



Mill Hill

Instilling values, inspiring minds

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Promoting Positive Behaviour Policy 2023 2024

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Promoting Positive Behaviour Policy

Instilling Values – Inspiring Minds

Grimsdell aims to meet the challenge of “Instilling Values and Inspiring Minds” using the key principles behind The Grimsdell Way that are also seen across the Foundation:

- **Be Kind**
- **Embrace Challenge**
- **Try our Best**

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.

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

- Anti-Bullying
- Attendance and Punctuality
- Disability
- Educational Visits
- Expulsion, Removal and Review
- Safeguarding and Protecting the Welfare of Pupils
- Restraint guidance
- Searches guidance

2. **Aims and Objectives**

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

1. **To try our Best** - We will do this by:
 - i. Creating optimum environments in which outstanding learning can take place;
 - ii. Providing an innovative curriculum which establishes strengths in the core subjects but is also broad and flexible enough to adapt to the demands of the 21st Century;
 - iii. Using methods that equip pupils with the tools and habits of mind that enable them to navigate the global environment;
 - iv. Having high expectations of all pupils and staff and a belief that everyone can achieve and succeed;
 - v. Promoting life-long learning and wellbeing amongst pupils and staff.
 - vi. Adopt the 5 steps in Thrive in Five
 - vii. Develop a common language amongst pupils and staff that encourages pupils to always strive to be their best through an internal desire that sees them believing they are ‘super selfers’ that put their ‘10/10 best effort’ consistently to be their best.

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2. **To be Kind** - We will do this by:
 - i. Practising respect and tolerance in our multi-faith and multi-cultural environment, through an understanding of Christian values and traditions;
 - ii. Providing opportunities to develop socially responsible pupils;
 - iii. Encouraging pupils to recognise the local, national and international context of their own education.
 - iv. Developing self-respect and an understanding of the importance of self-care
 - v. Developing empathy and an outward looking approach to wellbeing
 - vi. To recognise the Thrive in 5 points that relate to being kind and adopt them as a way of being.
3. **To Embrace Challenge** - We will do this by:
 - i. Providing a wide range of activities that enable pupils to develop the skills and attributes of confidence, curiosity, independent thinking, creativity, leadership, team work, resilience, emotional intelligence and adaptability;
 - ii. Cultivating interests, talents and disciplines that will enhance the pupils' experience of life, now and in the future;
 - iii. Encouraging pupils to be self-aware, resilient and to celebrate their individuality through the Thrive in Five programme;
 - iv. Building a sense of community and environmental awareness (both within the school community and beyond)

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 formal 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 Deputy Head

- 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 in terms of pastoral care;
- Assistant Heads are to support the Deputy Head and Head in the implementation of this policy.

Classroom Teachers

- Are responsible for the behaviour of pupils in their classroom 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;



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- The teachers work with the pupil to resolve problems;
- They may impose low level sanctions and recommend that a pupil receives a mid-range sanction;
- Will also work with parents to support the behaviour of pupils if there is a recurring problem.

All Staff

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

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

The Senior Leadership Team will

- Ensure that full induction procedures are in place for Newly Qualified and inexperienced teachers (along with a support programme) and all incoming experienced staff;
- Ensure that systems of communication with, and between, staff on disciplinary matters is effective;
- Ensure that this policy is implemented by all staff across the school.
- Ensure training and CPD around the Thrive in Five programme and Growth Mindset is revisited annually and with new staff.
- Ensure staff are aware of the Staff code of conduct and how to access low level concern reporting.
- Ensure that staff are comfortable and able to represent this policy in their interactions with children.

The Deputy Head with support from the Assistant Head (Pastoral) will

- Take the lead on the management of behaviour within the school;
- Ensure that rewards and sanctions are used equitably across the School and that pupils are rewarded for positive behaviour as well as sanctioned for poor behaviour;
- Ensure that appropriate records are kept and monitored, with suitable intervention;
- Oversee of the impact and success of this policy and make adjustments in consultation with SLT as necessary

Classroom Teachers, Specialist Teachers and TAs will (within their classes)

- Promote positive and effective relationships between pupils and between staff and pupils;



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- Consistently reinforce, monitor and adhere to the school's expectations for behaviour as set out in The Grimsdell Way and the School Rules;
- Monitor the behaviour of pupils and give rewards or sanctions as appropriate.
- Familiarise themselves with this policy and the School's Expectations and Standards, implementing them consistently;
- Use praise and sanction as appropriate, seeking assistance from the Assistant Head Pastoral if necessary.
- Keep notes of behaviour and pastoral incidents in the Electronic Personal Information Folders (PIF's)
- At the start of each new academic year read the notes in the PIF's on each new pupil in their form class.

Other Staff (Admin, Medical, Housekeeping, Grounds and Maintenance) around school will

- Promote positive and effective relationships between pupils and between staff and pupils;
- Consistently reinforce, monitor and adhere to the School's expectations for behaviour as set out in The Grimsdell Way and the School Rules;
- Monitor the behaviour of pupils and report to the class teacher for both positive and negative behaviour.

5. Thrive in Five

Thrive in 5 underpins our approach to develop happiness and self-security in each and every individual in our Grimsdell family. It also forms the backbone of our Promoting Positive Behaviour Policy. The 5 refers to five reflective steps you undertake to be the best version of yourself you can be. They are as follows;

1. Choose to be positive,
2. Take personal responsibility,
3. Have a positive impact,
4. Have resilience,
5. Dream big.

Thrive in 5 further enhances The Grimsdell Way which sets out guidelines for how we conduct ourselves at school, and Growth Mindset where children show resilience and perseverance for their own personal satisfaction. All three concepts combine to make 'super selfers' that strive to always do their '10 out of 10 best effort', who are able to reflect on how they feel and whether they are achieving their best. All staff and parents embody Thrive in 5' through a shared vocabulary and dialogue of how we support, encourage and promote independent thought and self-achievement.

This vocabulary reminds all who use it that words have an impact and this impact can be felt personally or environmentally. A core benefit from Thrive in Five is the enormous strength children internalise where they seek personal satisfaction in success rather than external gratification. In school we ring the 'bell of awesomeness' to remind ourselves we are awesome and to celebrate the process of achievement rather than the end result.

The Bell of Awesomeness is also an integral part of level 3 in the school's reward system which includes ringing the bell of awesomeness if a member of staff, another child or even the child themselves feels they have put in an awesome effort and want it recognised.

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Thrive in Five has become a way of being at Grimsdell and enables children to make choices about their behaviour before it escalates. It also provides a scaffold for staff to support children who run the risk of escalating their behaviour. (See Appendix 6 for ideas and support)

The philosophy of Thrive in Five is most effective on the playground. All staff should employ the strategies and language set out in Thrive in Five to support free play in the playground. Please see Appendix 7 for the rules and guidelines around supervising and managing behaviour on the playground.

6. **Recognition and Rewards**

The vast majority of pupils display high levels of positive behaviour at Grimsdell at all times. In addition to Thrive in Five, our rewards system encourages pupils, teachers and their parents/carers to celebrate sustained good work, effort and progress and contribute to a culture of motivation and success.

Grimsdell recognises that a key part of developing the potential of our young children is giving encouragement and praise. Praise is a key component of the recognition and rewards system along with good teaching and good staff/pupil relationships. Staff at Grimsdell 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.

System of Recognition and Rewards

We operate a tiered system of 4 Levels of recognition and reward which is underpinned by an emphasis upon:

- Descriptive and meaningful praise
- Growth Mind-set attributes and skills
- Showing examples of the Thrive in Five steps in their own behaviour and towards others.

Level 1- Informal Well Done

- Verbal praise explaining descriptively what the pupil has done to deserve the reward.

Level 2- Noteworthy Behaviour (1 House Smiley)

- Verbal praise explaining descriptively what the pupil has done to deserve the reward.
Or
- Ringing the bell of Awesomeness and sharing with the class the reason why.

Level 3 - Special Noteworthy Behaviour linked to Grimsdell Way (3 smileys)

- Verbal or written praise given to child by Mrs Simon.
- Bell of Awesomeness rang in whole school setting sharing the reason why

Level 4 - Head's Special Award (5 House Smileys)

- Verbal or written praise by the Head or Deputy Head explaining what the pupil has done to deserve the reward and informing the pupil that they are being awarded a Head's Special Award;
- Pupils receiving a Head's Special Award will meet with the Head at break time and they are to bring any pieces of work that have helped them achieve this award;
- A written communication will be sent home to Parents informing them of the award. This will be recorded.



Examples of behaviours

Please see Appendix 2 for the Recognition and Rewards Matrix giving examples of how pupils can achieve these awards and the procedures surrounding them.

Further mechanisms for praise

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

- Assembly– praise from peers and teachers;
- Visits to senior team to celebrate good news
- Display House points in the house cabinet
- Display work on the wall;
- Displays and notice boards (e.g. Learning friends displays in the Hall and other spaces) are used to celebrate each year group and House to publicise achievement in all spheres of school life;
- Marking – stamps, 'smileys', written comments;
- Work on the WOW wall or learning wall in EYFS commented on and praised
- Phone calls/emails/postcards home;
- Accolades featured in the newsletter
- Occasional use of stickers for children that demonstrate the need for other forms of praise

This is not an exhaustive list but reflective of wider praise and reward opportunities across the school.

7. Principles and criteria for praise and rewards

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

Look for every possible opportunity to praise and reward our pupils and encourage pupils to reflect on their learning and feel good about their effort and progress. 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, Houses, clubs and activities - or even just walking around the school.

Strike 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, it is important that those pupils who regularly misbehave are not awarded disproportionately.

When praising or rewarding pupils staff should apply 'The Grimsdell Way' (see next page) as the reason for the reward, 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 led by example or demonstrated an act of kindness Has the pupil shown a great deal of respect in a certain situation or has possibly done something deserving of a great deal of respect?
TRY OUR BEST	Has the pupil done/produced something to be proud of? Has the pupil achieved something noteworthy? Has the pupil demonstrated some notable learning? Has the pupil demonstrated their 10/10 best effort?
EMBRACE	Has the pupil demonstrated perseverance or resilience?
CHALLENGE	Has the pupil excelled in a particular area they may usually find difficult?

A full copy of The Grimsdell Way is available at appendix 4.

Our Learning Friends

To further develop positive behaviour, attitudes to learning and high levels of engagement in class we encourage our pupils to be confident and independent learners through our seven 'learning friends'. The pupils can be awarded these separately for demonstrating a specific learning skill during a task. These skills include, reasoning, curiosity, teamwork, resilience and perseverance, reflection, making connections, creativity and imagination. A copy of 'Our Learning Friends' can be found in Appendix 1.

8. Consequences of Poor Behaviour

We recognise that pupils can sometimes get things wrong when it comes to behaviour, conduct and decision making, and that it is our responsibility to help pupils learn from these mistakes and instil behaviours that promote fewer mistakes in future. With this in mind we aim to take a sympathetic and restorative approach to how we manage undesirable behaviour at the Mill Hill School Foundation, while remaining firm and consistent in our application. The adult responsibility in managing poor behaviour and promoting positive behaviour is at the heart of our approach which is supportive and enabling.

The use of disciplinary sanctions will be reasonable and proportionate to the circumstances and staff will apply them consistently, fairly and without judgement. Account will be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil. Disciplinary sanctions will have the main aim of helping the child to understand the impact of behaviour and what they could do differently next time.

Staff should aim to resolve issues at the lowest possible level, aiming to keep all consequences at level 2.

System of consequences for poor behaviour

We operate a tiered system of 4 Levels of behaviour, each of which has a language and dialogue based approach to promoting the behaviour we want to see. The structure is discussed for pupils to understand but the allocation of sanctions is done privately, with no visual representation.

Level 1 – Low Level Issue

- Staff to give warning, explaining what the pupil is doing wrong and having a dialogue about how to correct it; this can be done using the Thrive in 5 language about choosing to behave well.
- No recording or communication of this incident is necessary.

Level 2 – Repeated Level 1 offences/More Serious Issue

- Member of staff to explain exactly what the pupil has done wrong and enter into a dialogue on how to avoid this happening again the future;
- The pupil to be given 'Thinking Time' in their classroom (away from the group). This might mean working at a separate table or it might mean calming down in a separate area of the room – depending on the misdemeanour.
- This will be recorded privately in the PIF (if necessary). The Deputy and Assistant Head Pastoral will have access to the PIF's and will monitor regularly.

Level 3 – Repeated Level 2 offences/ Serious Behaviour

- Member of staff to explain to the pupil exactly what they have done wrong.
- 'Thinking Time' in another classroom if deemed appropriate. The child would be accompanied to another class with work or an activity (if appropriate), where they would be supervised by another teacher for a maximum of twenty minutes; This is not humiliation, with children being sent to a younger class. Children should only be sent to another class in their year group.
- After thinking time the member of staff would establish with the child why the behaviour was wrong, what they could have done differently and whether any appropriate restorative next steps are necessary
- Parents would be contacted by the class teacher to explain the incident, the action and secure support.
- This will be recorded in the PIF.
- The Deputy will be alerted and have access to the PIF in order to monitor regularly.

Level 4 – Repeated Level 3 Issues – Meeting with Assistant Head (Pastoral)

- If a child consistently reaches Level 3 for any reason (3 or more times), they would be spoken to by the Assistant Head (Pastoral) and we would also involve parents to define the behaviour/issues and establish next steps and parental support. If this were to continue, the Deputy Head and then possibly the Head would then become involved and the child would be placed on an individual positive behaviour plan with steps, actions and further sanctions attached as appropriate.

Our Language tools:

We follow these steps to scaffold our language in conversations with pupils

- Acknowledge the behaviour – we help develop emotional behaviour by articulating for them; "I understand it is hard to stop drawing when you are enjoying it so much, but it is time to come to the carpet now"
- Identify the cause – 'What happened?', not 'Why did you do it?'
- Define the behaviour – You did this - At Grimsdell we do this because...
- Show you are sorry/seek forgiveness/ put right the wrong



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- We make positively worded requests: 'When we draw we keep the pencil on the paper', 'We play gently with our friends' etc.
- We are calm and controlled when discussing behaviour with children

Our Non-verbal tools

- We make eye contact with children
- We get down on their level
- 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 child for incorrect uniform, lateness or anything that (at this age) is more the responsibility of the parent.

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

Pre-emptive steps to follow to avoid the use of sanctions

- Ensure pupils know the school and classroom rules;
- Provide clear messages about their routines and order of day using visual timetables
- Allow pupils to assume responsibilities and involve them actively in lessons
- Make active use of the Thrive in Five language and encourage children to identify how they can give their best effort.
- Make focussed use of 'learning friends' (see appendix 1) to engage and motivate;
- Make active use of 'zones of regulation' (appendix 5) to recognise and name emotions which may lead to poor behaviour, guiding pupils to develop self-control and regulation;
- Ensure that the relationship between teacher and pupil is warm, friendly, respectful and professional;
- Reward pupils for good work, positive behaviour and any other appropriate positive reason, using specific and quantitative praise;
- Listen to all accounts before making judgements;
- Be fair and consistent when dealing with pupils, applying this policy will help achieve this;
- Be courteous and polite to pupils, refer to them by their forenames and expect pupils to address staff and visitors in a respectful manner (Mr, Miss, Mrs, Ms). 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;
- Use the STOP, THINK, CHOOSE approach

Applying the use of sanctions

- 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 honesty 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;



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- Avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding;
- Wherever possible, avoid whole-group sanctions;
- Do not apply any further sanctions such as finishing work at break time or missing break, without consultation with the Assistant Head (Pastoral) or Senior Deputy Head at the Level 4 stage.
- Use sanctions in conjunction with appropriate skilled dialogue, to help the pupil 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 – or delivered in a humiliating or degrading way;
- Never send a child to be out of class or left in class unsupervised.
- 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;
- 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; Use the STOP, THINK, CHOOSE approach
- ALL sanctions should be related to the behaviour the child is demonstrating, not to the child personally.

9. Special Educational Needs (SEN)

All members of staff will be aware of children with Special Educational Needs or Disabilities (SEND) and will adjust their approach to the behaviour of these children in order to educate, rather than sanction. Teachers and Assistants take into account any diagnosed or potential special educational needs that may affect a child's understanding of social situations and appropriate behaviour or reactions. (All staff members can approach the SENDCO to seek support and/or advice on how to appropriately support a child with SEND in their care). Staff to be aware about the perception of behaviour if a child is SEN when they have been the victim.

Children for whom the sanctions and or praise process does not apply – not formally SEND.

There are always children for who the standard praise and sanctions do not apply. In these instances, staff are to use their knowledge of the child, the child's needs and any behaviour plans already in place to support behaviour. In most cases these children will have a case worker (Deputy Head, Assistant Head Pastoral, Play therapist) who will support the child if their threshold has been reached.

10. Bullying

Bullying is defined as any intentional behaviour that physically, verbally or indirectly hurts or injures another individual or group; that threatens or frightens; that is demoralising or humiliating; that psychologically hurts or injures.

KCSIE states that:

"All staff should be aware that children can abuse other children (referred to as child on child abuse)

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;



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- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals".

Promotion of the anti-bullying message is through a variety of mechanisms including:

- Annual Safeguarding briefing for all staff which refers to The Foundation Anti-Bullying Policy
- PSHE lessons / Assemblies/circle time
- Staff and pupil training
- Raising awareness of bullying during National Anti-Bullying Week
- Involvement of all members of the School community. Caterers and grounds staff may notice things that others do not.
- School Councils
- Guest speakers to talk to pupils and parents.
- Awareness of areas around school where bullying may occur

Bullying is taken seriously at Grimsdell and all staff are aware of what steps to take;

1. Staff member alerted will ascertain all the facts from the pupils involved
2. Deputy Head will co-ordinate the investigation.
3. The Head will be informed at an appropriate stage in the investigation;
4. The investigation will be thorough, timely and pupil interviews will be conducted in accordance with the clearly set out guidelines. If, as a result of the investigation, any safeguarding issues arise, these will be reported immediately to the appropriate person;
5. Parents will be informed as soon as possible of their child's potential involvement;
6. A summary of the outcome of the investigation will be compiled by the investigator and sanctions/additional support (for the victim/bully) agreed. These will be on a case by case basis.
7. Parents will be informed of any action to be taken re: their child;
8. The incident will be (confidentially) recorded and a copy placed on the pupil's file;
9. A log of bullying incidents is held by the Head.
10. Following an incident of bullying full pastoral care is given to both children through the therapeutic services offered in school.

11. **The Grimsdell Way**

When sanctioning pupils staff should apply 'The Grimsdell Way' for the reason behind their decision, which should be communicated to pupils during the discussion around the sanction:

Things to consider when sanctioning a pupil:

BE KIND

Has the pupil done something or acted in a way that is unkind?
Has the pupil shown little or no respect to others or themselves in a certain situation?

TRY OUR BEST

Has the pupil not given their best or demonstrated a lack of effort?
Has the pupil led others into poor behaviour or set a bad example?

EMBRACE CHALLENGE

Has the pupil allowed themselves to become distracted or to distract others?
Has their engagement level in lessons been disappointing compared to their ability and others in the class?

12. 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 noted in the Foundation's restraint 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.







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Appendix 1 – Our Learning Friends



Our Learning Friends



Learning Friends	Name	Learning Skill
	Polly the Parrot	Reasoned thinker and talker Participates in talk being aware of their own and others' feelings. Builds on what is said and develops reasoned and rigorous thinking.
	Klara the Kitten	Curiosity Asks questions, investigates and learns where answers could be. Prepares to experiment and learn from mistakes.
	Bertie the Bee	Learning Relationships Works well with others. Shares ideas with others. Listens, responds and negotiates.
	Tommy the Tortoise	Resilience and perseverance (not giving up) Learns that some things take a long time to achieve. Takes risks. Blocks out distractions and works hard.
	Oscar the Owl	Reflective Learner Reflects on past learning and plans ahead. Prepares to change. Self-aware. Thinks about how, who, when, what and where.
		Making Connections

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	Sid the Spider	Links previous learning with present learning. Links experiences between subjects and between home and school.
	Ursula the Unicorn	Creativity and Imagination Generates and develops ideas. Looks for alternatives; applies imagination.

Positive Behaviour			Response			Communication		Recording	
Level	Definition	Examples	Reward		Acknowledgement - Academic, pastoral/House and co-curricular	Within School	Externally	Where	Responsibility
1	Minor examples of Positive Behaviour	Good effort/progress on a task or homework	Informal 'Well Done'	1 House Smiley	Verbal praise explaining what the pupil had done to deserve a reward and receive a house smiley.	Discretionary; Awarding staff member to inform Class teacher.	Discretionary		
		Single act of kindness (holding door etc.) being kind to another pupil.							
		Being helpful to a member of staff.							
		Showing progress in resilience or making a good choice in their behaviour							
2	Noteworthy Positive Behaviour	Good effort in a lesson/homework, a single instance of good academic progress being made	Noteworthy Behaviour	2 House Smiley	Verbal praise explaining what the pupil had done to deserve a reward and informing the pupil that they are being awarded 2 House Smileys.	Awarding staff member to inform Class Teacher if not the pupils Class teacher. Class Teacher to monitor House Smileys within Class and inform Head of House during House meetings.	Discretionary		
		A noteworthy act of positive contribution to school life							
3	Excellent Positive Behaviour	A single, outstanding piece of learning/effort/example of progress OR a series of very strong individual pieces of learning/effort/progress not previously rewarded beyond Level 1	Time with head and ring the bell of awesomeness	3 House Smileys	Verbal or written praise, by Class Teacher, explaining what the pupil had done to deserve the reward. Pupils will ring the bell of	Head to praise child as they ring the bell of awesomeness- this could be in assembly.	Newsletter	Newsletter	Class Teacher

		A series of acts that have not previously been rewarded beyond Level 1			awesomeness with Mrs Simon and n class.				
4	Exceptional and consistent Positive Behaviour	Consistency in positive behaviour in one (or more) aspects of school life, including academic, contribution to the community or House. This is demonstrated by gaining 5 House Smileys; or potentially for a single achievement at School.	Head's Special Award	5 House Smileys	Pupils receiving this award will be presented a Special Certificate and a written communication will be sent to Parents informing them of the award. Staff to recommend pupils for Head's awards	Head to present certificate and sticker	Newsletter Certificate home Congratulatory email from Head	Newsletter Email Isams	Senior Deputy Head / Class teacher

Appendix 3- Sanctions Matrix

Negative Behaviour			Response			Communication		Recording	
Level	Definition	Examples of behaviour	Sanction		Restorative Justice	Within School	Externally	Where	Responsibility
1	Low Level Disruption	Calling out or distracting others	Warning (verbal)		<ul style="list-style-type: none">AcknowledgementIdentify the causeDefine the behaviourSeek forgiveness	At staff discretion	None	Share with class teacher	Member of staff observing/involved
		Poor effort							
		Ill-judged behaviour							
2	Repeated Level 1 offences/ More Serious Issue	Repeated Level 1 offence	Warning (verbal)		<ul style="list-style-type: none">AcknowledgementIdentify the causeDefine the behaviourSeek forgiveness	At staff discretion	At staff discretion	Share with class teacher	Member of staff observing/involved
		Disrupting lesson,	'Time out' within classroom						
		Rude/disrespectful to peers or adults							
3	Repeated Level 2 offences/ Serious or Dangerous Behaviour	Repeated Level 2 offence Lying or very rude to staff Aggressive language or behaviour towards peers or staff	Warning (verbal)		As Level 2 plus; <ul style="list-style-type: none">Meeting with Assistant Head Pastoral & Class Teacher to discuss ways forward and identify what support might be needed to achieve this	Member of staff involved to communicate with Class teacher	Parents informed (phone, email, meeting as appropriate)	Share with class teacher	Member of staff observing/involved
			'Time out' in another classroom			Report to Assistant Head Pastoral			

4	Repeated Level 3 offences/ Serious Breach of Trust/ Inappropriate Behaviour	Repeated Level 3 offences	Meeting with the Senior Deputy Head	As Level 3 but; <ul style="list-style-type: none">Meeting with the Senior Deputy Head and Class TeacherFormal support for the pupil MUST be put in place	Member of staff involved to communicate with Class teacher and Senior Deputy Head Report to Head	Parents invited in to discuss ways forward, what support is being put in place.	Share with class teacher	Class Teacher / Senior Deputy Head
		Fighting or discriminatory language						
		Consistently on a red traffic light						



Appendix 4 - The Grimsdell Way

- Treat others as they would like to be treated themselves
- Share
- Forgive
- Are kind and helpful
- Listen to each other
- Are honest
- Are cooperative
- Do their best to be their best and;
- Share their worries
- Keep yourself and others safe and healthy

Appendix 5 – The Zones of Regulation

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. Below is a visual summary of the zones.

The **ZONES** of Regulation® Reproducible E The Zones of Regulation Visual

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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

The zones of regulation further support Thrive in Five. The language we use fits in with different zones.

- To be a super selfer can calm you down in the yellow and red zones or help you stay within your calm, healthy and happy green zone.
- Some times we can be energy zappers in the red or yellow zone and need help bringing ourselves back to the green zone.



Grimsdell

- 10 out of 10 best effort would be in our green zone as would the pig of happiness who shares a smile and praise.

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 tool box of effective ways that work for them to be their best self.

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.
- Vercro

The Red Zone

- Meditation coloring
- 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 6 Strategies to deal with challenging behaviour.

Classroom ethos.

Set up your classroom at the start of the year with a clear classroom conduct. Create this contract with your class as a collective that you all buy into.

- What are the children's' expectations?
- How can you keep each other feeling secure and safe in your class bubble?
- Each member of the class should feel they have a voice and know who they can talk to if something feels hard.

Revisit the Grimsdell Way.

- Establish why we have the Grimsdell Way, how it helps us in school and ways we can meet the expectations of the Grimsdell Way.
- Can you use the guidelines to support your classroom conduct?

Consider how your classroom is set up.

- Will all children feel a part of the group?
- Do those children that you know find it hard to focus, listen or sit still for periods of time have an appropriate space in the classroom that allows them movement or distraction free.
- Are the displays in your classroom calm and not too stimulating as some children can find this over stimulates them and they can find it hard to feel calm and focused?

Know your children.

- Do any children have SEN with guidance on how to support them in class, need classroom accommodations or resources?
- Read the PIFs. Is there any background information you need to factor into your classroom environment or have an awareness of the circumstances which may have an impact on their behaviour at times.
- Are any children on the Gifted & Talented list?

Possible reasons for challenging behaviour.

- Health: does the child have an underlying health condition that explains their behaviour? They may be experiencing pain, discomfort or may have a change in their condition which results in changed behaviour as their way of communicating it.
- Behaviour difficulties: does the child have conditions such as ASD, ADHD, sensory processing disorder, OCD and others. Talk to the school SENCO to how you can support this child in the classroom. There can be a number of subtle reasons why a child with a behaviour difficulty can exhibit challenging behaviour.
- Home environment: do you know what the home environment is like for this child? We do not make judgements but be aware if there may be challenges in place for the child.
- Changes: have there been any major changes in the child's life that could affect their behaviour. Sometimes when children feel vulnerable or neglected they can lash out at those around them.
- Learned behaviour: the child may have learnt that acting out is how they get what they want or they may come from an environment where everyone acts this way.
- Boredom: if children feel bored due to work being too hard or too easy, they can act out.
- Routine: some children need very consistent and familiar routines. If a routine is changed or not consistent they can act out as they feel uncomfortable and out of control.



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:

- Deescalate 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 7 – How to manage poor behaviour on the playground (or any space in use for play)

In our Playground:

- We follow the Grimsdell Way and;
 - 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

How we promote positive behaviour in the playground:

- Supervision
 - Identified members of teaching and support staff are “on duty” at playtime and lunchtimes.
 - Smileys are given out to reward good behaviour, exhibiting the Grimsdell Way or using Thrive in Five language to become independent thinkers.
 - 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 for use in the playground (staff take the bag out at first break and then it is brought back in at the end of lunch). For more serious injuries the school nurse is available in her room and will respond to calls on the walkie talkie.
 - A lead teacher will get the first aid to take outside for playtimes and the walkie talkies out (and bring them back in).
- 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.
 - At the end of playtime all adults remind children to stand at the first bell and put playground equipment away. When the second bell is rung children are to WALK to their lines with the expectation to line up quietly.
 - Adults model how to use the Thrive in Five language to engage independent super selfers that can help themselves in playground conflicts. 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.



- Behaviour management steps:

- 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.
- For young ones sitting on the bench might be too hard so they can hold an adults hand for 2 minutes, or if a child is unable or unwilling to sit on the bench.
- 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 (Pastoral). 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 (Pastoral) with the aim of immediate handling of the situation.

- Communication

- A record is kept of children who are sent the Assistant Head (Pastoral) in the PIF. This records the nature of the behaviour that led to that point. This is monitored to check for patterns or 'regulars'. Staff supervising the playground may also give class teachers a verbal account of incidents. Teachers will use their judgement of when to inform parents. Parents will be informed of any serious incidences or invited in to discuss patterns of behaviour.

- Staying Safe

- Some behaviours such as swinging from the goal posts, throwing grass, climbing trees, are not encouraged but are monitored to ensure they remain safe and remain play based. As soon as there is a sign that things are going too far they will be stopped. Adults will use their professional judgement in this respect.
- Children are not allowed to stay inside without adult supervision.
- Pupils are not to climb any fences or gates, stand on top, or jump from any equipment that is high.
- Children should avoid games that involve rough contact. Physical contact is discouraged.
- Coats must be fastened.

End of Playtime procedure.

Teacher on duty rings the bell three times 10 minutes before the end of break. Children are to take any playground equipment to the shed where the House Captains are ready to tidily place all equipment away, get a drink or go to the toilet. (3 minutes before end of playtime).

- 5 minutes before the end of break the teacher on duty rings the bell again four times. Children are to immediately stop playing and walk quietly and calmly to their class lines.
- The adults in charge are to wait at the top of the lines for the class lines to be quiet and facing the front. One class is chosen to be awarded a smiley for each person.

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