



Mill Hill

Instilling values, inspiring minds
Grimsdell | Belmont | Mill Hill School | Mill Hill International

International

Promoting Positive Behaviour Policy

2023–2024



Mill Hill International

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Introduction

The motto of The Mill Hill School Foundation is Et virtutem et musas – instilling values, inspiring minds MHI embodies this motto by encouraging the development of six core characteristics:

- Commitment
- Compassion
- Curiosity
- Collaboration
- Communication
- Creativity

It is through the application of these habits of mind that we recognise and reward the positive behaviour of our pupils.

In order to achieve this, exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline; it echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

All expectations underpin The Mill Hill School Foundation's Aims and Objectives. Our expectations are for all pupils to:

- Be Ready
- Be Respectful
- Be Safe

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' (2016) and in compliance with the Requirements for children with learning difficulties and/or disabilities given in the Equality Act 2010. What is expected of pupils in general terms is most clearly and concisely set out in the 'Expectations and Standards – A Guide for Pupils' document.

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

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



Definition of Roles

Governing Body

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

The Head

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

The Deputy Head (Pastoral)

- Is responsible to the Head for good order and discipline in the School as a whole, including boarding in liaison with the Assistant Head (Boarding);
- Is responsible to the Head for the welfare of all pupils (including boarding pupils in liaison with the Assistant Head (Boarding), and specifically for ensuring the effectiveness of any specialist provision that a pupil may require;

The Housemasters/Housemistresses

- Are responsible to the Assistant Head (Boarding) for the attainment, good order and discipline of pupils allocated to their house at all times;
- In partnership with Tutors, they ensure high standards of behaviour of boarders at School.

Head of Year 11 and Deputy Head (Pastoral)

- Are responsible for leading and supporting the Tutors in ensuring good behaviour;
- Ensure that Tutors are performing such tasks as recording rewards and incidents of poor behaviour on Orah;
- Support the Tutors in monitoring pupils' behaviour;
- Involve, where appropriate, colleagues and/or professionals from other areas eg Medical Centre, School Counsellor, Learning Support, including external agencies;

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 rewards;
- The Tutor works with the pupil to resolve problems;
- The Tutor informs the Housemaster/ Housemistress if there is a recurring problem;



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- The Tutor contacts Parents/Guardians about noteworthy behaviour of their tutees – be it praiseworthy or an area of concern.

Classroom Teachers

- Are responsible for the behaviour of pupils in their classroom, with the support of Heads of Faculty and other more senior staff;
- They monitor and deal with behaviour in the classrooms and report concerns to Tutors;
- They also give praise and support to their pupils and may recommend them for rewards;
- The Tutor works with the pupil to resolve problems.

All Staff

All staff, teaching or otherwise, have a role to play in promoting the values of the School and upholding the principles set out in the Expectations and Standards (The Pupil Code of Conduct).

Staff are expected to be consistent in their dealings with pupils.

- Consistent language; consistent response: Referring to the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour;
- Consistent follow up: Ensuring 'certainty' at the classroom, Tutor and senior management level. Teachers take responsibility for behaviour interventions, seeking support but never delegating;
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour;
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours;
- Consistent, simple expectations referencing promoting appropriate behaviour: be ready, be respectful, be safe;
- Consistent respect from the adults, even in the face of disrespectful pupils;
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning;
- Consistently reinforced routines for behaviour around the site: In classrooms, around the site, from Boarding Houses to School.

Parents and Guardians

Throughout a child's time at MHI we aim to work in partnership with Parents and guardians 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.



Expectations of Staff

All staff will:

- Meet and greet at the door;
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all pupils;
- Be calm and give 'take up time' when going through the steps for managing poor behaviour;
- Prevent before sanctions;
- Follow up every time and engage in reflective dialogue with pupils;
- Never ignore or walk past pupils who are behaving badly.

Senior Leaders will:

- Meet and greet pupils at the beginning of the day;
- Be a visible presence in the School to encourage appropriate conduct, especially at starts of lessons;
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations;
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations;
- Regularly share good practice;
- Support teachers in managing pupils with more complex or entrenched negative behaviours;
- Encourage use of praise, Commendations and Head's Commendations;
- Ensure staff training needs are identified and targeted;
- Use behaviour data to target and assess interventions;
- Regularly review provision for pupils who fall beyond the School's expectations.

Recognition and Rewards

The vast majority of pupils display high levels of positive behaviour at Mill Hill International at all times. Our rewards system allows pupils, their teachers, Tutors, Housemaster/Housemistress and Parents/Guardians to see how well they are progressing.

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

The underlying principle for the promotion of positive behaviour at MHI is that all staff must look for every possible opportunity to praise and reward our pupils. Pupils are praised explicitly for behaviour that reflects the School's values and the Six Habits of Mind:

- Commitment
- Compassion
- Curiosity
- Collaboration
- Communication
- Creativity



Rewards Summary Sheet	
Reward	Examples of when reward may be given (should link to the Foundation Aims and Objectives and the Six Habits of Mind)
Informal Praise	Good effort/progress on a task or prep. Single act of kindness.
Commendation	Noteworthy effort in lesson/prep; instance of excellent academic attainment or progress, a noteworthy contribution to School life. Commendations are recorded on Orah and pupils, their Tutors and Housemasters/Housemistresses are notified.
Head's Commendation	A single, outstanding piece of learning/effort/example of progress, or a series of very strong individual pieces of learning or effort. Going over and above expectations. Head's Commendations are recorded on Orah and pupils, their Tutors and Housemasters/Housemistresses are notified. Parents are sent a postcard from the Head informing them of the Head's Commendation and the reason it was awarded. The Head's Commendations are given out in Assemblies.

Ways in which rewards may be recognised and celebrated

Alongside these awards, the following methods are used to recognise and reward pupils' behaviour and achievements:

- Assembly/Chapel services – praise from peers and teachers;
- Chart to display Commendations on the wall in Tutor base;
- Display work on the wall;
- Displays and notice boards are used to celebrate each year group, Tutor group to publicise achievement in all spheres of School life;
- Marking – stamps, 'smileys', written comments;
- Phone calls/emails home;
- Tutors regularly monitor the number of their tutees' commendations and inform the Head in order to award the tutee in an assembly;
- Meet with the Head to discuss a Head's Commendation.

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



Practical Steps in Managing and Modifying Poor Behaviour

Engagement with learning is always the primary aim. At MHI we recognise that for the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed to ensure that behaviour meets the School's expectations. This notwithstanding, even low-level poor behaviour can be disruptive to pupils' learning. The following steps are practical steps to manage poor behaviour. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

1. The reminder

A reminder of the expectations for pupils: Ready, Respectful, Safe delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing.

2. The caution (30 second intervention)

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged and energy spent on returning pupils to their learning rather than engaging in discussions about behaviour.

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the pupil; allow them time to decide what to do next. If there are comments, as you walk away write them down **and follow up later**.

3. The time-out

Pupils should not be asked to stand outside classrooms. However, sometimes a cooling down period may be needed and a pupil may be asked to leave the room for time out. Pupils may be asked to go to a spare room (ideally adjacent to the classroom) for time to cool off or to take a short walk on the campus. This should not exceed a few minutes and the teacher will expect the pupil to return without the need for further intervention. If the situation warrants intervention from a more senior member of staff, a member of the Senior Leadership or Senior Management team (such as Heads of Faculty) will escort the pupil to an appropriate workspace outside the teaching room.

4. Reparation Meetings

Reparation meetings are a core part of repairing damage to trust between staff and pupils. These take place at an agreed time on the same day at break time, lunchtime or after School.



Our Reparation meetings use the following framework:

- a. What happened?
- b. What were you thinking at the time?
- c. What have you thought since?
- d. How did this make people feel?
- e. Who has been affected?
- e. How have they been affected?
- f. What should we do to put things right?

Staff will take responsibility for leading Reparation meetings, the Management Team (such as Heads of Faculty) will support when requested.

5. Monitoring Behaviour - Team around the Child

A Team around the Child intervention (TAC) will be implemented where there is a sustained cause for concern e.g. attendance, behaviour or progress issues. Team around the Child is not only used to support improving behaviour. It is also used as an academic support intervention.

When a TAC is implemented, the pupil's Tutor will:

- Gather the necessary information from all stakeholders to inform the TAC;
- Develop an appropriate action plan with the pupil to enable them to show progress towards agreed targets;
- Monitor and review and mentor the pupil using the action plan;
- Discuss both the consequences for the pupil if not meeting the required action and the positive outcomes for everyone if conduct improves.

When a TAC is implemented:

- If a pupil does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Tutor;
- Pupils must be given a second chance to achieve the targets agreed on the action plan after the verbal warning;
- All of these matters will be confirmed in writing and recorded on Orah.
- Parents/Guardians will be kept informed of the TAC and progress towards the agreed targets.

Pupils may have their behaviour monitored by Tutors to show progress towards agreed targets. At MHI, we make sure that this is done discreetly. An important part of our approach to monitoring behaviour at MHI is that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other pupils or give fame to those who choose not to meet our high standards of behaviour. Behaviour that needs to be monitored is done in partnership with the pupil's Tutor and Housemaster/ Housemistress.



6. Restorative Conference – Formal Meeting

Where there is no improvement in the agreed action plan and behaviour remains a significant concern, a restorative conference that takes a 360 degree view of the pupil will be convened. This meeting will include the Tutor, the Pupil, the pupil's Housemaster/Housemistress, the pupil's Parent/Guardian and a member of the Senior Team.

- The meeting will address the pupil's progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation;
- Pupils may be asked to positively contribute time back to the School as part of the process of repairing the damage they have caused;
- Actions agreed at the meeting will come under the terms of the a final warning and will constitute a behaviour contract.
- If the pupil does not complete the actions or breaks the terms of the contract, then the procedure will move to the next stage it is likely that the pupils will be asked to leave the School in accordance with the Expulsion, Removal and Review Policy.
- All of these matters will be confirmed in writing and recorded on iSAMS Orah and Parents/Guardians will be sent a copy of the agreed actions and behaviour contract.

Managing Behaviour Summary Sheet	
Steps	Action
1. Reminder	Gentle encouragement, a 'nudge' in the right direction A reminder of the expectations: Be Ready, Be Respectful, Be Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
2. Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
3. Time Out	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so. If necessary, the pupil will be escorted to another room monitored by a Senior Leader or Head of Faculty for the remainder of the lesson. All internal referrals must be recorded on Orah.
4. Reparation Meeting	A reparation meeting should take place on the same day. This may happen at a break time, a lunchtime or after School. If the pupil does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process. All reparation meetings must be recorded on Orah.
5. Monitoring Behaviour – Team around the Child	The Tutor liaises with the Housemaster/Housemistress to agree on an appropriate action plan which is monitored by the Tutor to review progress towards targeted area of improvement. The meeting and subsequent actions are recorded on Orah. Parents/Guardians are kept informed.



6. Formal Meeting	A restorative meeting that takes a 360 degree view of the pupil to include the Tutor, the Pupil, the pupil's Housemaster/Housemistress, the pupil's Parent/Guardian and a member of the Senior Team. Actions agreed at the meeting will come under the terms of a final warning and will constitute a behaviour contract. These will be formally written and recorded on Orah with a copy sent to Parents/Guardians.
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Boarders

Mill Hill International pupils board in the same Boarding Houses as Mill Hill School pupils. It is therefore important that incidents of poor behaviour or infringements of School rules that affect the boarding community are dealt with using a consistent approach. All serious breaches of School rules that take place in the boarding community will be dealt with by the Assistant Head (Boarding) in liaison with the Deputy Head (Pastoral) at MHI.

Serious Breaches of School Rules

Pupils will be given clear guidance on the School's Expectations and Standards. In addition to issuing the Expectations and Standards booklet before the start of the School year, pupils will be introduced to the School's expectations at the start of the School year in the period of induction. Pupils will be given the opportunity to ask questions for further clarification in Tutorials throughout the year. In the event of serious breaches of School rules, Mill Hill School and Mill Hill International carry out the same sanctions.

Following an incident of a serious breach of School rules, a member of staff will complete an incident form and a member of the Senior Management will oversee an investigation culminating in a report. In such cases, a meeting with the Deputy Head (Pastoral) and the pupils' Housemaster/Housemistress will be convened and a formal letter to Parents is issued. The Housemaster/Housemistress will contact Parents to discuss ways forward, what support is being put in place and to invite to a meeting (optional for a Head's Detention, this can be done via phone call and follow up email). In cases of a more serious nature, the Deputy Head (Pastoral) will convene a meeting with Parents/Guardians.

Summary of serious breaches of School rules All incidents are logged on iSAMS.	
Sanction	Examples of transgression
School Detention (served for one or two hours on Saturday afternoon)	Smoking outside, Vaping (first offence), breaking bounds, bullying, fighting.
Head's Detention (served for three hours on Saturday afternoon)	Head's Detention for 3 School Detentions in a term and for not attending Saturday Detention.



Suspension (fixed term)	Possession/consumption of banned substances (or being in the presence of someone who is consuming banned substances); distribution of inappropriate images via social media; serious involvement of bullying; cheating in examinations, being in possession of or using falsified documents; being in possession of a weapon or other prohibited items.
Permanent Exclusion	Supply of drugs; serious breach of trust eg theft or hacking; repeated involvement of serious disciplinary incidents.

Review

This Policy will 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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