



Mill Hill

Instilling values, inspiring minds

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Mill Hill School

Promoting Positive Behaviour Policy 2023 2024

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Promoting Positive Behaviour Policy

Et Virtutem Et Musas

Instilling Values – Inspiring Minds

Aims

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

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

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.

What is expected of pupils in general terms is most clearly and concisely set out in the ‘*Expectations and Standards*’ document.

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

- Anti-Bullying
- Attendance and Punctuality
- Disability
- Educational Visits
- Email, Internet and Social Media (Pupils), including the Mobile Phone policy
- Expulsion, Removal and Review
- 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
- Encouraging compassion and social responsibility in pupils through giving time, talents and treasures
- 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
- Sets the pupil Code of Conduct (Expectations and Standards)
- 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, or otherwise appointed)

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

The Housemasters/mistresses

- Are responsible to the Deputy Head (Pastoral, or otherwise appointed) for the attainment, good order and discipline of pupils allocated to their house at all times
- They support Heads of Department in ensuring good 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 Housemaster/mistress 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. Lunchtime Detention, After School Detention or School Detention.

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

Parental/Guardian Involvement

Throughout a child's time at Mill Hill 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 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:

Senior Staff will

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

The Deputy Head (Pastoral, or otherwise appointed) will

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

Housemasters/mistresses will (within their House)

- Promote good relationships between pupils and between staff and pupils
- Provide support for House staff so that they may promote positive behaviour
- Constantly reinforce, and monitor, adherence to the School's Expectations and Standards
- Monitor the behaviour of pupils and give rewards or sanctions as appropriate

Heads of Department will (within their Departments)

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



Tutors will (within their tutor group)

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

Academic – Each half term teachers award two pupils within each of their classes the PILLAR Award against any of the values outlined by their department.

Classroom Teachers will (within their classes)

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

5. Recognition and Rewards

The vast majority of pupils display high levels of positive behaviour at Mill Hill 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.

Mill Hill School recognises that a key part of developing the potential of our young people is giving encouragement and praise. Praise is a key component of the recognition and rewards system along with good teaching and good staff/pupil relationships. Staff at Mill Hill School 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 5 Levels of recognition and reward as detailed below:

Level 1- Informal Well Done

- Verbal or written praise explaining what the pupil had done to deserve the reward.
- A record on iSAMs at the discretion of the staff member.

Level 2 – Commendation (1 House point)

- Verbal or written praise explaining what the pupil had done to deserve the reward and informing them that they are being awarded a commendation (worth 1 House Point).
- A record on iSAMs including which type of commendation has been awarded (linked to PILLAR)
- A written communication will be sent home to parents/guardians informing them of the award

Level 3 - PILLAR Postcard (5 House points)

- A handwritten postcard sent to the pupil's home address to congratulate them for something that specifically exhibits one of the school's values and is worthy of special recognition

Level 3- PILLAR Award (5 House points)

- Academic – Each half term teachers award two pupils within each of their classes the PILLAR Award against any of the values outlined by their department
- Pastoral - Each half term Housemasters/mistresses/House Parents award PILLAR Awards to acknowledge outstanding contribution of individual House members to House Events etc. *(this is not just simply representing the House in a House competition)*

Level 4 – Head's Commendation (20 House Points)

- 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

Level 5 – Millhillian Award (40 House Points)

- Outstanding consistency in one (or more) aspects of School life, including academic, contribution to the community or House. This is demonstrated by gaining 3 or more Outstanding Pupil awards or potentially for a single achievement at a national level

Ways in which rewards may be recognised and celebrated

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

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

- Assembly/Chapel services – praise from peers and teachers
- Chart to display House points on the wall in tutor base
- Display work on the wall
- Displays and notice boards are used to celebrate each year group, tutor group, House and department to publicise achievement in all spheres of School life
- Marking – stamps, 'smileys', written comments
- Phone calls/emails home
- Photo honours boards on display in halls
- Tutors regularly monitor the number of house points and draw attention to the data provided; sub-totals will be sent to the relevant Housemaster/mistress each half term to facilitate inter-form and house competitions.
- Celebratory "tea" with key staff
- Meeting with the Head
- Signing the Head's Commendation book

How Recognition and Rewards are decided

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

All staff must look for every possible opportunity to praise and reward our pupils. Praise and rewards may be given to an individual pupil or a group of pupils. This can happen in lessons, in House, on the games field, at clubs, activities and societies, indeed throughout all times a pupil is in or representing the School.



There is a balance to strike between rewarding pupils with consistently good behaviour and those who show substantial improvement. Staff are encouraged to praise pupils who have previously been associated with poor behaviour. However, it is important that those pupils who regularly misbehave are not rewarded disproportionately.

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

Things to consider when rewarding a pupil

PRIDE	Has the pupil done/produced something to be proud of?
INTEGRITY	Has the pupil demonstrated notable integrity?
LEARNING	Has the pupil demonstrated some notable learning?
LEADERSHIP	Has the pupil shown leadership qualities (including leading by example)?
ACHIEVEMENT	Has the pupil achieved something noteworthy and/or given of their best?
RESPECT	Has the pupil shown a great deal of respect in a certain situation or has possibly done something deserving of a great deal of respect?

6. Consequences Of Poor Behaviour

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

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

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

- Ensure pupils know the classroom rules
- Allow pupils to assume responsibilities and involve them actively in lessons
- Ensure that the relationship between teacher and pupil is friendly yet respectful. Over familiarity may lead to a loss of respect and control
- Reward pupils for good work, positive behaviour and any other appropriate positive reason;
- Listen to reasons before making judgements
- Be fair and consistent when dealing with pupils
- Be courteous and polite to pupils, refer to them by their forenames and expect pupils to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms) and open doors for them. The vast majority of our pupils respond positively to "please" and "thank you" and will respond in an equally courteous manner
- Members of staff should never shout or lose their temper or use abusive or sarcastic language. It is essential to remain calm and maintain control of the situation
- Ensure that pupils show respect for the buildings, furniture etc.
- Follow the ACT protocol (appendix 3) to give pupils a bona fide opportunity to correct their behavior



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 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 in the House 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
- 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
- Ensure that all sanctions are recorded on iSAMS

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

Things to consider when sanctioning a pupil

PRIDE	Has the pupil done something or acted in a way that s/he is not proud of?
INTEGRITY	Has the pupil demonstrated a lack of integrity?
LEARNING	Has the pupil behaved in a way that has damaged his/her learning or the learning of others?
LEADERSHIP	Has the pupil led others into poor behaviour, or set a poor example to others?
ACHIEVEMENT	Has the pupil, by their own actions, underachieved to a concerning level?
RESPECT	Has the pupil shown little or no respect to others or themselves?

System of consequences for poor behaviour

We operate a tiered system of sanctions. Please see the appendices for the Sanctions Matrix giving examples of the types of behaviour at the various levels and the procedures surrounding them.

This process is also detailed in Expectations and Standards, ensuring that pupils are aware of each step of the process.

Where possible, staff should aim to resolve issues at the lowest possible level, for example the giving of a non-verbal signal, reminding a pupil of a rule and giving a warning MUST be used before Level 2, or above, sanctions are applied. At every level, staff MUST explain what is unsatisfactory about the pupil's behaviour and explain how this can be improved. Staff may also wish to indicate a timeframe for this improvement.

Level 1 – Repeated low-level offences

- The member of staff must explain exactly what the pupil has done wrong and how to avoid this happening again in the future
- At this level the following will be appropriate: a meeting with Head of Department, Housemaster/mistress 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 HMM); 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 (Flag)

Level 2 – Repeated/Persistent offences with no improvement

- As Level 2, but pupil fails to acknowledge their poor behaviour, or improve it therefore a lunchtime detention is appropriate.
- The pupil's Housemaster/mistress or Tutor may wish to have an informal discussion with parents/guardian to further explain/clarify and to explore avenues of support that we and they might give the pupil.
- The member of SLT taking the detention will ensure the pupil reflects on their behaviour and support them to make positive choices moving forward.
- 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.

Level 3 – Repeated offences/Breach of Trust

- As Level 2 but an after-school detention is to be issued as previous interventions have not impacted the pupil's behaviour
- A conversation with the pupil must be had informing them of the issue and of the detention
- To be issued in discussion with HoD/HMM and recorded on iSAMS as 'after-school detention'
- A formal letter to Parents is sent home with 24 hours' notice of the detention date

- The Housemaster/mistress will contact parents to discuss ways forward, what support is being put in place and possibly to arrange a meeting

Level 4 – Significant misbehaviour/serious/dangerous behaviour/Persistent failure to improve and act on support

- Formal support and the use of external agencies/specialists will be considered for all incidents in this category
- Parents/guardians will be involved in every step at this level and will agree to support their child and the school.
- Pastoral lead may need to contact the Police or other external agencies as necessary
- Pastoral lead to be in contact with Parent and a meeting arranged.
- School or Head's detention issued depending on the severity and frequency of the behaviour
- Recorded on iSAMS as relevant 'Intervention 4' i.e. 'School Detention' or 'Head's Detention' by SLT or HMM
- If level 4 is reached due to persistent low level behaviour that is not improving, 'On Report' or 'Behaviour Contract' will be used as 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.

Level 5- Significant breach of trust/Very serious or Dangerous Behaviour

- An investigation will be carried out by pastoral leads/SLT.
- A Formal disciplinary meeting with the Head may follow an investigation of the matter.
- Parents/Guardians will be informed and involved

For detailed information on procedure in the event of permanent exclusion, please see the *Expulsion and Removal and Review Policy*.

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.



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 guidance for staff.

Review

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, 23rd November 2023.

Appendix 1 : Summary of Rewards (Rewards Matrix)

Level	Reward	Examples of when the reward may be given (not exhaustive)	Value of Award	Awarded	Presented	Admin (Where recorded & who by)	Communication (Who will be informed & how)
1	Informal 'Well Done'	Good effort/progress on a task or prep. Single act of kindness (holding door etc), picking up litter etc. Tidy dorm, being helpful to HM/tutor etc.	0	Verbal or written praise	During Lesson/ Tutor time/ Activity/ House	N/A	Pupil – in person
2	Commendations	Commendations are individual awards to be given by staff members to pupils of all year groups for immediate reward. For example, excellent effort in a lesson/prep, a single instance of excellent academic attainment / progress, a noteworthy act of positive contribution to School life. (HMM track pupils' accumulation and award certificates for multiples of 25 during House Assemblies	1	1-2 per lesson by teacher. By tutors for notable attainment, effort & improvement in progress reports.	Lessons / Tutor Time / Activity / House	Recorded on iSAMS as a commendation by any member of staff.	Pupil & Parent – iSAMS Email All Staff – iSAMS rewards
3	PILLAR Postcards	A postcard displaying one of the School's main values can be written and sent home, via the main office, to a pupil's parent to celebrate a pupil's achievement that is particularly in line with one of the School's values.	5	Written by staff when suitable.	Sent home to parents/ guardian	Recorded on iSAMS as a 'PILLAR Postcard' by any member of staff.	Pupil & Parent – receipt of postcard All staff – iSAMS rewards

3	PILLAR Awards	<p>Academic – Each half term teachers award two pupils within each of their classes the PILLAR Award (1x Effort and 1 x Attainment).</p> <p>Pastoral - Each half term HMM award PILLAR Awards to acknowledge outstanding contribution of individual House members to House Events etc (<i>this is not just simply representing the House in a House competition</i>).</p>	5	<p>2 per Class / House</p> <p>Awarded at the end of each Half Term</p>	Acknowledged in the last whole School assembly of the half term	Entered into iSAMS Recorded on iSAMS as PILLAR Award by admin team after the assemblies.	<p>Pupil – Certificate Pupil & Parent – iSAMS Email All Staff – iSAMS PILLAR rewards bulletin</p>
4	Head's Commendation	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 3.	20	Via request to the Head via HOD/HMM	Awarded in Full School Assembly	Recorded on iSAMS as Head's Commendation by admin team after the assembly.	<p>Pupil – Certificate Pupil & Parent – iSAMS Email All Staff – iSAMS rewards bulletin.</p>
5	Millhillian Award	Outstanding consistency in one (or more) aspects of School life, including academic, contribution to the School Community or House. This is demonstrated by gaining three or more Head's Commendations or potentially for a single achievement at a national level.	40	Via request to the Head via HOD/HMM	Awarded in Full School Assembly	Recorded on iSAMS as Head's Commendation by admin team after the assembly.	<p>Pupil – Certificate Pupil & Parent – iSAMS Email All Staff – iSAMS rewards bulletin.</p>

Appendix 2 - Summary of Sanctions (Sanctions Matrix)

Level	Intervention	Examples of behaviour (please note this list is not exhaustive)	Action (staff/pupil) <i>This must explain what the unsatisfactory behaviour is and how it can be improved</i>	Admin (implemented by...)	Logistics (When & Where)	Communication (Who will be informed & how)	Points
1	Flag	<ul style="list-style-type: none"> After moving through the ACT protocol* in a lesson i.e disruption where warning and other actions have not produced improvement. Prep missing despite warning/extensions Incorrect uniform that has not been corrected Any other repeated instances of poor conduct. <p>*If a pupil continues to present poor behaviour despite moving through ACT and is disrupting a lesson SLT Callout should be used.</p>	<p>Whichever is most appropriate:</p> <ul style="list-style-type: none"> Restorative conversation with pupil with HoD present during break/lunch/after-school Pupil writes formal apology and details how they will change their behaviour Contact home, if appropriate – in consultation with HMM. 	Recorded by the member of staff who witnesses the behaviour on iSAMS as 'Flag' with a description and relevant category: Phones, Uniform, Behaviour, Organisation, Prep.	Decided by individual teacher or Head of Department. <i>*Note pupils can only be held for 10 minutes after school without parental permission.</i>	Pupil, Tutor, Housemaster/mistress & recording member of staff – iSAMS email	-1
2	Lunchtime Detention	<p>Repeated low level issues where a pupil has failed to correct and improve after warnings and other actions*</p> <p>* Evidence of previous interventions must be</p>	<ul style="list-style-type: none"> Conversation with pupil to explain the concern and how they can improve this. Inform the pupil they will sit the next 	Recorded by the member of staff who witnesses the behaviour on iSAMS as 'Lunchtime Detention' with a description.	20 minute detention – Run every Tuesday and Thursday lunchtime	<p>Pupil, Tutor, HoD, HMM - iSAMS email.</p> <p>Pupil reminded by Tutor during AM reg via Detentions bulletin.</p>	-3

		present on iSAMS record before issuing this intervention.	<p>available lunchtime detention.</p> <ul style="list-style-type: none"> • Communication with parents (HMM to be aware) • During the detention the pupil will speak to SLT and complete a reflection. 				
3	After School Detention	Repeated/persistent low level issues that the pupil has failed to correct, e.g. frequently missing deadlines despite extensions, routine disruption of lessons, persistent uniform infringements, persistent lateness to lessons.	<ul style="list-style-type: none"> • Conversation with pupil to explain the concern. • Inform them they will sit the next available after-school detention. • Housemaster/mistress to hold a 1-1 meeting with pupil and inform parents. 	Recorded on iSAMS as 'After-school Detention', following a conversation with pupil.	40 minute Detention -Run every Thursday during term time from 3.50-4.30pm by SLT	<p>Pupil & Guardian – Formal letter home Pupil, Tutor, HoD, HMM – iSAMS email</p> <p>Pupil reminded by Tutor via Detentions bulletin</p>	-5
4	On Report & Behaviour Contract	<p>Pupil has failed to improve their behaviour despite opportunities provided by Interventions 1-3.</p> <p>Initially 'On Report' may be used to give the pupil a chance to improve their behaviour, or this may be put in place alongside a Behaviour Contract.</p>	<p>Meeting to be held between Housemaster/mistress, pupil and parents to discuss key targets and duration of 'On report' (typically two weeks).</p> <p>If being placed on a Behaviour Contract a member of SLT will also meet with parents and pupil.</p>	<p>Recorded by HMM on iSAMS as 'On report' or 'Behaviour Contract' with details of duration and targets.</p> <p>Approved by SLT.</p>	Appropriate duration to be discussed with parents and pupil and SLT (typically two weeks 'On Report'). Behaviour contracts may be in place for several terms.	<p>Pupil & Parent – In person Pupil, Tutor, HoD, HMM – iSAMS email</p> <p>Pupil will present report to teacher at the beginning of every lesson and parents will be required to sign each evening.</p> <p>A Behaviour Contract will be signed by all parties and a copy held on record.</p>	-10

4	School Detention & Heads Detention	Significant misbehaviour or failure to meet the School's Expectations & Standards. E.g. rudeness or inappropriate language towards staff; missing a lesson, Chapel, or assembly; breaking bounds; bullying; fighting; smoking/vaping.	SLT/HMM to contact home and a meeting with pupil had to discuss the consequences of their actions and how they will improve these in the future.	Recorded by SLT/HMM on iSAMS as 'School Detention/Head's Detention' following an investigation. Head's detention - Approved by the Head.	60 – 180 minute Detention - Run every Saturday during term time from 1:00pm by SLT. Duration decided by SLT/Head Pupils should report to the Head's Office at 1.00pm.	Pupil & Parent/Guardian - Formal letter home Pupil, Tutor, HoD, HMM email from iSAMS	-10
5*	Suspension (fixed term exclusion)	Possession/consumption of banned substances (1st offence). Distribution of inappropriate images via social media/serious involvement in bullying. Cheating in examinations. Being in possession of / using falsified documents. Being in possession of a weapon or other prohibited items.	1 – 5 days	Recorded by SLT on iSAMS as 'Exclusion – Fixed Term' following an investigation.	Internal or External & length and location decided by member of SLT/Head.	Pupil & Guardian In writing Pupil, HoD, HMM - email from iSAMS.	-25
	Permanent exclusion	Supply of drugs Serious breach of trust e.g. theft/hacking Bullying (repeated or serious) Repeated involvement in serious disciplinary incidents Failure to adhere to the School's Expectations and Standards. Serious Violence against Staff and Pupils	Permanent	*Head following procedures outlined in Expulsion, Removal and Review Policy	Permanent exclusion	Pupil & Guardian in writing Pupil, HoD, HMM - email from iSAMS.	

ACT Protocol:



- Alert the pupil that their current behaviour is unacceptable
- Caution the pupil that if they continue in this way action will be taken
- Take action and sanction as necessary

Instilling values, inspiring
minds **millhill.org.uk**

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