



Mill Hill

Instilling values, inspiring minds

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Promoting Positive Behaviour Policy 2023 2024



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1. 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. The Protected Characteristics under this act are:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

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

- Anti-Bullying
- Attendance and Punctuality
- Disability
- Educational Visits
- Online safety policy
- Expulsion, Removal and Review
- Safeguarding and Protecting the Welfare of Pupils
- Restraint and the Use of Reasonable Force
- Searches guidance
- Smoking, Alcohol, Drugs and Other Substance Abuse

2. Aims And Objectives and Strategies to Achieve Them

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

To provide excellence in education

This is achieved by:

- Providing an optimum environment in which outstanding learning can take place
- Designing a forward-looking curriculum which establishes strength in the core subjects but is also broad and flexible enough to adapt to the demands of the 21st Century
- Equipping pupils with the tools and habits of mind that enable them to navigate the global environment

To bring out the best in every individual child

This is achieved by:

- Having high expectations of all pupils and a belief that everyone can achieve and succeed
- Promoting life-long learning and well-being

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- Encouraging compassion and social responsibility in pupils
- Providing a breadth of experiences and opportunities to enable pupils to find their niche

To develop moral integrity and the confidence in pupils to be themselves

This is achieved by:

- Practicing respect and tolerance in our multi-faith and multi-cultural environment, through an understanding of Foundation values and traditions
- Enabling pupils to find the courage to stand up for what they believe in
- Providing opportunities to develop socially responsible pupils
- Encouraging pupils to be self-aware, resilient and to celebrate their individuality
- Motivating pupils to recognise the local, national and international context of their own education.

To nurture pupils from childhood to adulthood

This is achieved by:

- Providing a wide range of activities that enable pupils to develop the skills and attributes of confidence, curiosity, independent thinking, creativity, leadership and teamwork, resilience, emotional intelligence and adaptability
- Cultivating interests, talents and disciplines that will enhance the pupils' experience of life, now and in the future
- Providing a continuity of ethos within all four schools and effective transition of pupils

To build a sense of community and environmental awareness

This is achieved by:

- Working in close partnership with parents, alumni and the local community
- Managing our organisation in a financially and environmentally responsible manner
- Engaging our pupils in environmentally conscious attitudes and an appreciation of the natural world
- Creating a sense of family and belonging through experiences and events across the Foundation

3. Definition of Roles

Governing Body

- Sets the policy for the management of behaviour in the School
- 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 or to permanently withdraw a boarding place from a boarder



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- 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
- This person is responsible to the Head for the welfare of all pupils, and specifically for ensuring the effectiveness of any reasonable specialist provision that a pupil may require
- Other members of Senior Leadership Team are to support the Deputy Head (Pastoral, or otherwise appointed) and Head in the implementation of this policy

Head of Lower School and Heads of Year

- 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 conduct of pupils in lessons

Heads of Department

- Are responsible for the attainment, good conduct 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

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 Head of Year or Head of Lower School if there is a recurring problem or when sanctions 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., After 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 (the Promoting Positive Behaviour strategy). All staff should follow the reporting and referral procedures to ensure that poor behaviour is dealt with at the correct level.

Parental/Guardian Involvement Throughout a child's time at Belmont School, we aim to work in partnership with parents, guardians and carers to ensure that continuity of care and the careful management of each stage of a child's development is achieved and open and friendly communication is



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encouraged. The School firmly believes 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 have or mistakes they might make.

4. 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. We endeavour to provide teaching which is lively, purposeful and engaging. We seek to create an environment 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:

Staff will

- Ensure that full induction procedures are in place for newly qualified and inexperienced teachers (along with a support programme), 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 by all staff

The Deputy Head (Pastoral, or otherwise appointed) will

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

Heads of Year will

- Promote good relationships between pupils and between staff and pupils
- 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

5. Recognition and Rewards

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

Our rewards system allows pupils, teachers, and their parents/guardians to see how well children are progressing in their subjects and where they are producing sustained good work, effort and progress.

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.



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Staff at Belmont School are encouraged to **actively look for opportunities to praise pupils** both within and beyond lessons. The school encourages 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.

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 that those pupils who regularly misbehave are not awarded disproportionately. Praise should always be authentic.

6. System of Recognition and Rewards

When praising or rewarding pupils staff should apply the Belmont Values and Learning Intentions for the reason behind their decision, which should be communicated to pupils at the time of the praise or reward:

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.

Be Brave

Has the pupil worked to their best ability to achieve an outcome? Have they shown bravery to stretch themselves academically?

- Has the pupil achieved something noteworthy?
- Has the pupil demonstrated an ability to go the extra mile?
- Has the student showed a **learning behaviour** that we are seeking to encourage? It is important that we encourage pupils to show a growth mindset and commend effort or learning behaviours rather than things that are fixed. *For example, you have shown resilience in your chemistry homework rather than you are really good at Chemistry.*

Be You

- Has the pupil demonstrated perseverance or resilience in pursuing their individual interest?
- Has the pupil demonstrated moral integrity? Have they chosen to do the thing they know to be right in the face of adversity or an easier option?

7. Commends - The house system

The house system is a vital way in which we promote positive behaviour at Belmont. Children are motivated to work hard and earn commends or house points for their house family. Each term pupils are given house commend totals and at the end of the year a house cup is awarded to the house with the most Commends. Commends can be for:

- Independence
- Aiming High
- Working Collaboratively

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- Problem Solving
- Resilience in Learning
- Demonstrating the Belmont values

Commends for academic work should be linked to a learning intention, we will be able to learn about our pupils learning profile and look for areas where we can encourage further development. *For example, a student who receives many commends for being independent and taking the initiative but who does not have many for being an effective communicator.*

A Head of Department or Head of Year Commend is awarded when a pupil has shown excellence in one of the categories above, and when a pupil's efforts are deserving of greater recognition.

A post card home is sent by the Classroom Teacher when a pupil has shown excellence in the skills above, or has shown excellence in effort, behaviour, engagement and/or improvement over a longer period of time.

Head's Efforts Awards are chosen by departments and/or year groups. Pupils receive these awards in assembly each week.

A Head's Commend is awarded for an outstanding example of meeting the five academic skills categories or an outstanding contribution to school life to the wider community or representation of the Belmont Values.

Each Commend reward is worth points which contribute to a pupil's individual total as well as the collective house.



Where pupils have shown one of the core school values (Be Kind, Be Brave, Be You) or where they have produced an outstanding piece of work that demonstrates a learning intention that we seek to promote, pupils can be awarded with a House postcard worth 5 house points. For work that demonstrates academic

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excellence pupils can be awarded a Head of Department award which will be presented to the pupil by the Head of Department.

A Head's award is presented to a pupil in whole school assembly for exceptional effort and attainment or for embodying a core school value. The Head's award is to be used sparingly and with the recommendation of either the Deputy Head Academic, Assistant Head Teaching and Learning, Deputy Head Pastoral or Head of Lower School.

8. Lower School Rewards and Sanctions

In Lower School some of the rewards and sanctions work differently to Upper School. Pupils will not be aware that they may receive a notes, placed in the system for information only, teachers are encouraged to record behaviour on isams to help contextual pastoral care and safeguarding. These notes will provide a record which can be used to monitor and evidence trends of behaviour that might require additional support.

In order to support the class teacher, manage low level disruptions, such as excessive chatting a traffic light system and table points can be utilised. The system of flags does not apply to Lower School pupils as they are with their classroom teacher for the majority of their lessons. The ACT protocol can be used by lower school although the consequence would be 5 minutes for disruptive behaviour in a lesson and any escalation should be discussed with the Head of Lower School or Deputy Head Pastoral

Table points

Table points are a helpful behavioural management tool that encourage pupils to work collaboratively and take mutual responsibility for their behaviour. Pupils can win points for their table for good behaviour, for producing a high standard of work and for following teacher instructions promptly, however pupils can also lose points for excessive chatting, not completing work when given sufficient time and being slow when following teacher.

9. Other Ways in which we Celebrate the Achievements of Belmont pupils

Head of Department Commend	Selection as a school Prefect	House Awards	Verbal Praise
Commends	Headmaster's Effort Awards	Badges	Year 8 House Colours
Prizes	Work Displayed	Captaincy in Sport	Selection as House Captains, Vice Captains and



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			Games Captains
Certificates and Badges	Cups and Trophies	Summary of Commends communicated home	Star of the week
Stickers at break/ lunch time	Music Certificates	Reading awards	Postcards home
Headmasters' Commend	Year 5 Ambassadors	Recognition on the school website/ school bulletin	Handshake

The Mill Hill Education Group 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.

10. Consequences Of Poor Behaviour Upper School (Year 6-8)

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.

We aim to take a sympathetic and restorative approach to how we manage undesirable behaviour, 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.

We are aware of our Non-verbal tools:



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- We make eye contact with children
- We speak to them on the same level (we either both sit or we both stand)
- We have 2-way conversations, with a speaker and a listener
- We are aware of not engaging in body language that the children will read negatively and find unsupportive; e.g. folding arms, rolling eyes, towering over a child, pointing a finger
- We have conversations in the same space as the child, not across the room or table
- We ignore negative or attention seeking behaviour as far as possible
- We have conversations away from the group but with other staff members in the room.
- We never admonish a lower school child for incorrect uniform, lateness or anything that (in lower school) is more the responsibility of the parent.

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

- Listen to reasons before making judgements
- Be fair and consistent when dealing with pupils
- 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.
- Follow the ACT protocol (appendix 3) to give pupils a bona fide opportunity to correct their behaviour

12. Advice for staff when considering the use of sanctions

- Make it clear during any discussion 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
- Has the ACT protocol been followed in a lesson, ensuring the pupils had an opportunity to correct their behaviour?
- 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 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 at break, a pupil might be asked to clean it up)
- Use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour
- When appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- Never issue a sanction that is humiliating or degrading
- Apply sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used

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- 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

Recording Sanctions. Ensure that all sanctions are recorded on iSAMS. When sanctioning pupils' staff should apply the flag and ACT system and link in our learning and pastoral values (when appropriate) for a reason. Form Tutors should always be informed of inappropriate behaviour and any intervention given via the flag and ACT system.

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.

All communications with parents should be recorded on the Parent Communication Form (academic) or MyConcern (pastoral). A hard copy of this is kept in the child's file. Concerns about behaviour should, be logged on my concern and sanctions recorded on isams.

If the behaviour of a pupil is considered to be sufficiently extreme, the Head of Lower / Head of Year or the Deputy Head (Pastoral) must be informed.

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 classroom 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. Or if this is not possible the member of staff should email SMT to request support.

Staff should consider whether there are any safeguarding implications for the pupil/s involved in relation to Child on Child 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.

13. System of consequences for poor behaviour

Level 0 - Low level behaviour

- Teacher will speak to pupil at the end of the lesson or during play to remind them of our expectations
- 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

Level 1 – Low Level Self-Discipline Issue

- 'Pupil Notes' added to ISAMS for information only
- No further 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
- Pupil Flags will be issued for incorrect uniform, being careless with school property or their own property, not having the correct equipment, being inside the building at the wrong time, poor behaviour when transitioning around the school between lessons, lack of prep or incomplete prep.
- Staff to give pupil warning that they will receive a level 1 pupil flag, explaining what the pupil is doing



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wrong and how to correct this;

- Three pupil flags for one category will result in a Level 2 “breaktime” 10-20 minute detention.

Level 2 – Repeated low-level offences- Breaktime detention

- In lessons we use the ACT protocol to manage low level disruptive pupil behaviour.
- Pupils who are causing low level disruption in lessons will be:

‘A’ alerted that their behaviour is not acceptable, and their name written on the board (if appropriate to the setting). They will receive a clear explanation of what they must do to rectify their behaviour.

‘C’ caution If a pupil receives a second warning caution them that a third will result in a breaktime detention. If a third disruption occurs

‘T’ take action and issue the “breaktime” detention.

If a pupil rectifies their behaviour before a detention needs to be issued it is advised that the teacher has a chat with the student at the end of the lesson.

- For other level 2 offences, the member of staff must explain exactly what the pupil has done wrong and how to avoid this happening again in the future
- Subject teacher/ Form tutor will impose loss of privileges, break time detention
- At this level the following **maybe** appropriate: a meeting with Head of Department, Head of Year, Head of Lower School or Tutor to discuss possible positive ways forward and identify what support might be needed to achieve this.
- A pupil **could** be spoken to by the Head of Department or the teacher could deem their conversation as adequate consequence for the behaviour; a member of staff **may** feel contact home is necessary (in consultation with the HOY/HOD); a pupil may be asked to write a formal apology acknowledging their poor behaviour detailing how they will improve.
- A record must be made on iSAMS

Level 3 – Repeated Level 2 offences/ Serious Self-Discipline Issues-Lunchtime detention

- A pupil who has already received a level 2 sanction for three misdemeanours will automatically receive a level 3 sanction for a fourth misdemeanour
- 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 or myconcern as appropriate
- 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.

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- To be recorded on iSAMS as 'lunchtime detention' - *Note: there should be clear evidence on iSAMS of previous interventions that demonstrate the persistence of this behaviour before a lunchtime detention is issued.
- Pupil to attend an after-school detention staffed by senior staff.

Level 4 – Repeated Level 2 and 3 Offences/ Very Serious Breach of trust/ Dangerous behaviour-HOLS/HOD/HOY after school detention

As Level 3 but an after-school detention is to be issued as previous interventions have not impacted the pupil's behaviour. There must be a conversation with the pupil, informing them of the issue and of the detention.

To be issued in discussion with HOD/HOY and recorded on iSAMS as 'after-school detention':

- As Level 3 but the letter of apology is to be addressed to the Head of Year/Head of Lower School.
- 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 consider the issue of 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 conversation with parents outlining the behaviour and the intervention applied is issued by Head of Lower School/ Head of Year.

Level 5- Repeated Level 3 and 4 Offences/ Very Serious Breach of trust/ Dangerous behaviour-DHP/DHA detention

- As Level 4 but the pupil is to be given a Deputy Head (Pastoral or Academic) detention.
- Parents will be invited to a meeting when a Deputy Head (Pastoral or Academic) detention is issued.
- The 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.
- If level 4 is reached due to persistent low-level behaviour that is not improving, 'On Report' or 'Behaviour Contract' will be used at outlined below:
 - **On report** 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.
 - **Behaviour Contract** 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 and further action taken as required



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Level 6 – Repeated Level 3 offences/Very Serious/Dangerous Behaviour

Formal support and the use of external agencies/specialists will be considered for all incidents in this category. Pastoral lead may need to contact the Police or other external agencies as necessary.

- As Level 4 and 5 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 investigations and 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. Century Tech can be used to set work.
- 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 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, prepared by the Deputy head Pastoral;
- Deputy Head to contact Police or other agencies as necessary;
- 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)



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Sanction Level	What is recorded on Isams	Sanction issue by	Sanction held by	Staff Action	Pupil Action	Communications internal	Communications external				
Verbal Warning	Nothing	No Sanction - recorded by subject teacher	None	Teacher keeps record	Effort to correct behaviour	None	None				
Level 1 pupil note	Level 1:	No Sanction - recorded by subject teacher	None	Behaviour recorded on ISAMS by teacher that sees	Effort to correct behaviour	Notification from isams to form tutor, HOY, HOD, DHP	None				
	Uniform										
	Prep										
	Lateness										
	Careless with property/organisation										
	Transition time behaviour										
	Inside school building at wrong time										
Level 2 15 mins break time detention	Acting as a bystander	Class teacher	Class teacher	Behaviour recorded on ISAMS by class teacher	Reflection form Verbal apology	Notification from isams to form tutor, HOY, HOD, DHP	Email to parents - standardised email sent by awarding teacher - isams? DO NOT REPLY				
	Repeated level 1 - 3rd red offences										
	Sub-par behaviour in lesson ACT										
	Poor behaviour in changing rooms										
	Single incident of rudeness/ disobedience in class or playground										
Level 3 35 minute lunch time detention	Single playground/transition incident	Class teacher (in class)/ Form Tutor/ HOY (in playground)	Class teacher (in class)/ Form Tutor/ HOY (in playground)	Behaviour recorded on ISAMS by awarding teacher	Reflection form Verbal apology	Notification from isams to form tutor, HOY, HOD, DHP	Email to parents - standardized email sent by awarding teacher - isams? DO NOT REPLY				
		Form Tutor/ HOY	Form Tutor/ HOY								
	4th red level 1 behaviour	HOY	HOY								
	Single act of unkindness to other children	Class teacher / HOY	Class teacher/ HOY								
	Wearing make up, incorrect jewellery, nail varnish										
	Repeat level 2 behaviours despite intervention										
	Swearing in frustration	Form Tutor/ HOY	Form Tutor/ HOY								
	Phone not handed in										
Level 4 HOY or HOD detention 1 hour after school	Chewing gum	HOD	HOD	Behaviour recorded on ISAMS by HOY or HOD	Reflection form Community service Restorative activity Apology letter Report Card Consider additional support: Mentoring Counselling Stop and Think	Notification from isams to form tutor, HOY, HOD, DHP Verbal communication to Form Tutors Verbal communication to appropriate SMT	Verbal communication with parents (meeting or phonecall) by HOY or HOD				
	Persistent lack of prep										
	Persistent poor level of effort in class	HOY	HOY								
	Repeated level 2										
	Inappropriate language/ gesture towards a person or online										
	Mobile phone not handed in and used on the school site										
	Mobile phone on school trips										
	Diliberate action that puts the school community in jeopardy										
Level 5 Deputy Head Detention 1 hour after school	Physical aggression towards others	Appropriate SMT LRO to reinforce expectations	Appropriate SMT LRO to reinforce expectations	Behaviour recorded on ISAMS by Deputy Head	Reflection form Community service Restorative activity Apology letter Report Card Behaviour contract Consider additional support: Mentoring Counselling Stop and Think	Notification from isams to form tutor, HOY, HOD, DHP Verbal communication to Form Tutors and HOY Verbal communication to appropriate SMT	Verbal communication with parents (meeting or phonecall) by SMT				
	Blatant refusal to cooperate in lesson										
	Plagiarism/ cheating										
	Disparaging comment about any protected characteristics										
	Unkindness online										
Level 6 Internal Exclusion	Willful damage to property or classroom	HOY / SMT	HOY / SMT		Pupil Reflection Tasks (e.g. essay) Complete all schoolwork	SMT inform all staff	Verbal communication with parents (meeting or phonecall) by SMT				
	Leaving school site without permission										
	Sufficient behaviour where a reset is needed										
Level 7 Fixed period exclusion	Any single act of sufficiently bad behaviour Persistent low level misdemeanours despite interventions Vaping, smoking, alcohol, other contraband items	Head Deputy Head Pastoral	Parents	Behaviour recorded on isams Letter home from Head Return to school meeting with Head	Pupil Reflection Tasks (e.g. essay)	SMT inform all staff	Letter home from Head Return to school meeting with Head				



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14. Head's Disciplinary Hearing

In serious cases the Head may ask a Senior Leader to investigate the issue and produce a report for consideration. After considering the report the Head may then convene a disciplinary hearing attended by pupil and parents in order to decide a suitable sanction.

15. Corporal Punishment

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 based on the DfE Guidance, 'Use of Reasonable Force in Schools', noted in the Foundation's Restraint Guidance document

16. Review

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.

This review: November 2023

Next review: Autumn 2024

This Policy has been approved by The Education Committee of the Court of Governors, 22nd November 2023.

Appendix 1: Pre-emptive steps to avoid the use of sanctions

1. Know and understand your pupils and their influences

'A multitude of interrelated factors influence each child's developmental course and academic growth.'
¹Chodkiewicz and Boyle (2017)

Supportive relationships are key in allowing pupils to thrive. It is important that each pupil has someone that knows their strengths and weaknesses. At a teacher level regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact. This can be as simple as asking them about their weekend or how their football team is performing.

It is important to proactively support pupils to respond well to influences that could affect their behaviour. We must always consider the things that might affect pupil behaviour so that we can address these. When we become aware of a negative change in circumstances, we can act to increase the number of positive influences, if a pupil's behaviour deteriorates we will be in a better position to counteract the negative influence with an appropriate positive intervention.

2. Positive greetings at the door and the 5:1 ratio

Greeting pupils positively at the door is a very low cost but high yield proactive strategy to improve pupil behaviour in the classroom.

Misbehaviour often occurs at the start and end of lessons as well as moving around the school building. By intentionally promoting and practising successful transitions into the classroom, teachers are empowered to help their pupils to be ready to learn. When delivered consistently, greeting pupils at the classroom door can help teachers to positively and personally connect with each student, deliver 'pre-corrective' statements to remind pupils of class expectations, and deliver behaviour-specific praise.

The 5:1 ratio theory is that for every criticism or complaint the teacher issues, they should aim to give five specific compliments, approval statements and positive comments or non-verbal gestures.² This is an effective strategy that fosters a positive pupil teacher relationship and promotes increased learning.

3. Having an open-door policy

Encourage pupils to seek out academic or pastoral support at any point appropriate points in the day. Consider offering this support in more than one way, for example using the tick and the target sheets offer a pupil a way of communicating an area of work they find challenging. A worry jar/ questions jar facilitates a student asking for clarity on an area they feel they should be able to manage but perhaps cannot, the jar offers the student a way to discreetly ask for help. Frequent verbal reminders that you

¹ Chodkiewicz, A. R. and Boyle, C. (2017) 'Positive psychology school-based interventions: A reflection on current success and future directions', *Review of Education*, 5 (1), pp. 60–86*. DOI: 10.1002/rev3.3080

² Over the two-month study, pupils increased their on-task behaviour by an average of 12 minutes per hour (or an hour per day), while pupils in similar comparison classes did not change their behaviour. This study implies that teachers with disruptive classes could benefit from increasing their positive interactions with pupils.

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are available to support will scaffold a child's feeling that teachers know who they are and are on hand to support them.

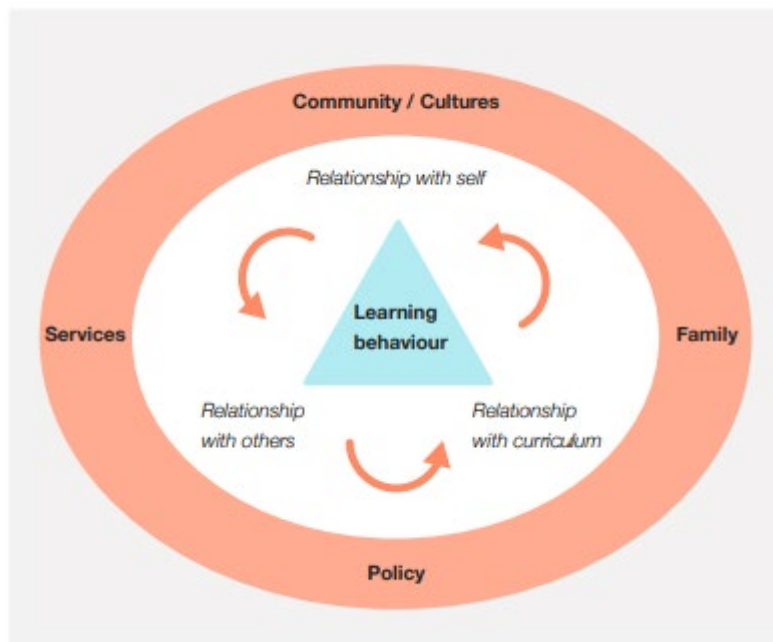
4. Teach learning behaviours alongside managing misbehaviour

'The successful management of behaviour relies on far more than a set of strategies to draw upon when pupils misbehave'³ Ellis and Tod (2018)

Changing a learning behaviour is a dynamic process. Learning behaviours to consider are:

- **Emotional learning behaviours:**
inner voice, mental well-being, dealing with setbacks; and self-esteem, self-worth, and self-competence.
- **Social learning behaviours:**
pupil relationship with teacher, pupil relationship with peers, collaborative learning, and bullying.
- **Cognitive learning behaviours:**
motivation, growth mindset, working memory/ cognitive load, and communication—improving through effective teacher-pupil dialogue, modelling.

Example: Dealing with Setbacks



If dealing with setbacks was placed in the middle of the triangle, a teacher hoping to improve a pupils responses to set backs could respond by:

³ Bennett, T. (2017) 'Creating a Culture: How school leaders can optimise behaviour', available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

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- increasing engagement (relationship with self)— discussing a time the pupil has given up when experiencing a setback and challenging them to stick with the next task, listening to any concerns the pupil has about being able to achieve or issues with self-motivation;
- improving access (relationship with curriculum)—ensuring the pupil has appropriately levelled work that will lead to the experience of success as long as they stick with it; praising the pupil for achieving and highlighting that their perseverance got them through it; and
- ensuring participation (relationship with others)— set a classroom culture where pupils are proud to say they found a task difficult at first and are not afraid to get things wrong.

5. Creating an environment that supports positive behaviour where children know the expectations

- Ensure pupils know the classroom rules and playground 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;
- 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.
- If a pupil has not displayed good learning behaviour but has not warranted a sanction, follow up with a conversation making clear our expectations of their behaviour and where they have not met those expectations.
- Praise and promote positive behaviour that meets expectation

6. Consistency is key

“It is reasonably straightforward to identify what a good culture might look like, but like a diet, the difficulty lies in embedding and maintaining it. This includes staff training, effective use of consequences, data monitoring, staff and student surveys and maintaining standards.” Tom Bennett, 2017

The aim of the Promoting Positive Behaviour Policy is to: reduce disruptive behaviour in lessons, and to increase respectful behaviour in the playground and around the school building. Our whole school approach can promote inclusion, improve school culture, engender positive role models, and clarify organisational principles, ultimately improving the school for staff as well as pupils. It is the responsibility of all staff to ensure that the behaviour policy is exercised consistently.

7. Use targeted approaches to meet the needs of individuals

Belmont school will employ targeted approaches to support individuals who are unable to or find it hard to meet our behavioural expectations on their own.

Daily report cards are usually completed once or twice daily by the class teacher in lower school, or carried to each class and completed by all class teachers in upper school. The teacher reports against key behaviour targets set in relation to the individual child’s improvement needs (an example target could be,



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'Paid attention in class'). These report cards aim to improve communication between the child and adults surrounding them about the child's behaviour and help reward the child when they make improvements.

Belmont school has invested in several well-being interventions such as Draw and Talk sessions, well-being Lego group, mindfulness, small supportive group work, use of Zones of Regulation to improve pupil self-awareness and association with their feelings, social communication groups and work with external professionals e.g. Speech and Language Therapists.

8. SEND and behaviour - taken from the EEF – Improving Behaviour in Schools.

While pupils with behavioural issues might need a tailored approach, they do not necessarily have a special educational need. Similarly, children with special educational needs and disabilities will not necessarily need additional support with their behaviour. If you know that a pupil who has behavioural issues also has a special educational need, understanding best practice for supporting that particular need may help with their behaviour and thus could be a good starting point for their behaviour support.



Appendix 2: Belmont's Behaviour Expectations for Pupils

When we arrive to school:

- At Belmont we arrive to school on time and in correct uniform.
- We take responsibility over our belonging and make an effort to put bags, coats and other items away in the correct place. We are responsible for our belongings.
- We do not bring in chewing gum, food or drinks.

When we move around the school between lessons:

- We do not run or rush
- We are mindful of the one-way systems and follow them
- We walk in a courteous manner, observing the space we are in, allowing others room to pass by us
- We keep our hands to ourselves

In our Playground:

- We are sensible at lining up.
- We are respectful to everybody.
- We are kind to the environment and always put our litter in the bin.
- We are responsible for the words and actions we use.
- We are careful when we are playing.
- We are respectful of school property.
- We are always good friends to each other
- Keep yourself and others safe and healthy

In lessons:

- We arrive on time and line up in single file quietly at the door
- We greet our teacher with respect and refer to them with their name, e.g Good Morning Mr Smith
- We have all the equipment we will need for the lesson
- We speak to each other respectfully
- We do not call out or shout out
- We do not talk when the teacher is speaking
- We respect each other's property and do not touch belongings

When attending whole school events like assembly and chapel:

- Before the event we arrive on time and we line up quickly and quietly
- We enter the building calmly and quietly
- We keep our hands to ourselves
- We show respectful listening to our speaker
- We make every effort to sing or participate as asked

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Appendix 3: Building a Relationship as a Mentor

A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving



Appendix 4: How to Manage Challenging Behaviour .

Children can present with challenging behaviour in school and there is not set one way to handle situations. Teachers must set safe secure learning spaces where children feel secure and valued. Here are a few suggestions that can be considered for when challenging behaviour is presented:

- De-escalate the emotions. Everyone feels angry at that one moment in time. It is not helpful to add fuel to the fire and create higher levels of emotions. Support the child to calm down by taking them to a quieter space, talking calmly to them, allow them time on their own (within your classroom) to calm down. When they are ready ask them to come to talk to you.
- Acknowledge how the child feels. Tell them you understand they feel upset, angry, annoyed. If they are doing something that is dangerous you can acknowledge the feelings but explain we do not or are not allowed to do that. For example, I understand that you are feeling angry at me right now.... I understand you really wanted to throw the ball over the fence. I can see you feel very angry...
- Turn a negative into a positive. Similar to the above concept of changing the way we speak to children. Frame our instructions positively rather than negatively: Johnny can you please speak quietly in class, rather than Johnny don't shout. If a child constantly presents with negative behaviour consider why s/he may be doing this. Is it for attention, if so put a turn taking system in place so they are often heard but so are others, if it is to avoid a task, set up a new way of starting the tasks which feels like it a choice rather than a demand.
- Teach positive behaviour. Each teacher should display expected behaviour around the school. If you are asking your children to speak quietly, then the class teacher should model a calm quiet voice. If you want independence allow independent movement or getting resources in your room – keep consistent in your expectations.
- Quiet area: if you find you have children with higher energy levels or that are easily frustrated create a quiet area where children can go if they find they cannot regulate their emotions. Speak to the SENCO if you think a sensory area may be of benefit in your room so children can bring heightened over stimulated emotions down so they can function in the classroom happily.
- Situation: Do look at the whole situation around the challenging behaviour. Is there something in the classroom that needs to be changed? Is the child bored with the work or was the deliver too hard for them to process? Did they arrive at school angry today and just had a bad day? Did the way you responded to the child escalate the behaviour?
- Persistent challenging behaviour may be as a response to something else going on for the child. Seek help from the SENCO to see where further investigations may be helpful for you and the child.



Appendix 5: Behaviour Management Steps - Lower School Playtime:

- The adult dealing with the situation talks to the child and give them a verbal warning.
- If the child repeats the behaviour or the behaviour warrants time out then the child can sit on the bench for 2 minutes watching other people play.
- Repeated behaviour will result in a longer time on the bench. The aim of this is the child has time to think about their behaviour and has to watch others play. The adult should reflect with the child why they were asked to sit on the bench and see if there was any other way they could behave that might avoid this happening again.
- Dangerous or 'out of control' type behaviour may result in step 4 of our behaviour policy where the child is sent to see the Assistant Head (Lower School, deputy Lower School). Behaviour that may warrant this level of response could be aggressive or violent behaviour, dangerous behaviour to themselves or others or deliberate breaking of playground rules. The teacher in charge will contact the school office to locate the Assistant Head (Lower school, deputy Lower school) with the aim of immediate handling of the situation.

How we promote positive behaviour in the playground:

Supervision

- Identified members of teaching and support staff are "on duty" at playtime and lunchtimes.
- Staff on duty are on the playground before the children.
- Teachers ensure there are enough adults outside before leaving the playground.
- A first aid kit is available at with the school nurse

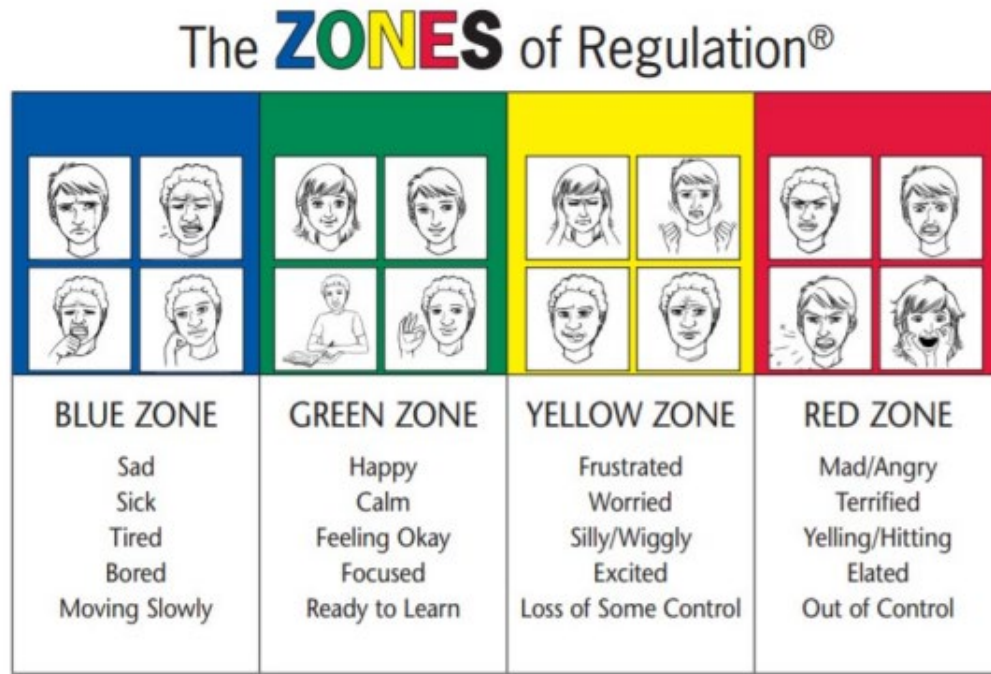
Positive role models

- Adults need to follow the rules that are set in place for the children.
- Adults will play with the children to model positive attitudes such as tolerance, resilience and fairness.
- Adults will use positive language when talking to children about problems or conflicts; asking open questions such as "why do you think XXX is feeling unhappy? What happened to make XXX feel cross?; What do you think you should have done....?"
- Adults will give both parties the chance to speak before deciding if any sanctions are necessary. Where appropriate the adult will give the children the chance to decide what sanction is appropriate.
- The adult will encourage the child to consider different views or how they can help themselves rather than getting the adult to intervene. When appropriate the adult will mediate for children to help them understand what is fair and appropriate.

Sanctions

- Children will be given a warning and a chance to improve their behaviour but sometimes an immediate response will be called for and there will be times when a child or children need time to reflect on their behaviour.

Appendix 6: The Zones of Regulation



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From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

Zones of Regulation is a social curriculum designed to support children to:

- identify their feelings and levels of alertness.
- use effective regulation tools to learn to regulate their own emotions for begin to empathise with those around them.
- problem solve positive solutions.
- understand how their behaviours affect themselves and those around them. Share an emotional literacy around emotions.

There are four coloured identified zones. Each zone represents a state of emotions that can affect our learning, social interactions or emotional well-being.

The language we use fits in with different zones. The zones also support our levels of classroom management.

- If children are being spoken to they may progress further along the zones heading towards the red zone so it can be helpful to de-escalate situations and help a child understand how to get back to the green zone. Some children find it easier to talk in colours.
- Some children need extra support in regulating their emotions. In class teachers may find it helpful to create zones for reflection and de-escalation and use of the language around the zones.
- Some children may need focussed work with the SENCO to help them develop a toolbox of effective ways that work for them to be their best self.



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Strategies that can be used with children in class.

The Blue Zone

- Go for a walk.
- Go for a walk to the toilet, get a drink of water and return to class (with your teachers permission)
- Wall pushups or chair pushups.

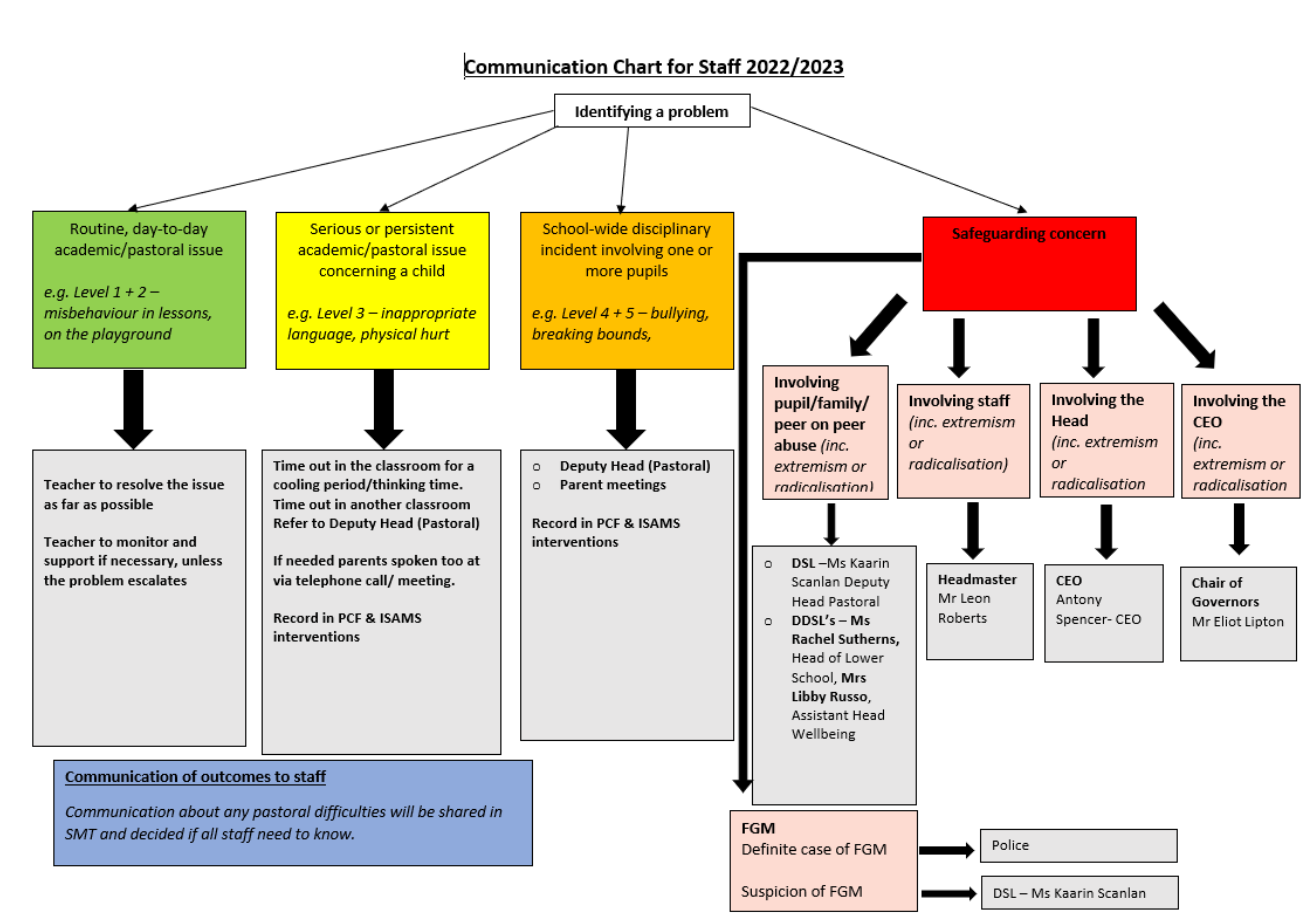
The Yellow Zone

- Meditation or use a calming jar
- Wall pushups
- Go for a walk
- Calm down.
- Breath.
- Meditation colouring
- Yoga cards in the quiet zone.
- Squeeze me ball.

The Red Zone

- Meditation colouring
- Take some deep belly breaths
- Sit on a bean bag (or in a comfy spot)
- Yoga
- Go to the quiet zone in your classroom and use the materials there to calm down.
- Talk to an adult if you need help to calm down

Appendix 7: Safeguarding Communication Chart



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Mill Hill Preparatory School
The Ridgeway
Mill Hill Village
London NW7 4ED

020 8906 7270
millhill.org.uk/belmont

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@MillHillBelmont

