

Promoting Positive Behaviour Policy

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1. Introduction

Mill Hill Education Group (the 'Group') is the trading name of The Mill Hill School Foundation. It is a group of independent mainstream Schools which together educate girls and boys aged 6 months to 18 years. Abbot's Hill is one of the Group Schools.

Learning takes place most effectively in an environment where there is care, acceptance, security, praise and high expectations associated with clear learning goals.

This policy document operates in accordance with relevant legislation and the guidance given by the Department for Education (DfE) in Behaviour and Discipline in Schools' (2014) and in compliance with the Requirements for children with learning difficulties and/or disabilities given in the Equality Act 2010. The Protected Characteristics under this act are:

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

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

- Anti-Bullying
- Attendance and Punctuality
- SEND
- EAL
- Educational Visits
- Expulsion, Removal and Review
- Online Safety
- Safeguarding and Protecting the Welfare of Pupils
- Restraint and the Use of Reasonable Force
- Relationship and Sex Education

This policy applies to all pupils when they are:

- on School premises
- in the care of the School
- wearing School uniform
- otherwise representing or associated with the School in any way, on journeys to and from School
- on School trips or during School-related activities at any time
- during online activities associated with the School

It includes conduct that may occur away from School that affects the welfare of member or members of the School community, or which brings the School into disrepute.

2. **Aims, 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 acceptance in our multi faith and multi-cultural environment, through an understanding of Group 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 Group

3. Definition of Roles

Governing Body

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

The Head

- Is responsible to the Governing Body for the good order and discipline of pupils at the School
- The Head maintains oversight of the operation of this policy and may review the decisions of other staff in respect of discipline
- The Head alone has the legal authority to exclude pupils from the School 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 Assistant Head (Pastoral, or otherwise appointed)

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

Heads of Year

- Are responsible to the Deputy Head (Pastoral, or otherwise appointed) for the attainment, good order and discipline of pupils allocated to their year group at all times
- They support Heads of Department in ensuring good conduct of pupils in lessons

Heads of Department

- Are responsible for the attainment, good conduct and discipline of pupils in lessons and in their subject areas
- They support members of their department in ensuring good behaviour in lessons which are conducive to learning and teaching

Tutors

- Are responsible for monitoring the behaviour of the members of their tutor groups and identifying patterns which may require intervention
- They also give praise and support to their pupils and may recommend them for House or School rewards
- The tutor works with the pupil to resolve problems

- The tutor informs the Head of Year if there is a recurring problem or when sanctions are becoming excessive

Classroom Teachers

- Are responsible for the behaviour of pupils in their classroom, with the support of Heads of Department and other more senior staff
- They may impose low level sanctions and recommend that a pupil receives a mid-range sanction e.g., after school detention.

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

Parental/Guardian Involvement Throughout a child's time at Abbot's Hill, 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 Education Group endeavours to establish strong and mutually respectful relationships between all staff and pupils. We endeavour to provide teaching which is lively, purposeful and engaging. We seek to create an environment where praise, rewards and recognition are given generously where earned and where sanctions, when deserved, are imposed justly, swiftly and consistently, giving pupils a chance to reflect and learn from their mistakes. For this to happen:

Staff will

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

The Deputy Heads, Assistant Heads (Pastoral) will

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

Heads of Year will

- Promote good relationships between pupils and between staff and pupils
- Monitor the behaviour of pupils and give rewards or sanctions as appropriate Heads of Department will (within their Departments)
- Encourage positive teaching and learning and good relationships between staff and pupils
- Provide support for teachers and other staff to maintain good discipline
- Use systems of recognition appropriate to their departments

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.

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 Abbot's Hill 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. Abbot's Hill 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.

6. System of Recognition and Rewards

We praise and reward children for good behaviour in a variety of ways:

These are in line with the School's aims of:

1. Be Kind
2. Be Inquisitive
3. Be Authentic
4. Be Challengers
5. Be Involved

Ways in which rewards may be recognised and celebrated

Please see Appendix 3 for the Awards and Prizes, giving examples of how pupils can achieve these awards and the procedures surrounding them.

Alongside these awards Abbot's Hill may use the following methods to recognise and reward pupils' behaviour and achievements:

- Assembly/praise from peers and teachers
- Chart/Token box to display Clan points
- Display work on the wall
- Displays and notice boards are used to celebrate each year group, tutor group, Clan and department to publicise achievement in all spheres of School life
- Marking – stamps, 'smileys', written comments
- Tutors regularly monitor the number of Clan points and draw attention to the data provided; termly cup award to winning Clan
- Golden ticket lunch – with friends in the Drawing Room
- Achievement and Clan Points
- Mark Reading assembly each term
- Prizes
- Clan points and certificates
- Commendations
- Postcards/emails home
- Notable achievements mentioned in the weekly newsletter or on the School website or social media
- Awarding of half and full Colours
- Promotion of pupils to positions of responsibility
- Academic and achievement prizes

Clan Points (CPs)

These are physical tokens that are handed out by staff. Physical token boxes are housed in the main house opposite library (by staircase) for the Senior School and outside the Head of Prep's office for the Prep School. At the end of term, tokens are counted and combined and the winning Clan announced.

CPs are awarded for:

Community spirit– kindness, friendliness, politeness, selflessness, helpfulness, teamwork etc. Given by staff when they witness community spirit (e.g. someone helping another pupil who has dropped their tray in the dining hall or showing real care and support to a friend in need).

Clan Events – a programme of clan events takes place throughout the year with both small-scale events that happen during lessons/lunch time and larger scale events like Clan Music and Sports Day.

Achievement points (APs)

These are in recognition of individual achievement and awarded and logged by staff on SchoolBase alongside sanctions. In the Prep School, these are initially logged on ClassDojo and may be referred to as Dojo Points and totals transferred to SchoolBase by the Class Teacher. These are monitored by HOYS and allow for regular recognition in year group assemblies, postcards home, positive phone calls etc.

The table in Appendix 2 lists examples of what might constitute the awarding of Aps.

How Recognition and Rewards are decided

The underlying principle for the promotion of positive behaviour in the Mill Hill Education Group 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 Clan events, on the games field, at clubs, activities and 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.

7. Consequences of Poor Behaviour

High standards of behaviour pervade all aspects of School life. Our aim is to create a calm, safe and supportive environment that limits disruption. Staff model the expected standards in their own day-to-day interactions with pupils.

Staff deal proactively with minor breaches of the Code of Conduct as they occur e.g. rudeness or bad language, even when heard accidentally. As part of instilling high expectations, these types of behaviours should not be tolerated.

Our aim is to prevent misbehaviour rather than sanction poor behaviour after it has occurred. This means that we strive to build excellent relationships with our pupils, understanding their needs and how to meet them and seeking advice and guidance where necessary. Staff must ensure that they raise and discuss concerns in behaviour, organisation or lateness, where necessary speaking to the Head of Year, SENDCo or pastoral team to better understand the pupil's context and needs. If issuing any sanction at Level 2 or above, this wider picture should be sought to ensure fairness and that reasonable adjustments for particular personal circumstances have been made where necessary.

From time to time and despite the best efforts of staff, behaviours may fall below the expected standard. The table below sets out how to issue sanctions, who is responsible for issuing sanctions, how they should be recorded and at what stage parents should be involved.

All sanctions must be applied consistently and fairly by all staff, including volunteers.

Sanctions will be imposed for failing to meet our Code of Conduct. They will be fair, reasonable, and consistent with this policy. Sanctions should never be humiliating, degrading, inappropriate or disproportionate, nor should they compromise the health and safety of the pupil or others.

The system of sanctions is designed to improve pupil behaviour. Consequently, pupils in receipt of sanctions will be properly supported by the School's pastoral system.

Where misbehaviour by a pupil raises concerns over a child's safety and welfare, such concerns will be dealt with in accordance with the School's Safeguarding Policy.

Sanctions – system

The Sanction grids at **Appendix 4** outlines the system for the awarding of sanctions.

The usefulness of parental contact should never be underestimated and whenever a pupil is giving regular cause for concern this should be considered.

Where the misbehavior is exhibited by a pupil who is on the School's SEND register, the SENDCo will liaise with those staff concerned to ensure consistency and that sanctions are appropriate.

If the problem is one that spreads across several year groups, the Deputy Head and relevant Heads of Year/stage will coordinate the disciplinary process.

In the Senior School, after School detention will take place for one hour on a given day. Sufficient notice will be given to allow parents time to amend their child's travel arrangements if that should prove necessary (24 hours is the normal requirement).

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 etc.) 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 Daybook (Level 1&2) or CPoms (Level 3-5)

8. Use of Personal Devices and Mobile Phones

The School recognises that personal communication through mobile technologies is an accepted part of everyday life for pupils, staff and parents/carers, but technologies need to be used safely and appropriately within School.

All use of personal devices and mobile phones will take place in accordance with the law and other appropriate School policies, including, but not limited to:

- Anti-Bullying
- Safeguarding and Protecting the Welfare of Pupils
- Online Safety Policy

- ICT Acceptable Use Agreement

Electronic devices of any kind that are brought onto site are always the responsibility of the user. The School accepts no responsibilities for the loss, theft, damage or breach of security of such items on School premises.

Mobile phones should not be visible once pupils are on site and should be put in the designated safe place swiftly once pupils arrive at School. At the end of the School day, pupils may keep their mobile phone visible to check collection arrangements with parents if they are waiting for collection in Prep (study) in the Library after 4.45pm.

The sending of abusive or inappropriate messages/content via mobile phones or personal devices is forbidden by any member of the community; any breaches will be dealt according to this policy.

All members of the community are advised to ensure that their mobile phones and personal devices do not contain any content which may be offensive, derogatory or would otherwise contravene this or the Safeguarding and Child Protection policies.

9. Pupils' Use of Personal Devices and Mobile Phones (Years 7-11)

Pupils will be educated regarding the safe and appropriate use of personal devices and mobile phones and will be made aware of boundaries and consequences. Pupils' personal devices and mobile phones are expected to be kept in a secure place as directed by staff according to their year group.

If a pupil needs to contact his/her parents or carers they should go to the School office and ask for the call to be made by a member of the office team. Parents are advised to contact their child via the School office during School hours rather than via pupils' personal phones.

Mobile phones or personal devices will not be used by pupils during lessons or formal School time unless as part of an approved and directed curriculum-based activity with consent from a member of staff.

Pupils in Year 6 may bring a mobile phone to School if they are walking to or from the School bus alone. Their phone must be handed in at Main Reception on arrival and collected at the end of the day.

Mobile phones and personal devices including smart watches must not be taken into examinations. Pupils found in possession of a mobile phone or personal device during an exam will be reported to the appropriate examining body. This may result in the pupil's grade in that examination, or all examinations being nullified.

If a pupil breaches the School policy, the phone or device will be confiscated and will be held in a secure place.

Searches for and of mobile phone or personal devices will only be carried out in accordance with the relevant government guidance. Schools are not required to inform parents before a search takes place or to gain consent for a search for a prohibited item, or item which a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to the property of any person.

A search without consent will only be conducted by a member of staff of the same sex as the pupil being searched and authorised by the Head. There will also be a member of staff acting as a witness. Where the person conducting the search finds an electronic device that is prohibited by the School rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

However, if there is a concern that the device contains evidence in relation to an offence, e.g. pornographic image of a child or an extreme pornographic image, staff must not view any images/content, must turn it off and confiscate the device, then liaise with Head/Head of Prep to give the device to the police as soon as possible. In this event, a safeguarding concern would be raised and the DSL informed.

If there is a suspicion that material on a pupil's personal device or mobile phone may be illegal or may provide evidence relating to a criminal offence, the device will be handed over to the police for further investigation.

The confiscation and searching of a phone or other digital device will normally be carried out in consultation with a member of Exec.

Parents will be contacted in all cases of concern over prohibited items or inappropriate use of technology, unless doing so may put the child at risk of harm.

Advice from other agencies may also be sought.

10. Misbehaviour - definitions

For clarity, the following definitions are used throughout this policy:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the School rules
- Any form of child-on-child abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are detailed in **Appendix 5**

11. Child-on-child abuse

Abbot's Hill School does not tolerate bullying, physical threats, discrimination, abuse or intimidation of any kind. Such incidents are dealt with quickly and effectively. Further details of the School's approach are in the School's Anti-bullying Policy.

12. Zero-tolerance approach to sexual harassment and sexual violence

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Safeguarding and Protecting the Welfare of Pupils Policy for more information.

13. Tobacco, e-cigarette, alcohol or drug related incidents

Abbot's Hill School has regard to the DfE guidance in Searching, screening and confiscation (September 2022). Accordingly, possession of alcohol, illegal drugs, tobacco, e-cigarettes and cigarette papers by pupils is prohibited on School premises and while pupils are under School control (including on trips or fixtures, while they are travelling to and from School or wearing School uniform).

If the School becomes aware of the buying, selling (or taking) of illegal drugs outside of School or via social media, the School may act on a case-by-case basis, considering the impact on pupil or peer group and the reputation of the School.

The Head will decide on the seriousness of any tobacco, alcohol or drug-related incident and whether it can be managed internally by the School or if the police should be informed or consulted, and if the name of the pupil should be withheld or divulged. The School has no legal obligation to

report the incident. However, the School has a good relationship with the police and could discuss the case with them and would contact the police should any illegal drugs need disposal.

Anyone involved in **buying, selling, possessing or using drugs** (except under medical advice) may forfeit the right to remain at the School.

The normal punishments are as follows:

- Exclusion in the case of someone found to be in possession of and/or using drugs in School.
- Exclusion in the case of someone found selling drugs to others.
- Suspension in the case of someone found using drugs outside of School, pending a decision about her future as a pupil of Abbot's Hill School.

14. Temporary or Permanent Exclusion

Although our approach will always be to intervene early and try to avoid issues escalating, it is important to note that serious or persistent breaches of our behaviour policy may result in either temporary or permanent exclusion from school. Please refer to our Expulsion, Removal and Review Policy for guidance.

15. Investigation Procedures

Serious behavioural incidents will require careful investigation. Guidance for how these will be conducted can also be found in the Expulsion, Removal and Review Policy.

16. School records

Records of all detentions are retained and monitored by pastoral staff using CPOMS and SchoolBase. The Head/Head's PA keeps a record of serious disciplinary sanctions and reports serious disciplinary cases to the Court of Governors.

17. Reasonable adjustments

The School recognises its duties under the Equality Act 2010.

We believe that all staff in our School need to take account of the individual needs and circumstances of the pupils when implementing behaviour policies.

We expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the School Promoting Positive Behaviour Policy.

18. Confiscation, searches, screening

1. Informed consent

The School staff may search a pupil with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession, they should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. If the pupil refuses, the staff member will need to consider the urgency of the search and whether it should be undertaken without consent.

2. Searches without consent

In relation to prohibited items, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession such as those listed in Appendix 6.

Such action will be taken in accordance with the DfE guidance 'Screening, searching and confiscation: advice for Schools' (September 2022).

19. Use of Reasonable Force

Abbot's Hill School has regard to the DfE guidance on the Use of Reasonable Force (July 2013). All members of School staff have a legal power to use reasonable force. It covers a broad range of actions that involve a degree of physical contact with pupils.

Force is usually used to either control or restrain. 'Reasonable' means using no more force than is needed to achieve the desired result and staff where possible should attempt to avoid causing injury to the pupil.

Force is used for two main purposes:

- To control pupils e.g. Passive physical contact (standing between pupils) or active physical contact such as leading a pupil by the arm out of the classroom if they have refused to do so.
- To restrain them e.g. to hold back physically or to bring under control, if they are behaving in a disruptive manner, potentially causing a risk to their own safety or that of others. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

The decision on whether to physically intervene is down to the professional judgement of a member of staff and should always depend on individual circumstances.

20. Malicious allegations

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the School will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

This Policy is intended to apply both on and outside School premises to the extent that the behaviour has an impact on the School or wider community or any member thereof.

In accordance with Part 4 of the DfE's current guidance Keeping children safe in education (KCSIE), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Please refer to our Safeguarding and Protecting the Welfare of Pupils Policy for more information on responding to allegations of abuse against staff or other pupils.

21. Monitoring arrangements

Monitoring and evaluating School behaviour

The School will collect termly data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of time out cards and the pastoral hub
- Incidents of searching, screening and confiscation

The data will be analysed every term by the senior leadership team and reported to the Exec team every term.

The data will be analysed from a variety of perspectives including:

- At School level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By location in the School
- By protected characteristic

The School will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the School will review its policies to tackle it.

22. Corporal Punishment

There is no corporal punishment at the Mill Hill Education Group schools, 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 Education Group 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.

23. Review

This Policy is reviewed annually.

This Review: Autumn 2024

Next review: Summer 2025

This policy has been approved by the Education Committee on 20th November 2024.

Appendix 1: Code of Conduct

Code of Conduct



There is one rule for all of us at Abbot's Hill: adults and pupils act with courtesy and consideration for others.

We support our school values in the following ways:-

Be kind

- We are respectful and inclusive to all and celebrate the diversity of our community
- We show humility at all times
- We empower others: always trying our best to encourage and enable one another to succeed
- We care about each other and are considerate of other people's feelings
- We respect ourselves, others and our environment

Be authentic

- We are unique. Proud of ourselves and our individuality.
- We are sincere in the way we interact with others and show integrity in the way we behave in all aspects of life
- We are true to our feelings and beliefs in the way we reflect on our actions and learn from them
- We take pride in our responsibilities

Be involved

- We work hard as part of the school and contribute to the community beyond Abbot's Hill
- We are proud of the school, its history and tradition
- We always give our best and embrace opportunities
- We celebrate other people's successes and achievements
- We are positive role models

Be curious

- We love to learn, create and use our imagination
- We are inquisitive: we explore new opportunities
- We ask questions about the world around us
- We embrace calculated risk and seek adventure

Be challengers

- We persevere in the face of challenge: we are resilient
- We are self-motivated, ambitious and determined to develop and improve through work and play now and into the future
- We prioritise our physical and mental wellbeing
- We have the freedom to speak out and to voice our own ideas
- We have the courage to test our ideas, to fail and to adapt as we prepare for life beyond school
- We have fun

Appendix 2 Achievement Points

The table below lists examples of what might constitute 1, 2 or 3 APs:

1 AP	<ul style="list-style-type: none">• Positive attitude in lessons• Active learning (asking questions/getting involved)• Contributing effectively to class discussions• Taking pride in work presentation and organisation• Commitment to co- curricular club/ clinic
2AP	<ul style="list-style-type: none">• Showing leadership in lessons• Excellent piece of classwork/homework• Excellent effort in classwork/homework• Demonstrating excellent teamwork: listening well to others, making suggestions and driving the learning forward• Finding creative solutions to problems and being an independent thinker• Representing the School in a fixture/competition
3AP	<ul style="list-style-type: none">• Outstanding contribution – going above and beyond• Extended project work of an excellent standard• Helping to plan and deliver assemblies, events or workshops• Representing the School at County/ national competitions• Taking a role of responsibility within a subject (e.g. updating/ creating displays)

Appendix 3 – Rewards and Prizes

Rewards should be recorded on SchoolBase

	Type of award	Awarded by	What for
Whole School	Achievement Point	Teaching Staff	Individual and Academic achievement (see table below)
	Achievement Point certificates	Class teacher (prep) HOY (Senior)	Bronze: 50 APs Silver: 100 APs Gold: 150 APs Platinum: 200 APs
	Clan Points	All staff	Community spirit: friendliness, kindness, politeness, inclusion, helpfulness
	Postcards home	Teaching Staff	Particularly impressive work, notable improvement or effort, wider contributions
Pre School	Subject prizes	Head/ Deputy Head	Impressive academic performance, attitude or involvement in subject lessons
	Values Prizes	Head/ Deputy Head	Consistently displaying attributes of one or more of the School values
	Class Teacher Award	Class Teacher	Excellent contribution to the class
	Head's Award	Head	Outstanding contribution and/or achievement in School life
Senior School	Subject Commendations	HOD (In discussion with departments)	Nominations for academic performance, attitude or involvement in departmental matters
	Individual subject prizes	HODs	Impressive academic performance, attitude or involvement in departmental matters
	Academic Prizes	SLT	Multiple nominations or recipient of subject commendations or prizes
	Values Prizes	SLT	Consistently displaying attributes of one or more of the School values

CC/HoY Commendations	Clan Coordinators/ HoYs	Impressive attitude and involvement in Clan or year group matters
Colours	Directors of Sport, Music and Drama	Sustained and/or significant involvement and/or achievement in Sport, Music or Drama. See Colours for criteria

Appendix 4: Table of Sanctions

Prep School – Sanction table

	<u>Behaviour</u>	<u>Examples</u>	<u>Outcome</u>
<u>Gentle Reminder</u> (for low-level unsatisfactory behaviour)	Pupil does not follow classroom expectations or School values	<ul style="list-style-type: none"> • Shouts out • Distracts others • Interrupts a teacher or another child when they are talking • Gets up and walks around the classroom without asking • Walks into the room without knocking • Off task • Does not share • Does not work proactively in the team • Leaves table a mess / chair not tucked in • Not following a teacher’s instruction • Not working to their best 	<ul style="list-style-type: none"> • Remind the pupil immediately of our classroom expectations and School values.
<u>Warning</u>	Child continues to not follow classroom expectations or School values	<ul style="list-style-type: none"> • Continues low-level unsatisfactory behaviour • Speaks disrespectfully to a member of staff • Behaves disrespectfully to a member of staff, e.g. eyerolling • Uses unkind words • Moving around the School without due care for others <ul style="list-style-type: none"> • <i>*Incorrect uniform</i> 	<ul style="list-style-type: none"> • Adult to have one-to-one conversation with the pupil (as soon as possible) • Adult to ask the pupil to explain their behaviour, give supportive advice and warn pupil about the next stage and consequences • Pupil to apologise to the relevant person • Adult to share incident with Class Teacher and discuss at phase meetings (add to minutes). <p><i>*Teacher to speak to parent to remind them about uniform (ask for HOY support if needed)</i></p>

	<u>Behaviour</u>	<u>Examples</u>	<u>Outcome</u>
<u>Level 1 Sanction</u>	Repeated unsatisfactory behaviour	<ul style="list-style-type: none"> Continues low-level unsatisfactory behaviour 	<ul style="list-style-type: none"> Adult to have one-to-one conversation with the pupil (as soon as possible) Ask the pupil to explain their behaviour, give supportive advice and inform pupil about the consequences - apology, missed break Class Teacher phones home to parents Class Teacher logs incident on CPOMs and relevant staff alerted Discussed at Phase Meetings and staff to monitor pupil behaviour. <p><i>NB: If poor behaviour continues the next stage involved the HOY who will meet with the child and inform parents.</i></p>
	One-off, moderately serious behaviour	<ul style="list-style-type: none"> iPad/device misuse (this may be Level 2 if more serious) Unfriendly group behaviours Intentionally unkind to someone Being inappropriately physical Being argumentative Shouting inappropriately around the School Loitering in unsupervised areas Inappropriate use of language 	
<u>Level 2 Sanction</u>	Repeated unsatisfactory behaviour	<ul style="list-style-type: none"> Continues low-level unsatisfactory behaviour 	<ul style="list-style-type: none"> Adult to have one-to-one conversation with the pupil (as soon as possible) Class Teacher informed. Pupil explains their behaviour, class teacher to give supportive advice and inform pupil about the consequences ... HOY (Y3/4 or Y5/6) to meet with child and calls home to parents HOY to decide consequences: apology letter, missed break / lunch, possible removal of privileges and targets set and closely monitored by Class Teacher and HOY. HOY logs incident on CPOMs and relevant staff alerted/shared with staff at Staff Meeting.
	A one-off serious behaviour	<ul style="list-style-type: none"> Very unfriendly group behaviours Intentionally very unkind to someone Being very inappropriately physical Very disrespectful Dangerous behaviour Refusal to work in class in spite of support already in place 	

<u>Level 3 Sanction</u>	Repeated unsatisfactory behaviour	<ul style="list-style-type: none"> Continues low-level unsatisfactory behaviour 	<ul style="list-style-type: none"> Adult to have a one-to-one conversation with the pupil (as soon as possible). Class Teacher and HOY informed. Pupil explains their behaviour, class teacher to give supportive advice and inform pupil about the consequences ... SLT to meet with child. SLT calls parents to inform of the incident and arranges a meeting with them in-person, at School. SLT to decide consequences: internal suspension, removal of privileges, targets set, and child plan put into place. SLT logs incident on CPOMs and relevant staff alerted/shared with staff at Staff Meeting SLT has a follow up meeting with child at sets a date for review.
	A one-off, very serious behaviour	<ul style="list-style-type: none"> Physical bullying Verbal bullying Online bullying Stealing Vandalism Serious iPad/device misuse 	<ul style="list-style-type: none"> SLT to decide consequences: internal suspension, removal of privileges, targets set, and child plan put into place. SLT logs incident on CPOMs and relevant staff alerted/shared with staff at Staff Meeting SLT has a follow up meeting with child at sets a date for review. <p><i>NB: Head of Prep may need to attend parent meeting.</i></p> <p><i>Level 4s automatically to Head of Prep and move to Sanction table 1 above.</i></p>

Senior School – Sanction table

Sanction	Given by	Examples	Consequences could include	Recorded	Parents
WARNING		For a first, minor offence, admonishment or brief conversation to correct behaviour will suffice with no need for further action.		No	No
Level 1 Minor behavioural issue	All Staff	Low-level disruption, phone visible (excluding during Prep) late, incorrect uniform. Failure to complete homework Incorrect equipment Incorrect PE Kit Confiscation of Jewellery	5 x L1 in a half term. = Level 2 (lunchtime detention) Form Teacher to coordinate 2 failed homework submissions from one subject in any half term = Level 2 (lunchtime detention) Give to Pastoral Manager Collected 1 week from the day of confiscation.	SB	Email via SB Form Tutor or Class teacher
Level 2 Repeated or more serious behavioural issues.	All Staff	Failure to correct behaviour	Lunchtime detention Misbehaviour is addressed by Form Tutor. HoY may be involved. Targets set and recorded on CPOMS	SB	Email via SB Form Tutor or Class teacher
		Deliberate, unkind behaviour.	One-off, more serious unkind behaviour = lunchtime detention immediately.	SB	Phone call home if appropriate

			Tutor/HOY to sanction. Apology letter if appropriate.		
		Device misuse (e.g. Emailing or incorrect use during lessons, use of phone around School, or in possession of phone after registration)	Lunch detention – focused task. Pastoral Manager to set Confiscate to Pastoral Manager	SB	Pastoral Support
Level 3 Serious behavioural issue	HOY SLT	Abuse of technology. E.g. Photos, Videos, inappropriate websites. Behaviour is dangerous, disrespectful or unkind Rude or inappropriate language. Repeated/sustained poor approach to learning and standards. E.g. 2 detentions in a half-term. Behaviour has resulted in removal from lesson. Level 2 behaviour has not changed or corrected.	After School HoY detention – apology letter. Removal from Lesson by SLT Misbehaviour addressed by HoY. On report. Behaviour support plan implemented.	CPOMS	Phone Call home Parent meeting where appropriate

<p>Level 4</p> <p>Very serious behavioural issue</p>	<p>SLT</p>	<p>Serious breach of School rules.</p> <p>Bullying or abuse, including verbal, physical or online.</p> <p>Prohibited items brought onto site.</p>	<p>Friday SLT detention. Internal suspension may be imposed.</p> <p>Apology letter.</p> <p>Misbehaviour addressed by SLT On report - SLT</p> <p>Behaviour support plan implemented.</p> <p>Parent meeting in School.</p>	<p>CPOMS</p>	<p>Parent Meeting</p>
<p>Level 5</p>	<p>Head</p>	<p>Major breach of School rules or continuation of level 4 behaviours.</p>	<p>Longer-term external suspension or permanent exclusion or required to withdraw.</p>	<p>CPOMS</p>	<p>Parent Meeting</p>

Appendix 5: Prohibited Items

Prohibited items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products (including e-cigarettes)
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence