Praise should always be authentic.

When praising or rewarding pupils staff should apply the Belmont Values 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

Be Kind

Has the pupil shown an act of kindness that epitomises the school ethos?

Has the pupil shown a great deal of respect in a certain situation or done something deserving of a great deal of respect.

Try your best

Has the pupil worked to the best of their ability to achieve an outcome?

Has the pupil achieved something noteworthy?

Has the pupil demonstrated an ability to go the extra mile?

Embrace Challenge

Has the pupil demonstrated perseverance or resilience?

Has the pupil excelled in a particular area?

At the end of each term the Deputy Head of Operations and Co-Curricular calculates the House average for positive House Commends and sends the final totals to the Headmaster in preparation for final assembly.

8. 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, whilst remaining firm and consistent in our application. Staff have a responsibility to promote positive behaviour and managing poor behaviour is at the heart of our approach which is supportive and enabling.

When sanctioning pupils staff should apply the Belmont Values for the reason behind their decision, which should be communicated to pupils during the discussion around the intervention:

Things to consider when applying an intervention to a pupil

Be Kind

Has the pupil acted in a manner that has demonstrated unkindness towards another person/persons in the Belmont community?

Has the pupil shown little respect to others or themselves in a certain situation?

Try your best

Has the pupil tried their best to meet the school's expectations of them as a pupil and the expected standards for behaviour in and outside the classroom?

Has the pupil led others to poor behaviour or set a bad example?

Embrace Challenge Has the pupil responded positively to the challenges set down to them by staff to improve their behaviour?

Has pupil engagement in lessons been disappointing compared to the expectations of the school?

The Mill Hill Foundation will always take into account, offer additional support and make reasonable adjustments with regard to children with special educational needs, disability and those children who are vulnerable when implementing Behaviour Policy.

The use of interventions 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. All disciplinary interventions will have the main aim of helping the child to understand the impact of their behaviour and collaborative reflection time to help them understand what they could do differently next time.

9 General Principles

1. Interventions should be used sparingly and should always be fair.
2. Interventions should aim to correct inappropriate behaviour and reflect on learning from the mistake that has been made.
3. Interventions for minor misdemeanours in the first instance are implemented by the subject teacher.
4. Form Tutors should always be informed of inappropriate behaviour and any intervention given via the Pupil Note system.
5. Parents should be kept informed of interventions (if level 1 interventions are having no impact) and the school should try to work in partnership with parents to help to improve children's behaviour.
6. All communications with parents should be recorded on the Parent Communication Form. A hard copy of this is kept in the child's file.
7. If the behaviour of a pupil is considered to be sufficiently extreme, the Head of Lower / Head of Year or the Senior Deputy Head (Pastoral) must be informed.
8. Removing pupils from class - In *extreme* cases of bad behaviour, where the learning of others or the Health and Safety of others is affected, a pupil may be removed from the class room for the duration of the lesson. The subject teacher should bear in mind that they have responsibility for all of their class and must never leave a pupil unsupervised. Pupils must be accompanied by an adult to one of the Deputy Heads, Heads of Year or Head of Lower School.
9. At all times teachers should use their experience and good judgment to decide what action they feel is most appropriate, depending on the individual pupil and circumstances. Advice on good classroom management can be found in the staff handbook.
10. Staff should consider whether there are any safeguarding implications for the pupil/s involved in relation to Peer on Peer Abuse guidelines in accordance to the schools policy on **Anti Bullying and Harmful Peer Relations** and the policy to **Safeguard and Promote the Welfare of Children who are pupils at the Mill Hill Foundation**. Both policies are available on the Mill Hill school website.
11. The Senior Deputy Head (Pastoral) may, on occasions, put in place additional Pastoral monitoring initiatives. That will focus on fundamental expectations for behaviour. Parents will be notified of this through the school bulletin and children will be notified in school assembly.

Listening Skills

Listening Skills are vital to allow the children to maximise their learning opportunities. To ensure a consistency across the school, all staff will use the same command for the children to listen and focus on the teacher.

5, 4, 3, 2, 1 and Listen will be used to refocus the children in the classroom, on the Games field and when the children are in large groups.

Around the school staff will use the following statements to distinguish the noise level of the children. This will allow all children a point of reference around the school and consistency amongst the staff.

Silent Talk

The environment in the school requires the full attention of the children and possibly an opportunity for self-reflection and appreciating the moment.

Partner Talk

Conversation should be at such a volume that the person you are talking to can hear clearly.

Table talk

The talk should allow others on your table to hear what you are saying.

Classroom Talk

The volume of communication should be loud enough for person/s in your classroom to hear you clearly.

10 Belmont Basics

Displayed in all classrooms are basic expectations of the children at Belmont. This list of expectations provides a point of reference for pupils and teachers of the fundamental expectations around the school and in lessons. They are as follows:

- Please & Thank you
- Yes Sir & Yes Miss/Mrs
- Excuse me Sir/ Miss/Mrs
- After you
- Punctual
- Pride in your appearance
- Listen first
- Hands up
- Eye contact

See Appendix 5 for more details Interventions Matrix

Behaviours listed below apply to the school day and the journey to and from school.

Level	Action taken by staff and pupil	Examples of Negative Behaviour
<p>1</p> <p>See appendix 2&3 for level description</p>	<p><i>By pupil</i></p> <ul style="list-style-type: none"> • <i>Apology</i> • <i>Effort to correct behaviour</i> <hr/> <p><i>By staff</i></p> <ul style="list-style-type: none"> • Reminder by staff member • Note in Prep Diary • Break time detention (reflection time) • Loss of privileges • Pupil Note 1 	<ul style="list-style-type: none"> • Poor standard of/failure to produce work (lack of effort) • No prep diary • Not in correct uniform • Untidy appearance • Noisy or unruly behaviour • Excessive talking or calling out in a lesson running in the buildings or quad • No equipment or books , no games kit • Careless with property – e.g. kit bag left in quad • Late for lessons with no reasonable excuse
<p>2</p> <p>See appendix 2&3 for level description</p>	<p>Repeated level 1 behaviour or an isolated incident</p> <p><i>By pupil</i></p> <ul style="list-style-type: none"> • <i>Written apology to staff member/pupil</i> • <i>Effort to correct behaviour</i> <hr/> <p>By staff</p> <ul style="list-style-type: none"> • Pupil Note 2 - Home Communication • Lunchtime detention (reflection time) • Community Service • Parent Meeting • Promoting Positive Behaviour Card (with support of HOY/HOLS) • HOD detention (reflection time) 	<ul style="list-style-type: none"> • Continued lower level 1 misdemeanours despite previous Level 1 interventions by staff • Persistent poor standard of work (due to lack of effort) • Persistent failure to complete prep • Disruption to lessons • Insolence, rudeness or disobedience • Unkindness to other children/ acting as a bystander • Inconsiderate or offensive behaviour out of lesson time • Mobile phones not handed in or phone used in school.
<p>3</p> <p>See appendix 2&3 for level description</p>	<p>Repeated level 2 behaviour or an isolated incident</p> <p><i>By pupil</i></p> <ul style="list-style-type: none"> • <i>Written apology to staff member/pupil</i> • <i>Effort and evidence of steps taken to correct behaviour</i> <hr/> <p>By Staff</p> <ul style="list-style-type: none"> • Report Card • HOLS/HOY detention (reflection time) • Parent meeting • Parent Collecting a child from a residential • Red Slip • Letter home • SDH Detention (reflection time) 	<ul style="list-style-type: none"> • Wilful damage to classrooms or property • Inappropriate language • Physical aggression towards others • Blatant refusal to co-operate in lessons • Intimidating or bullying other children, which could include homophobic, sexist and racist comments • Cyberbullying • Leaving the school site without permission / Truancy • Stealing • Entering inappropriate internet sites • Mobile phones persistently not handed in or phone used in school/phone used appropriately on the school bus. • Mobile Phones/ electronic devices taken on a school trip/ residential without the consent of a member of staff. • Deliberate action that puts the Health and Safety of the School Community in jeopardy
<p>4</p> <p>See appendix 2&3</p>	<p>Repeated level 3 behaviour or an isolated incident</p> <p><i>By pupil</i></p> <ul style="list-style-type: none"> • <i>Written apology to staff member/HM/SDH pupil</i> • <i>Effort and evidence of steps taken to correct behaviour/ Behaviour Contract</i> 	<ul style="list-style-type: none"> • Any single act of sufficiently bad behaviour (or persistent lower level misdemeanours, despite intervention by teachers at both levels 1,2 & 3)

for level description	By staff..... <ul style="list-style-type: none">• Fixed Period Exclusion• Behavioural Contract• Permanent Exclusion	
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11 Advice to staff on the steps to follow to help avoid the use of sanctions

- Ensure pupils know the classroom rules and the pupil protocol;
- 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, and 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;
- Members of staff
- Ensure that pupils show respect for the buildings, furniture, etc.

12 Reflection and advice for staff when considering the use of sanctions

Staff should consider the following questions as prompts to allow the child to **reflect** on their actions:

- Why am I speaking to you about your behaviour?
- What were you thinking at the time?
- Who has been affected by your actions?
- How did you make people feel as a result of your actions?
- How could we put this right?
- How could we do things differently next time?

Further advice for Staff

- 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;
- Make it clear where appropriate that a sanction is being applied to deal with a pupil's behaviour and not to stigmatise the pupil;
- Avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding;
- Wherever possible, avoid whole-group sanctions;

- Consider using interventions 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);
- Use interventions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour;
- When appropriate, use interventions that put right harm caused by unacceptable behaviour;
- Never issue an intervention that is humiliating or degrading;
- Apply an intervention in a calm and controlled manner;
- Ensure that interventions are seen as inevitable and consistent, such that pupils should know that an intervention, when mentioned, will be used;
- Attempt to link the concept of interventions 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;
- Provide pupils with an opportunity to see how they can move forward;
- Ensure that all sanctions are recorded on iSAMS

13. MALICIOUS ALLEGATIONS AGAINST A MEMBER OF STAFF

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with this policy which may include permanent exclusion.

Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

In accordance with the DfE's guidance Keeping Children Safe In Education (2018), the School will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

14. RESTRAINT

There is no corporal punishment at the Mill Hill School Foundation, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises, and applies to all staff employed by the Mill Hill School Foundation including any acting in loco parentis such as unpaid volunteer supervisors.

The circumstances under which physical restraint may be used are noted in the Foundation's Safeguarding Policy.

15. REASONABLE FORCE

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force

will be used in accordance with the ***DfE guidance 2013 Use of Reasonable Force***. Use of reasonable force is used only when immediately necessary and for the minimum time necessary to prevent the pupil from doing or continuing to do any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property, including their own.
- Engaging in any behaviour prejudicial to good order and discipline at the School.

In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Where reasonable force is used by staff, this facilitates discussion between the staff member and Senior Leader regarding why it was necessary and to plan follow-up actions with the pupil. Parents are informed as soon as practically possible after the event.

Force is never used as a form of punishment.

When intervening pupils, staff should apply the Belmont Values for the reason behind their decision, which should be communicated to pupils during the discussion around the sanction:

Be Kind

Embrace Challenge

Try your Best

The Mill Hill Foundation will always take into account, offer additional support and make reasonable adjustments with regard to children with special educational needs, disability and those children who are vulnerable when implementing THE Promoting Positive Behaviour Policy.

This Policy is to be reviewed annually.

Last review: September 2020

Next review: September 2021

Approved by the Pastoral Committee of the Court of Governors

Appendix 1 – System of Recognition and Rewards version 1

Appendix 2 - Further explanation of Interventions

Appendix 3 – Further notes and procedures relating to sanctions

Appendix 4 – Issuing a Commend flow chart

Appendix 5 – Belmont Basics

Appendix 6 – Steps to Positive Behaviour

Appendix 7 – Belmont Pupil Protocol

Appendix 8 – Staff Communication chart

Appendix 1 - System of Recognition and Rewards

Reward		Recognition	Awarded by
1	Acknowledgment	<ul style="list-style-type: none"> Verbal (either personal or in front of peers) Written praise/email explaining what the pupil had done to deserve acknowledgment. 	All staff Lunchtime supervisor
2	Good Signature (4 x Good Signature = 1 House Commend)	<ul style="list-style-type: none"> A teacher signature on a piece of work or in the pupils prep diary to highlight good effort. More than one Good Signature may be awarded for excellent work. Only in exceptional circumstances should a straight commend be awarded for outstanding effort Good Signatures will be noted in pupil's exercise books or in the Prep Diary. When the pupils receive the Commend the 4 good signatures should be ticked off 	Class teacher Tutor/ Lunchtime supervisor
3	1 House Commend	<ul style="list-style-type: none"> Commends are awarded by all teaching staff in recognition of outstanding effort or achievement Only in exceptional circumstances should a straight commend be awarded to recognise outstanding effort and achievement Commend totals are displayed in tutor rooms and monitored by tutors, Heads of House, Heads of Year and the Head of Lower School 	All staff
4	Headmasters Commend Heads Effort Award (3 House Commends)	<ul style="list-style-type: none"> This Headmaster's Commend is given by the Headmaster to recognise outstanding behaviour or achievement that is fitting of a good Belmontian with written communication to parents via a postcard. The Headmasters Effort Award is chosen by Heads of Department after consultation with their team. Headmaster's Effort Awards for Citizenship are awarded to a pupil in each class in Final Assembly at the end of term. Headmaster's Effort Awards are announced during School Assembly and published in the Bulletin 	HOD HOY HM
5	End of Term Assembly/Parents Day	<ul style="list-style-type: none"> These rewards are decided through staff consultation These awards are for pupil recognition for their effort, achievement, and contribution to school life These awards are presented in End of Term Assembly or at Parents Day Pupils also receive prizes as an acknowledgment of their achievement. Pupil's names are engraved in awards that are passed back to the school and archived. 	All staff HM

Appendix 2 - Further explanation of Interventions

Level	Sanction	Description	Implemented by.....
1	Loss of Privileges	This may include loss of Golden Time for younger pupils or some minor community service for the older pupils.	Subject and Form Tutors
	Notification in prep diary	Teachers and staff use the prep diary to notify parents of early concerns with organisation, prep, listening skills, focus	
	Break and Lunchtime detentions (reflection time)	First Break or Lunchtime detentions should not involve an early lunch for the pupil. Pupils should always be supervised by the subject teacher or form tutor. These detentions should provide the children with an opportunity to reflect on their behaviour and take agreed action moving forward.	
	Pupil Note (Formally conduct alert)	'Pupil Note' is a digital means for tracking pupil behaviour across the school. They enable the form tutor to monitor the behaviour of their pupils and to intervene if necessary . Staff are able to communicate what issues they have had with a particular child and what sanctions have been imposed or for information purposes only.	
2	Pupil Note 2	Pupil Notes will be checked on a daily basis by the form tutor, the Head of Lower School and Heads of Year. Parents of pupils who are persistently receiving 'Pupil Notes' will be contacted by the subject teacher or tutor. A 'Pupil note 2' will be given and this will be communicated home to parents via the school	
	Community Service	Pupils will be asked to support staff around the school carrying out community service tasks. This could include helping tidy up in the dining hall, collecting lost property or picking up litter around the school site. During this service pupils will be supervised by staff on lunch/break time duty	

**HOD
Detention
(reflection time)**

This detention will be issued by the Head of Department within the department where the child in question misbehaved. This detention will take place at lunchtime. which the act of poor behaviour

Pupils should always be supervised by the Head of Department. These detentions should provide the children with an opportunity to reflect on their behaviour and take agreed action moving forward. All children should eat their lunch first.

HOLS/HOY

Level	Sanction	Description	Implemented by.....
2	Promoting Positive Behaviour Card	<p>The report card is issued after a conversation between the child, parents, tutor and Head of Lower School/Head of Year and Head of department if the report card is subject specific. The report card can also be used solely for positive comments. Pupils usually remain on this card for one week and no longer than two weeks to avoid losing its effect. At the end of each day the form tutor signs the form and the child takes it home for the parents to sign. The Head of Lower School or Head of Year review the pupil's card at the end of the week. A decision is then made with the form tutor if the pupil has improved their behaviour sufficiently to come off the report card. Positive Behaviour Cards are added to the pupil's personal file for reference.</p>	HOD/HOLS/ HOY
3	Report Card	<p>The report card is issued in conjunction between the child, parents, tutor and Head of Lower School and Head of Year, normally for one week and no longer than two weeks to avoid losing its effect. This report card has clear positive behaviour targets. These targets aim to address the issues that have previously been raised as a concern i.e. concentration, lateness, lack of focus, lack of respect etc.</p> <p>The Head of Lower School or Head of Year review the pupil's report card at the end of the week. A decision is then made with the form tutor/ parents if the pupil has improved their behaviour sufficiently to come off the report card. Report Cards are added to the pupil's personal file for reference.</p>	HOLS/ HOY
	<p>HOLS/ HOY Detention HOLS/ HOY Detention/Reflection (reflection time)</p>	<p>The After School Detention will be 60 minutes for Upper School pupils and 45 mins for Lower School pupils. Letters/email would be sent home by the Head of Lower School and Head of Year giving 24 hours' notice of the detention and the reasons for the detention given. A copy of the letter is kept on the pupil's file.</p> <p>The detention will commence at 3:45pm for pupils in Lower School finishing at 4:30pm. For pupils in the Upper School the detention will commence at 4:00pm and finish at 5:00pm.</p> <p>Letters/email would be sent home by the Head of Lower School and Head of Year giving 24 hours' notice of the detention and the reasons for the detention given</p>	HOLS/ HOY

3	Red Slip	The red slip is an intervention that must only be issued with the agreement of the Head of Lower School or Head of Year. It is completed with the reason for issue, the action taken by staff, is signed by the Head of Lower School/ Head of Year and must be taken home to be signed by the parents and returned the following day. Red slips are kept on file and are evidence of a serious breach of the school rules. The red slip count towards the assessment of a child's suitability for Mill Hill Senior School.	HOLS HOY/SDH/ HM
	After School Detention with SDH (reflection time)	The Senior Deputy Head Detention will be 90 minutes for Upper School and 60 mins for Lower School. Letters from the Senior Deputy Head Pastoral relating to Senior Deputy Head Detentions are kept on file and count towards the assessment of a child's suitability for Mill Hill Senior School.	
	Parent collecting a child from a school trip/residential	In the event of serious misbehaviour on a school trip/residential staff in attendance will seek the advice of Senior Deputy Head and Headmaster. If they deem the behaviour to be suffice for the child to be sent home parents will be expected to collect the child from the place of stay at the earliest convenience. This is in line with the residential consent form signed by all parents prior to the trip. This also applies to a child taking any electronic device on a school trip without the consent of a member of staff. On returning to school an intervention in line with the schools 'Promoting Positive Behaviour Policy' will be issued.	Senior Deputy Head, the Headmaster
4	Fixed Period Exclusion	Letters from the Headmaster relating to temporary exclusion are kept on file and count towards the assessment of a child's suitability for Mill Hill. Following a temporary exclusion the pupil and parent will have a return to school interview with the Head.	Senior Deputy Head, the Headmaster and the Chief Executive
	Behavioural Contract	<p>The Behavioural Contract aims to do the following things</p> <ul style="list-style-type: none"> To support the pupils reintegration into Belmont after an internal/ external exclusion. The Behaviour Contract will be in place for the remainder of the academic year or further if deemed necessary by the Headmaster. To set out some specific and achievable targets for the School, parents and pupil to help manage behaviour. To ensure that moving forward the pupil complies with the school's Behaviour Policy. 	SDH, HM and Executive Committee

Appendix 3 – Further notes and procedures relating to interventions

We operate a tiered system of 4 Levels for poor behaviour as detailed below:

Level 1 – Low Level Self-Discipline Issue

- No communication of this incident is necessary unless a Tutor/Head of Year/ Head of Lower School/Deputy Head has requested it for a particular pupil
- Staff to give warning, explaining what the pupil is doing wrong and how to correct this;
- Minor community service for the older pupils.
- 'Pupil Note' added to ISAMS for information
- Subject teacher/ Form tutor impose loss of privileges, break time and lunchtime detentions
- Loss of privileges may include loss of 'Golden Time' for younger pupils

Level 2 – Repeated Level 1 offences/ Serious Self-Discipline Issues

- 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;
- Subject/teacher to keep parents informed via a phone call home/ prep diary/ email or meeting
- Head of Lower School and Head of Year to oversee community service around the school
- Meeting with Head of Lower School/Head of Year/ Tutor to discuss possible positive ways forward and identify what support might be needed to achieve this;
- Meeting/ conversation with parents to further explain/clarify and to explore avenues of support that we and they might give the pupil, to be recorded in the pupils file;
- Head of Lower School/ Head of Year/ Head of Department (if subject specific) to issue a Promoting Positive Behaviour Card to monitor behaviour and track progress.
- Pupil to attend an after school detention staffed by senior staff.

Level 3 – Repeated Level 2 Offences/ Very Serious Breach of trust/ Dangerous behaviour

- As Level 2 but the letter of apology is to be addressed to the Head of Year/Head of Lower School/ Senior Deputy Head (Pastoral);
- The member of staff observing/involved is to communicate with Belmont Staff via email after incident has been logged in the pupil's file.
- Member of staff to complete the initial Incident Form and hand to the senior member of staff overseeing the investigation.
- Head of Lower School/ Head of Year to issue a report card with specific targets to monitor behaviour and track progress.
- Head of Lower School/ Head of Year to administer after school detention.
- A formal letter to parents outlining the behaviour and the intervention applied is issued by Head of Lower School/ Head of Year.

- Head of Lower School/ Head of Year to administer Red Slip (to be signed by parents and returned to the school) in line with after school detention if deemed necessary.
- The pupil is to be given a Senior Deputy Head (Pastoral) detention at the highest end of this level.
- Parents will be invited to a meeting when a Senior Deputy Head (Pastoral) detention is issued.
- A formal letter to Parents is issued to parents from the Senior Deputy Head; to be recorded in the pupils file;
- The Senior Deputy Head is to contact parents to discuss ways forward, what support is being put in place and to invite them to future progress check to meetings where necessary.

Level 4 – Repeated Level 3 offences/Very Serious/Dangerous Behaviour

- As Level 4 but the letter of apology is to be addressed to the Headmaster and meeting will be with the Headmaster and parents present;
- Member of staff to complete the initial Incident Form and hand to the senior member of staff overseeing the investigation.
- Pupil will be issued with a fixed period exclusion, or permanent exclusion (following appropriate protocols);
- Parents and the pupil will be invited for a meeting with the Headmaster when a fixed term exclusion is issued.
- Formal support for the pupil **MUST** be put in place for any pupil issued with any form of fixed period exclusion. This includes providing the pupil with sufficient academic work to complete at home.
- 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 Head of Lower School/ Head of Year and further action taken as required.
- The Senior Deputy Head is to communicate with all Belmont staff via email after incident has been logged in the pupils file.
- Formal letter to parents from the Headmaster;
- Senior Deputy Head to contact Police or other agencies as necessary;
- Senior Deputy Head/Headmaster to be in contact with parents
- If the Headmaster deems it appropriate for the pupil to return to school a meeting will take place between the Headmaster and parents to ensure a smooth return to school life.
- If a pupil is permanently excluded from school parents have the right to appeal via the schools Expulsion, Removal and Review Policy. Please see the school website for more details.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. **(Dfe guidance 2017)**

Commends

Only in exceptional circumstances should a straight commend be awarded to recognise outstanding effort and achievement.

Commends are issued by staff following the procedure below:

1. **Commend issued** to the pupil for exceptional effort by Belmont staff member



2. Commend (1 point) added to the schools computer database by Belmont Staff.



3. Class Commend totals are displayed in the Form Room (Optional).
Each tutor group will nominate a ***Class Commend Monitor***.
Mid + end of each week reports are produced by ICT support to allow tutors/monitor to update class charts



AT THE END OF EACH TERM TOTALS FROM THE SCHOOLS DATABASE AND THE HOUSE AVERAGE WILL BE CALCULATED



Belmont Basics

Please & Thank you

Yes Sir & Yes Miss/Mrs.....

Excuse me Sir/Miss/Mrs.....

After you.....

Pride in your appearance

Punctual

Listen first

Hands up

Eye contact



Belmont Pupil Protocol

Written by Belmont Pupils for Belmont Pupils

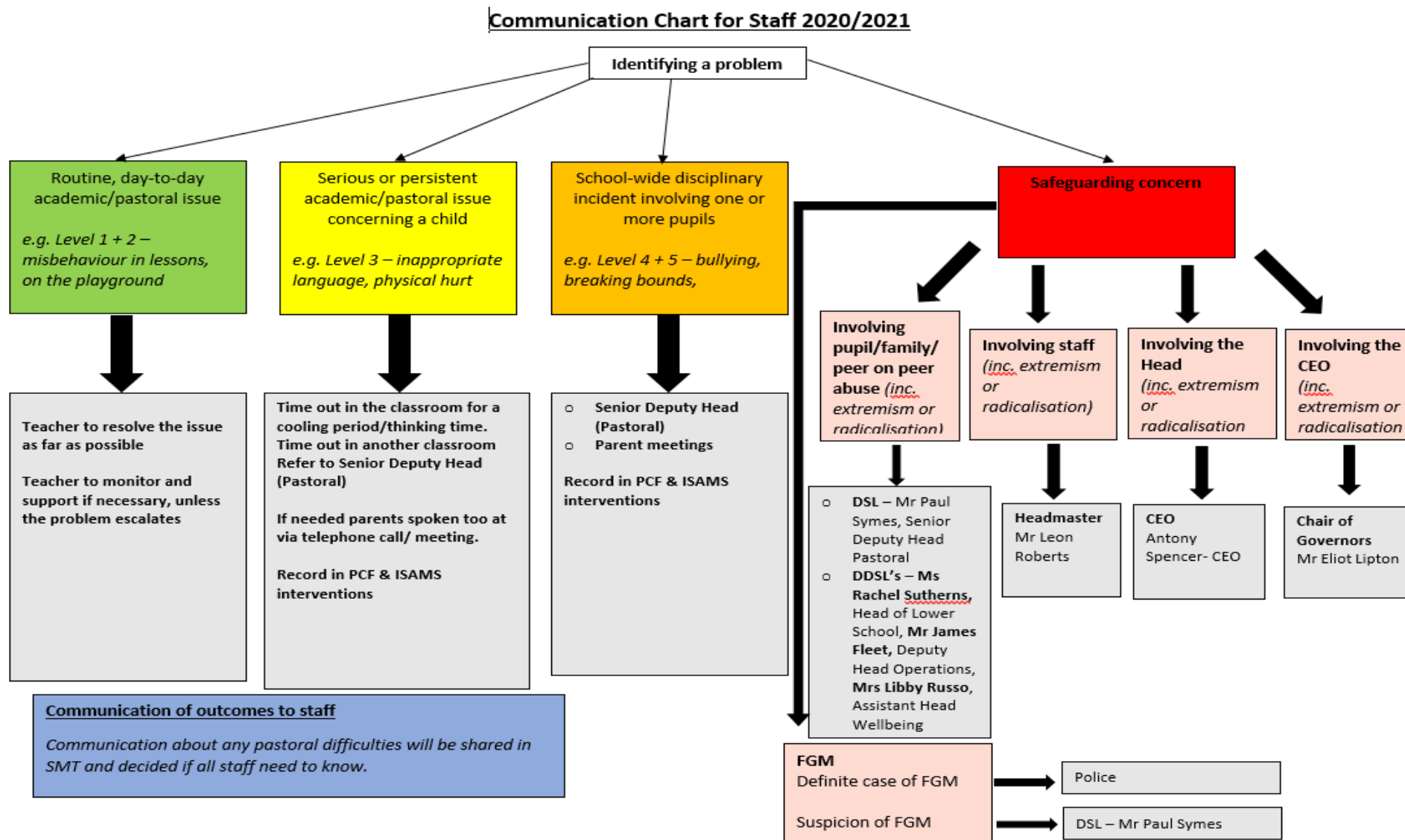
The necessary behaviour of a Belmontian is shown below:

- To follow the school values, Be Kind, Embrace Challenge and Try your Best
- Everyone has a duty to help one another in any way possible; treat people with respect
- Behave politely at all times
- All property is worthy of respect and should be stored correctly
- Classrooms must always be left in a suitable condition
- Have all the correct learning materials for each lesson *including sport's equipment*
- Always have your prep diary with you as your prep must be recorded daily. A valid reason must be presented if prep is not complete: *verbal explanations by pupils are not acceptable*
- No food, including sweets and chewing gum, may be brought into school
- Until given further instructions, line up quietly outside the classroom.
- Calling out or interrupting is not acceptable; raise your hand to contribute in class
- Work should be set out as instructed by the teacher
- You are expected to be on time for lessons; if late, apologise with a reasonable explanation
- If a lesson is to be missed, notify the class teacher in advance
- If absent for any reason, it is your responsibility to catch up with work missed
- All electronic devices must be named and handed in to form tutors during morning registration. They can then be collected at the end of the day

Pupils should feel proud to be a Belmontian.

Interventions will be applied if the Pupil Protocol is broken.

Appendix 8 – Safeguarding and Behaviour Flow Chart – Guidance for staff



Instilling values, inspiring minds
millhill.org/belmont



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