

Promoting Positive Behaviour Policy

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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, Independent School Standards Guidance and the guidance given by the Department for Education (DfE).

Key documents include:

- Behaviour in schools: advice for headteachers and school staff (DfE, 2024)
- Mobile Phones in schools (DfE, 2026)
- Restrictive interventions, including the use of reasonable force, in schools (DfE, 2026)
- Searching, screening and confiscation (DfE, 2022)
- Keeping children safe in education (DfE, 2026)
- Working Together to Safeguarding Children (DfE, 2026)
- Equality Act (2010)
- Independent School Standards guidance (ISS, 2026)
- Working together to improve school attendance (DfE, 2026)
- Children and Families Act (2014)

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

- 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
- Smoking, Alcohol, Drugs and Other Substance Abuse
- Mobile Phone
- Pupil Searches: Guidance and Protocol
- Guidance to Support Good Mental Health in Foundation Schools

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.

For the purpose of this policy, the term parent/s refers to one or both parents, a legal guardian, education guardian or carer.

Aims:

At Abbot's Hill we strongly believe in maintaining an academically aspirational environment in which every pupil makes the most of their rounded education. The purpose of this policy is to support the school's mission, and we welcome and actively seek the support of parents in educating pupils to conduct themselves in a manner that they can be proud of, as we believe that good discipline is essential to learning. This Behaviour Policy aims to develop a pupil's:

- Understanding of how to stay safe
- Responsibility (for learning and their own actions)
- Emotional resilience and positive mental health
- Confidence, self-esteem and aspirations
- Understanding of what unacceptable behaviour is (including bullying and discrimination)

Our system of rewards and sanctions is underpinned by the expectation that pupil's will make good choices, in line with the School's Code of Conduct:

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

The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. We recognise that the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. Good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. The School develops qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

Put simply pupils at Abbot's Hill are expected to work hard, try their best, and treat staff and fellow pupils with courtesy and respect at all times.

Roles and Responsibilities:

All school staff must take responsibility for supporting this policy and promoting positive behaviour amongst pupils. This includes:

- Establishing clear positive behaviour guidelines in their own classrooms
- Modelling positive behaviour that is kind, respectful and orderly
- Communicating the policy to pupils, especially those they have pastoral responsibility for (e.g. as a Tutor)
- Challenging pupils whose behaviour fails to meet the expectations established in the Code of Conduct
- Have restorative conversations where appropriate
- Issuing sanctions as appropriate, and liaising with relevant pastoral staff regarding contact with parents
- Engage with induction training, Inset, and additional CPD sessions on behaviour management

Definition of Roles:

Court of Governors

- Sets, monitors and reviews the policy for the management of behaviour in the School
- Reviews the decisions of the Head in respect of exclusions
- Determines complaints of parents of pupils in the School

Head

- Is responsible to the Court of Governors for the good order and discipline of pupils at the School
- The Head maintains oversight of the operation of this policy and may review the decisions of other staff in respect of discipline
- The Head alone has the legal authority to exclude pupils from the School
- The Head frequently meets with pupils who deserve commendation for their effort and/or achievements
- Sets the Pupil Code of Conduct (see Appendix 1)

The Assistant Head (Pastoral)

- Is responsible to the Head for good order and discipline in the School as a whole
- Other members of Senior Leadership Team are to support the Assistant Head (Pastoral) and Head in the implementation of this policy
- Take the lead on the management of behaviour within the School with the Deputy Head and Head overseeing serious sanctions
- Ensure that School sanctions are used equitably across the School and that pupils are rewarded for positive behaviour as well as sanctioned for poor behaviour

Heads of Year

- Are responsible to the Assistant Head (Pastoral) for the attainment, good order and discipline of pupils allocated to their year group at all times
- Support Heads of Department in ensuring good conduct of pupils in lessons
- Monitor the behaviour of pupils and give rewards or sanctions
- Encourage positive teaching and learning and good relationships between staff and pupils
- Provide support for teachers and other staff to maintain good discipline

Heads of Department

- Are responsible for the attainment, good conduct and discipline of pupils in lessons and in their subject areas
- Support members of their department in ensuring good behaviour in lessons which are conducive to learning and teaching
- Encourage positive teaching and learning and good relationships between staff and pupils
- Use systems of recognition appropriate to their departments

Tutors

- Monitor the behaviour of pupils and give praise or recommend sanctions as appropriate
- Promote, and monitor adherence of pupils to the Code of Conduct (including uniform guidance) on a daily basis
- 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

- Familiarise themselves with this policy and the School's Code of Conduct, 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
- 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 Code of Conduct and upholding the principles set out in this policy. All staff should follow the reporting and referral procedures to ensure that poor behaviour is dealt with at the correct level.

Parental Involvement Throughout a child's time at Abbot's Hill, we aim to work in partnership with parents 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. Abbot's Hill 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 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.

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support your child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect your child's behaviour
- Discuss any behavioural concerns with your child's Tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

Pupils

Pupils will be made aware of the following during their induction into the expectations, values and culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key routines, expectations and procedures
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards. Pupils are encouraged to provide feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of this policy.

Equality

The School recognises that behaviour can be influenced by a range of factors and that some pupils may have additional needs or vulnerabilities which may affect their behaviour, ability to regulate their emotions or ability to respond appropriately to expectations and boundaries. These may include special educational needs and disabilities (SEND), mental health concerns, being a young carer, being known to or receiving support from social care, adverse childhood experiences, family or home circumstances, bullying, abuse or neglect, exploitation, difficulties with attendance, or other barriers to learning, wellbeing or development. The School will consider the individual circumstances and wider context of each pupil when responding to behaviour and will remain alert to the possibility that changes in behaviour may indicate an underlying safeguarding or welfare concern.

When incidents of misbehaviour arise, the School will consider whether the behaviour may be connected to the pupil's identified or emerging needs, vulnerabilities or circumstances. This will be considered alongside the expectations of the School's Behaviour Policy and will not mean that every incident of misbehaviour will be attributed to, or excused by, SEND, mental health concerns or other vulnerabilities.

Where appropriate, decisions about whether a pupil's SEND, mental health, safeguarding circumstances or other identified needs may have affected an incident of misbehaviour will be made on a case-by-case basis, taking account of the pupil's individual circumstances, the nature and seriousness of the behaviour, any relevant professional advice, and information available to the School.

When considering a behavioural response or sanction, the School will consider, where relevant:

- whether the pupil was able to understand the instruction or expectation;
- whether the pupil was able to understand the likely consequences of their actions;
- whether the pupil was able to regulate their emotions or behaviour at the time, taking account of their SEND, mental health or other identified needs;
- whether the pupil's behaviour may have been affected by a safeguarding concern, vulnerability, trauma, bullying, abuse, neglect, exploitation or other contextual factor;
- whether reasonable adjustments or additional support may be required to enable the pupil to meet behavioural expectations; and
- whether the incident indicates that the pupil's needs or circumstances should be reviewed or that additional pastoral, SEND, mental health or safeguarding support may be required.

The School will take appropriate action where behaviour raises a safeguarding concern. Staff will consider whether concerning, unusual or changed behaviour may be an indicator that a pupil is experiencing abuse, neglect, exploitation, mental health difficulties or other harm, and will follow the School's safeguarding policy where appropriate.

When dealing with misbehaviour from pupils with SEND, particularly where their SEND may affect their behaviour, the School will balance the need to maintain a safe, orderly and respectful environment with its legal duties towards pupils with SEND and disabilities.

The School will have regard to its duties under the Equality Act 2010, including the duty to make reasonable adjustments and to avoid substantial disadvantage to disabled pupils arising from the application of the School's policies. The School will also use its best endeavours to meet the special educational needs of pupils in accordance with the Children and Families Act 2014.

Where a pupil has an Education, Health and Care (EHC) plan, the School will ensure that the provision specified in the plan is secured and will co-operate with the local authority and other relevant agencies in relation to the pupil's special educational needs and provision.

The School will consider whether repeated or significant behavioural incidents indicate that a pupil's needs, provision or support should be reviewed. This may include consideration of the pupil's SEN support, pastoral support, mental health support or safeguarding arrangements, and liaison with parents, the SENCO, designated safeguarding lead and relevant external agencies where appropriate.

The School's response to behaviour will therefore seek to be proportionate, fair and consistent while recognising that pupils may have different needs and circumstances. Considering a pupil's SEND, mental health, safeguarding or other vulnerabilities does not prevent the School from applying appropriate consequences for behaviour where this is necessary and proportionate.

Misbehaviour

This is defined as behaviour that does not meet the school's expected standards, including:

- disruption to learning in lessons, in corridors between lessons, or at break and lunchtime;
- failure to complete classwork or homework without a reasonable explanation;
- failure to follow reasonable instructions
- inappropriate or disrespectful behaviour towards staff, pupils or other members of the school community;
- Use of mobile phone or other smart devices
- uniform or appearance that does not comply with the School's uniform requirements, where no reasonable adjustment or other relevant circumstance applies.

Misbehaviour may become serious misbehaviour where it is persistent, deliberate, causes significant harm or disruption, or presents a risk to the safety or wellbeing of others.

Serious misbehaviour

Serious misbehaviour includes, but is not limited to:

- repeated or serious breaches of the Code of Conduct
- bullying, including cyberbullying and prejudice-based or discriminatory bullying;
- child-on-child abuse, including discriminatory behaviour, racism, faith-targeted abuse and other prejudice-based incidents;
- physical abuse, including hitting, kicking, biting, hair pulling or otherwise causing physical harm;
- serious physical assault or harm, or the threat of harm, including with a weapon;
- sexual violence, including rape, assault by penetration and sexual assault;
- sexual harassment, including unwanted conduct of a sexual nature such as sexual comments, remarks, jokes or taunting, unwanted sexual touching or other physical behaviour of a sexual nature;
- online sexual harassment, including unwanted sexual comments or messages, sharing of unwanted sexual content, and the consensual or non-consensual making or sharing of nude or semi-nude images or videos or using AI for such purposes;
- causing someone to engage in sexual activity without consent;
- upskirting;
- abuse in intimate personal relationships between children, sometimes referred to as teenage relationship abuse;
- prejudice-based harm or discriminatory behaviour, including racism, faith-based prejudice or faith-targeted abuse, sexism, homophobia, biphobia, transphobia, ableism and other forms of prejudice or discrimination;
- vandalism or deliberate damage to property;
- theft;
- fighting or other violent behaviour;
- possession, use or supply of prohibited items, including those identified in Appendix 5;
- smoking or vaping
- behaviour involving threats, intimidation, harassment or abuse towards pupils, staff or other members of the school community;
- any other behaviour that causes, or is likely to cause, significant harm to another person or seriously disrupts the safe and orderly operation of the school.

The examples above are not exhaustive. The school will consider the nature, context, frequency, severity and impact of behaviour when determining whether an incident constitutes serious misbehaviour.

Where behaviour may constitute child-on-child abuse, safeguarding concerns, discrimination, harassment or other behaviour presenting a risk of harm, the school will respond in accordance with its safeguarding and child protection procedures as well as this policy. Disciplinary action does not replace the school's safeguarding responsibilities.

Consequences of poor behaviour

High standards of behaviour are expected across School life. Staff should model these standards and proactively address all breaches of the Code of Conduct, including minor issues such as rudeness or inappropriate language.

Our priority is to prevent misbehaviour by building positive relationships, understanding pupils' needs and seeking support from the Head of Year, SENDCo or pastoral team where appropriate. Before issuing a Level 2 sanction or above, staff should consider the pupil's circumstances and make reasonable adjustments where necessary.

Sanctions must be fair, consistent, reasonable and proportionate. They must never be humiliating, degrading or compromise health and safety. All staff, including volunteers, are responsible for applying sanctions consistently.

The sanction grid in Appendix 4 outlines the system for awarding sanctions.

Parental contact will be made where a pupil is regularly causing concern. Where a pupil is on the School's SEND register, the SENDCo will liaise with relevant staff to ensure consistency and that sanctions and support are appropriate.

Where behaviour concerns involve several year groups, the Deputy Head and relevant Heads of Year will coordinate the disciplinary process.

In the Senior School, after-School detention will normally take place for one hour on a designated day. Parents will be given sufficient notice, normally 24 hours, to make any necessary travel arrangements.

Guidance for Staff to Promote Positive Behaviour

Staff should:

- Ensure pupils understand classroom expectations.
- Involve pupils actively in lessons and encourage responsibility.
- Maintain friendly, respectful and professional relationships.
- Recognise and reward positive behaviour and achievement.
- Listen to pupils and consider the circumstances before making judgements.
- Be fair, consistent, courteous and respectful.
- Remain calm and in control, avoiding shouting, sarcasm or inappropriate language.
- Expect pupils to respect staff, visitors, school buildings and property.

Guidance When Applying Sanctions

Staff should:

- Encourage pupils to be honest and take responsibility for their actions.
- Make clear that sanctions address behaviour and are not intended to stigmatise pupils.
- Use severe sanctions only for serious or persistent misbehaviour.
- Consider the pupil's individual needs, age and understanding, avoiding automatic or cumulative sanctions.
- Avoid whole-group sanctions wherever possible.
- Use sanctions that are proportionate and, where appropriate, a logical consequence of the behaviour.
- Use sanctions as an opportunity for pupils to learn from mistakes and improve their behaviour.
- Where appropriate, require pupils to repair or put right any harm caused.
- Never use humiliating or degrading sanctions.
- Apply sanctions calmly, consistently and fairly.
- Help pupils understand the link between their choices, behaviour and its impact on themselves and others.
- Record all sanctions on the relevant software as outlined in Appendix 4.

Malicious Allegations against staff

The School recognises that there may be occasions when a pupil needs to raise a concern or allegation about the actions or behaviour of a member of staff. Such concerns will always be taken seriously and dealt with in accordance with the School's safeguarding policy and, where appropriate, the procedures of the Local Authority Designated Officer (LADO).

In accordance with Keeping Children Safe in Education (KCSIE) 2026, the School will distinguish between allegations that are substantiated, unsubstantiated, unfounded, false or malicious. A malicious allegation is one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person who is the subject of the allegation. An allegation that is unsubstantiated does not, in itself, imply guilt or innocence.

Where an allegation is shown to have been deliberately invented or is malicious, the School will consider whether disciplinary action is appropriate against the individual who made the allegation, in accordance with this policy and other relevant procedures. Any such decision will be made on the basis of the evidence and circumstances of the individual case. The School will also consider whether the pupil making the allegation may themselves require support or safeguarding intervention, including whether the allegation may represent a cry for help.

The School will take seriously the inappropriate use of technology, including mobile phones, social media, messaging services and other online platforms, where these are used to target, harass, threaten or cause harm to members of staff. Such behaviour will be addressed in accordance with the Mobile Phone and Online Safety Policies.

This Policy applies both on and outside School premises where behaviour has an impact on the School, its wider community, or any member thereof, including where technology or online platforms are used.

Please refer to the School's Safeguarding and Protecting the Welfare of Pupils Policy for further information on responding to concerns or allegations about staff or other pupils.

Searching and Confiscation

Staff may search a pupil or their possessions with the pupil's informed consent and with permission from the Head. The pupil should be told why the search is necessary and how it will be conducted.

Where there are reasonable grounds to suspect that a pupil has a prohibited item, the Headteacher or an authorised member of staff may search the pupil or their possessions without consent. Staff should normally seek the pupil's cooperation first and consider their age, individual needs, SEND and any reasonable adjustments required.

Searches will be conducted in accordance with the DfE's Searching, Screening and Confiscation guidance (2022). Except where there is a risk of serious harm and it is not reasonably practicable to do so, the search will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff.

If a pupil refuses a search, staff will consider the reason for the refusal and the urgency of the situation. Where appropriate, sanctions may be applied in accordance with this policy. Any prohibited items found may be confiscated in accordance with the DfE guidance. Searches for prohibited items will be recorded and parents informed of the search and its outcome as soon as practicable. Any safeguarding concerns arising from a search will be referred to the DSL or their deputy.

[Pupil Searches: Guidance and Protocol \(MHEG\)](#)

Use of Reasonable Force

Staff may use reasonable force where necessary to prevent a pupil from causing harm to themselves or others, committing an offence, damaging property, or seriously disrupting good order and discipline. Any use of force must be lawful, reasonable, proportionate and necessary, using no more force than is required and for the shortest time necessary.

Staff should use professional judgement and, wherever possible, seek to prevent or de-escalate situations before force is required. The individual needs and circumstances of the pupil, including any SEND or disabilities, will be considered and reasonable adjustments made where appropriate. Force must never be used as a punishment.

Any incident involving the use of force, seclusion, restraint or immobilisation will be recorded and reported to the pupil's parents in accordance with current DfE requirements. Any safeguarding concerns arising from the use of force will be referred to the DSL or their deputy.

The School will follow the DfE guidance Restrictive interventions, including the use of reasonable force, in schools (2026) and the safeguarding principles set out in KCSIE (2026) and the group policy below.

[Restrictive Interventions and the use of Reasonable Force \(MEHG\)](#)

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 aforementioned Restrictive Interventions policy.

Mobile phones

Abbot's Hill operates a mobile-phone-free environment during the school day, subject to agreed exceptions and reasonable adjustments in accordance with DfE Guidance.

Pupils bring mobile phones and personal smart devices onto School premises at their own risk. The School cannot accept responsibility for loss, theft or damage except where required by law.

Pupils must keep mobile phones and personal smart devices in the designated secure place during the school day and must not use them during lessons or formal School time unless specifically authorised for an educational/ medical purpose.

Any misuse of a mobile phone or personal smart device, including sending or sharing inappropriate, abusive or harmful content, will be dealt with in accordance with this policy and the safeguarding and online safety procedures.

The School may confiscate and, where permitted, search a mobile phone or personal smart device in accordance with the DfE's *Searching, Screening and Confiscation* guidance. Where a search or smart device raises a safeguarding concern, the matter will be referred to the DSL or their deputy and, where appropriate, the police.

Detailed procedures for the use, storage, confiscation and searching of mobile phones and personal smart devices are set out in the Foundation's separate Mobile Phone policy below.

[Mobile Phone Policy](#)

Tobacco, Alcohol, Drugs and Other Substance Abuse

The use and/or possession of Tobacco, Alcohol, Drugs or any other harmful/ illegal Substance will be dealt with in line with the following policy:

[Smoking, Alcohol, Drugs and Other Substance Abuse Policy \(MHEG\)](#)

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.

[Expulsion, Removal and Review Policy](#)

Fixed Term 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 this policy may result in either temporary or permanent exclusion from school. Following a FTE, a reintegration meeting will take place on the morning of the pupil's return to school. Please refer to our Expulsion, Removal and Review Policy for guidance: [Expulsion, Removal and Review Policy](#)

Sharing Information

The School will liaise with parents regarding poor behaviour and, where safeguarding concerns arise, with relevant agencies in accordance with the Safeguarding Policy. Where a Pupil moves to another school, records will be transferred as per the safeguarding policy. The School maintains a log of sanctions imposed for serious behaviour which allows patterns to be identified and acted upon.

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 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. Our approach reflects the School's Code of Conduct:

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

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.

See Appendix 3: Rewards and Prizes for examples of how pupils can earn awards.

Alongside these awards, Abbot's Hill may recognise and celebrate pupils through:

- Praise from teachers and peers, including in assemblies
- Achievement and Clan Points, with certificates and termly Clan awards
- Charts, displays and notice boards celebrating individual, year group, tutor group, Clan and departmental achievements
- Positive marking, including stamps, 'smileys' and written comments
- Tutors monitoring and celebrating Clan Points

- Golden Ticket lunches with friends in the Drawing Room
- Commendations and prizes
- Postcards or emails home
- Recognition of notable achievements in the newsletter, School website or social media
- Termly Mark Reading assemblies
- Awarding of half and full Colours
- Opportunities for pupils to take on positions of responsibility
- Academic and achievement prizes

Clan Points

These are physical tokens handed out by staff and stored in token boxes: in the Main House opposite the Library (by the staircase) for Senior School, and outside the Prep Library for Prep School. At the end of term, tokens are counted and combined, and the winning Clan is announced.

Clan Points are awarded for:

- **Community spirit** – kindness, friendliness, helpfulness, teamwork and selflessness, recognised by staff when they see pupils supporting others.
- **Clan events** – points are awarded throughout the year for participation in Clan events, from smaller activities during lessons or lunchtimes to larger events such as Clan Music and Sports Day.

Achievement Points

These recognise individual achievement and are awarded and logged by staff on iSAMS. In Prep, they are initially recorded on ClassDojo ("Dojo Points") before being transferred to iSAMS by the Class Teacher. Head of Years monitor Achievement Points to support regular recognition through year group assemblies, postcards home and positive phone calls. Examples of achievements that may earn Achievement Points are listed in Appendix 2.

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 Achievement Points:

1 AP	• 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	• 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	• 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 iSAMS

	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
	Subject prizes	Head/ Deputy Head	Impressive academic performance, attitude or involvement in subject lessons
Pre School	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
	Subject Commendations	HOD (In discussion with departments)	Nominations for academic performance, attitude or involvement in departmental matters
Senior School	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

Level	Behaviour	Examples	Outcome
Gentle Reminder (for low-level unsatisfactory behaviour)	Pupil does not follow classroom expectations or school values	Shouts out Distracts others Interrupts a teacher or another pupil 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 workspace messy Not following a teacher's instruction Not working to their best	Remind the pupil immediately of our classroom expectations and school values.  Use positive praise for other pupils who are demonstrating these values.
Warning	Pupil continues to not follow classroom expectations or school values	Continues low-level unsatisfactory behaviour Uses unkind words Moving around the school without due care for others Loitering in unsupervised areas <i>Incorrect uniform</i>	Adult to have a one-to-one conversation with the pupil (as soon as possible or end of lesson) Adult to ask the pupil to explain their behaviour (and emotional triggers if aware), 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 who will share at phase meetings if they feel it needs monitoring (add to minutes). No need to record on RecordMy. <i>Teacher to speak to parent to remind them about uniform (ask for AH support if needed)</i>

<u>Level</u>	<u>Behaviour</u>	<u>Examples</u>	<u>Outcome</u>
<u>Level 1</u>	Repeated unsatisfactory behaviour	Continues low-level unsatisfactory behaviour	Adult to have a one-to-one conversation with the pupil (as soon as possible) Record their point of view. Ask the pupil to explain their behaviour (and emotional triggers if aware), give supportive advice and inform pupil about the consequences. Pupil to complete apology letter during break or lunchtime. Class Teacher contacts parents. If another pupil is hurt, their parents must also be informed. Class Teacher logs incident on RecordMy (relevant staff & Assistant Head Pastoral alerted) Discussed at Phase Meetings and all staff to monitor pupil behaviour. Reminder to pupil that if poor behaviour continues the next stage involves the Assistant Head of Prep (Pastoral), who will meet with the pupil and inform parents.
	One-off, moderately serious behaviour	iPad/device misuse (this may be Level 2 if more serious) Speaking or behaving disrespectfully to a member of staff Unfriendly group behaviours Intentionally unkind to someone Being inappropriately physical Being argumentative Shouting inappropriately around the school Inappropriate use of language	
<u>Level 2</u>	Repeated unsatisfactory behaviour	Continues unsatisfactory behaviour	Adult to have a one-to-one conversation with the pupil (as soon as possible). Record their point of view. Class Teacher informed. Assistant Head of Prep (Pastoral) to meet with pupil and record their point of views. Take statements from others if necessary. Assistant Head of Prep (Pastoral) to decide consequences: apology letter & missed break / lunch, possible removal of privileges and targets set and closely monitored by Class Teacher and Assistant Head. Assistant Head of Prep (Pastoral) logs incident on RecordMy, shares with Deputy Head of Prep and relevant staff alerted. Incident is shared with the wider whole staff team at Staff Meeting.
	A one-off serious behaviour	Very unfriendly group behaviours Intentionally very unkind to someone Being very inappropriately physical Very disrespectful Dangerous behaviour Refusal to work in class despite support already in place	

Level	Behaviour	Examples	Outcome
<u>Level 3</u>	Repeated unsatisfactory behaviour	Continues low-level unsatisfactory behaviour	Adult to have a one-to-one conversation with the pupil (as soon as possible). Pupil explains their behaviour (and emotional triggers if aware), class teacher to give restorative advice and inform pupil about the consequences ... Class Teacher to inform Assistant Head of Prep (Pastoral). Assistant Head of Prep (Pastoral) to make decision, based on severity, of who will be involved (Assistant Head or Deputy Head – referred to as SLT Team) SLT Team to meet with pupil, calls parents to inform them of the incident and arranges a meeting with them in-person, at school. SLT team to decide consequences: internal suspension, removal of privileges, targets set, and pupil plan put into place. SLT Team logs incident on RecordMy and relevant staff alerted/shared with staff at Staff Meeting SLT Team has a follow up meeting/s with pupil and sets a date for review. <i>Repeated Level 3 behaviour automatically to involve Head of School</i>
	A one-off, very serious behaviour	• Physical bullying • Verbal bullying • Online bullying • Stealing • Vandalism • Serious iPad/device misuse ○ Attempting to use inappropriate websites	

Senior School – Sanction table

[illegible]

Level 2 Repeated or more serious behavioural issues.	All Staff	X4 L1 in a half term 2 failed homework submissions from one subject in any half term Failure to correct behaviour Chewing gum Disrupting the learning of others	Lunchtime detention Restorative/ reflective task as appropriate Discussion with Form tutor	iSAMS	Email via reception Form Tutor or subject teacher Phone call home if appropriate
		Deliberate, unkind behaviour.	One-off, more serious unkind behaviour = lunchtime detention immediately. Tutor/HOY to sanction. Apology letter if appropriate.	iSAMS	
		Device misuse (eg. 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	iSAMS	

Level 3 Serious behavioural issue	HOD HOY SLT	Abuse of technology. (Photos, Videos, inappropriate websites, including social media). Behaviour is dangerous, disrespectful 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 Restorative/ reflective task as appropriate Misbehaviour addressed by HOY: Round robin to staff Form tutor report – 1 week	RecordMy	Phone Call home HOD/HOY/SLT Parent meeting where appropriate
Level 4 Very serious behavioural issue	SLT	Serious breach of school rules. Bullying or abuse, including verbal, physical or online. Prohibited items (Category B) brought onto site, used or distributed. Bringing the school into disrepute whilst representing the school or wearing school uniform. Any action or behavior that causes disruption to the school day / endangers the safety of pupils, staff, school community.	Friday SLT detention or internal suspension Restorative/ reflective task as appropriate HOY Report – 2 weeks Round robin to staff	Record My	Parent Meeting

Level 5	Head	Prohibited items (Category A) brought onto site, used or distributed. Category B items brought onto site on more than one occasion. Major breach of school rules or continuation of level 4 behaviours.	External suspension or permanent exclusion/ required to withdraw	RecordMy	Parent Meeting
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Prohibited Items:

Category A	Category B
Weapons Illegal drugs Stolen goods Inappropriate images Fireworks Piercing or tattoo equipment	Alcohol Tobacco products Nuts Fire lighting equipment – matches and lighters
Anything that has been, or is likely to be, used to cause injury or commit an offence	

This list is not exhaustive and can be added to at any time. It should be used as a guide and any sanctions imposed as a result of bringing in a prohibited item(s) are at the Head's discretion.

If illegal items are brought onto site, the School is required to inform the police and Youth Justice System.

Escalation ladder for failure to attend lunchtime detention:

(To be re-set per term)

If a valid reason for non-attendance is given, lunchtime detention should be rescheduled. Forgetting to attend is not considered a valid reason.

1. Escalation to afterschool detention
2. Form Tutor phone call home and 1 week FT report
3. HOY meeting and 2-week HOY report
4. HOY and AHT Pastoral Meeting with AHT report 2 weeks
5. DHT/ Headteacher meeting