



Promoting Positive Behaviour Policy

Contents

1. Introduction	2
2. Aims And Objectives and Strategies To Achieve Them.....	2
3. Definition of Roles	4
4. Promoting Positive Behaviour	5
5. Recognition and Rewards	7
6. Consequences of Poor Behaviour	8
7. Head's Disciplinary Hearing	11
8. Corporal Punishment	11

1. Introduction

Learning takes place most effectively in an environment where there is care, tolerance, 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 and guidance documents:

- Alcohol
- Anti-Bullying
- Anti-Smoking
- Attendance and Punctuality
- Digital Communications
- Drugs Education and Practice
- Educational Visits
- Electronic Devices
- Expulsion, Removal and Review
- Handling of Concerns and Complaints from Parents
- Policy in the Event a Child Goes Missing from School/School Activities
- Online Safety Policy
- Procedures for Managing and Recording Incidents
- Restraint and the Use of Reasonable Force Guidance
- SEND Policy
- Safeguarding and Protecting the Welfare of Students
- Searches: Guidance and Protocol

2. Aims And Objectives and Strategies To Achieve Them

At Cobham Hall we seek to:

Maintain school as an orderly community where all staff and students work together safely, happily and efficiently with mutual trust. To this end, students are expected to be courteous and co-operative members of the community, being considerate of all members of the community at all times.

- Develop self-discipline amongst students.
- Achieve the agreed level of expected behaviour in all school activities.
- Enhance the self-esteem of everyone in the School.

The key principle is to *promote and sustain positive behaviour to achieve the following objectives:*

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 students with the tools and habits of mind that enable them to navigate the global environment.

To bring out the best in every individual student

This is achieved by:

- Having high expectations of all students and a belief that everyone can achieve and succeed.
- Promoting life-long learning and well-being.
- Encouraging compassion and social responsibility in students through giving time, talents and treasures.
- Providing a breadth of experiences and opportunities to enable students to find their niche.

To develop moral integrity and the confidence in students to be themselves

This is achieved by:

- Practicing respect and tolerance in our multi faith and multi-cultural environment, through an understanding of Foundation values and traditions.
- Enabling students to find the courage to stand up for what they believe in.
- Providing opportunities to develop socially responsible students.
- Encouraging students to be self-aware, resilient and to celebrate their individuality.
- Motivating students to recognise the local, national and international context of their own education.

To nurture students from childhood to adulthood

This is achieved by:

- Providing a wide range of activities that enable students to develop the skills and attributes of confidence, curiosity, independent thinking, creativity, leadership and collaboration, resilience, aspiration, reflection, courage, innovation, organisation, compassion and adaptability.
- Cultivating interests, talents and disciplines that will enhance the students' experience of life, now and in the future.
- Providing a continuity of ethos within all students.

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 students in environmentally conscious attitudes and an appreciation of the natural

world.

- Creating a sense of family and belonging through experiences and events across the Foundation.

Cobham Hall students are ambassadors for the School and are expected, at all times, to follow the conventions of courteous conduct and common sense and to obey the School rules and the instructions given to them by all members of staff (academic, boarding and non-teaching staff). Students are expected to follow school rules and meet expectations stated both online and offline.

3. Definition of Roles

Governing Body

- Sets the policy for the management of behaviour in the School.
- Sets the student Code of Conduct (Expectations and Standards).
- Governors have a role in reviewing the decisions of the Head in respect of exclusions.
- Determines complaints of parents/carers of students in the School.

The Head

- Is responsible to the Governing Body for the good order and discipline of students 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 students from the School or to permanently withdraw a boarding place from a boarder.
- The Head frequently meets with students who deserve commendation for their effort and/or achievements.

The Deputy Head

- Is responsible to the Head for good order and discipline in the School as a whole.
- This person is responsible to the Head for the welfare of all students, and specifically for ensuring the effectiveness of any specialist provision that a student may require.
- Other members of the Leadership Team are to support the Deputy Head and Head in the implementation of this policy.

The Housemasters/mistresses

- Are responsible to the Director of Pastoral and Boarding for the attainment, good order and discipline of students allocated to their house at all times.
- They support Heads of Faculty/Department and the pastoral team in ensuring good conduct of students.

Head of Academic Progress, Heads of Faculty/Department

- Are responsible for the attainment, good conduct and discipline of students 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.
- The tutor works with the student to resolve problems.
- The tutor informs the HOS/Housemaster/mistress if there is a recurring problem or when sanctions are becoming excessive.

Classroom Teachers

- Are responsible for the behaviour of students in their classroom, with the support of Heads of Faculty/Department and other more senior staff.
- They may impose low level sanctions and recommend that a student receives a mid-range sanction e.g. Lunchtime detention.
- They give praise and support to their students and may recommend them for House or School rewards.

ALL staff, teaching or otherwise, have a role to play in promoting the values of the School and upholding the principles the school expects to see. 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 student's time at Cobham Hall, 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 student's development is achieved, and open and friendly communication is encouraged. The School firmly believes that parental involvement with the School and the student's education has a positive effect on the student's progress and development. Children benefit enormously from the knowledge and security that the School and their parents/guardians/carers are working together to support, encourage and recognise their endeavours and achievements. This is equally true as we work to resolve difficulties they may have or mistakes they might make.

4. Promoting Positive Behaviour

In order to promote positive behaviour, the Mill Hill School Foundation endeavours to establish strong and mutually respectful relationships between all staff and students. 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 students a chance to reflect and learn from their mistakes. For this to happen:

Senior Staff will

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

The Deputy Head will

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

Housemasters/mistresses will (within their House)

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

Head of Academic Progress, Heads of Faculty/Department will (within their Faculties/Departments)

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

Behaviour in the Classroom

Consistent implementation of this Policy and the School Rules on the part of all academic staff is essential:

- Tutors and Teachers will familiarise themselves with the contents of this Policy, and the School Rules, implementing them consistently.
- Promote and monitor adherence of students to the School Rules (including uniform rules) on a daily basis, giving praise or recommending sanctions as appropriate.
- Use praise and sanction as appropriate, seeking assistance from the Head of Faculty/Department or Deputy Head if necessary.
- Ensure that any rewards given, or sanctions recommended accurately reflect the behaviour of the Student.
- Students wait quietly outside the classroom (Years 7-11) unless they have been specifically told they may enter before the teacher arrives. Students enter the room quietly and sensibly.
- Students speak when invited to and are expected to listen when another person is speaking.
- Students take responsibility for the place they work and the material they learn from and are expected to have all necessary materials with them for a lesson.
- Students show respect for others by speaking and behaving appropriately to everyone.

Behaviour outside the classroom

- Students are expected to behave appropriately outside the classroom environment in a way that demonstrates the ethos and core values of the School. This applies to journeys and occasions when the student is off site but under the school's supervision, and always around the School site.
- Students are expected to treat the School environment with respect, reporting any accidental damage to property and respecting the needs of others regarding their property.
- Around the buildings, students are expected to walk and be aware of those around them when in the corridors and passing through swing doors.
- They are expected to be polite and helpful to all visitors.

Behaviour in the boarding houses and common areas

- House staff should make this Policy, and these guidelines clear to all new students and reinforce them to current students as appropriate.
- The Boarding Houses at Cobham Hall are "home" for our students. It is essential that students be allowed freedom within their home environment to grow and flourish within the community. They should always show respect to staff and fellow students and respect the privacy of those around them.
- The need for sanctions to be applied within the Boarding House is at the discretion of the Housemaster/Housemistress, who should act only after careful consideration of all the facts. More information is given in the Boarding Handbook.
- Students can contact parents, when personal electronic devices are removed, through Teams on school computers or through the use of House phones.
- In most cases there should be no need for the implementation of sanctions. House staff should strive to attain mutual trust and respect and to build good relationships with the students in their care, thus equipping them with the ability to foresee most problems within the House before they arise and act accordingly.
- Members of House staff who are unsure about which action to take should discuss the situation with the Director of Boarding. A monitoring program may be put in place in certain situations. This will be stored on the Boarding managements system (Orah).
- Refer to the Boarding Handbook for further details.

5. Recognition and Rewards

The vast majority of students at Cobham Hall display high levels of positive behaviour at school at all times. Our rewards system allows students, teachers and their parents/guardians to see how well students are progressing in their subjects and where they are producing sustained good work, effort and progress.

The school recognises that a key part of developing the potential of our young people is giving encouragement and praise. Praise is a key component of the recognition and rewards system along with good teaching and good staff/student relationships. Within the School there is a culture of praise and encouragement that rewards good behaviour and the meeting of expectations. This is done in the

belief that high standards are best fostered and motivation is increased through a positive approach.

The School encourages students to strive for excellence, which we take to mean being the best that they can be, regardless of ability. Our system of rewards allows us to celebrate achievement, excellence and student contribution in all aspects of school life.

The list below is neither complete nor exhaustive; departments should feel free to develop further ideas if they wish. These, however, should not conflict with, or duplicate, systems already in place. For further information, see Appendices 2 and 3.

- Frequent verbal compliments and praise.
- Positive comments in exercise books, folders and student planners.
- Positive comments to students and/or parents via email and through commendations.
- Awarding House Points (see Appendix 2 for details on how the House Points system works).
- A cup is awarded termly to the student accruing the most academic House Points that term.
- Commendations for Citizenship, Initiative, Courtesy or Academic Achievement are submitted to the School Office. The Commendations are sent as an e-card to parents.
- Regularly displaying work in classrooms and elsewhere around the School, including public areas.
- Jar of good stuff.
- Artist of the Week.

6. Consequences Of Poor Behaviour

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

A range of consequences is available, depending upon the way in which expectations have not been met. Sanctions will be reasonable and proportionate to the circumstances, and staff will apply them consistently and fairly. Account will be taken of a student's age and any special educational needs, disability and religious requirements affecting the student, and reasonable adjustments made as appropriate.

The School does not use corporal punishment. No unacceptable, excessive or idiosyncratic sanctions are used. For clarity this includes (but is not limited to) any punishment intended to cause pain, anxiety or humiliation, deprivation of access to food or drink or enforcing eating or drinking, prevention of contact with parents, independent listener or helplines, requirement to wear distinctive clothing, withholding of any form of medical treatment, deprivation of sleep, fines of pocket money or locking in a room.

A behaviour incident will be treated as a child protection concern when there is reason to believe that a child is suffering or likely to suffer significant harm. In this instance the concern will be reported following the procedures set out in the school's Safeguarding Policy.

Communication between members of staff is vital so that a co-ordinated approach can be taken to solve problems quickly and efficiently.

- Minor offences should be dealt with promptly by the member of staff concerned. For example, if a prep has not been completed after a 24-hour extension, arrangements should be made with the student to complete it at a time convenient to the member of staff. As a one-off offence, this need not be taken any further. However, if the same thing happens again, it is important that the issue is raised with the student's Tutor, or at the relevant pastoral meeting so that any patterns in behaviour that may be occurring across a range of subjects can be identified. The matter will then be referred to the next level via OneNote (See Appendix 3 for levels of referral).
- Minus points – as part of the House Points system (see Appendix 2 for details on how the House Points system works) a minus may be awarded for offences such as not completing prep, not having appropriate books or inappropriate behaviour in class. These should be recorded on iSAMS.
- Electronic Positive reports – these may be requested by members of staff, usually subject teachers or tutors, or by the students themselves as part of a plan to address a specific problem. The report is generated by the Head of School, is individual to each student and will contain goals to be met. For example, to be punctual or to have the correct books. The report is then sent home for parents' signature. A student can receive a positive report for several weeks with regular reviews.
- Staff detention – if a student accumulates three minuses, they automatically have a Head of School detention. A further three minuses, a Director of Studies detention and then a Deputy Head's detention for 1.5 hours after school. The detention is entered on iSAMS. The details of how this works are to be found in Appendix 3. A Deputy Head's detention may also be given for a specific incident, such as inappropriate use of an electronic device.
- The Head's detention is reserved for serious offences and takes place on a Saturday afternoon. Students should be put into Head's detention after discussion with the Deputy Head. Parents of day students will be given a week's notice, and it is expected that the student will attend the detention. The detention will be entered on iSAMS. The aim of these detentions is to help educate the student about the consequences resulting from their actions and not just to punish them. Parents will be called into school for a meeting with the Head of School to discuss the required improvement in behaviour.
- A further three minuses accrued after completing a Head's detention will result in the Deputy Head contacting parents and the student being internally excluded for a day, a further three minuses will result in parents being called to attend a meeting with the Head as well as an internal exclusion for a week.

- Refer to the Searches: Guidance and Protocol which details the procedure which will be followed if it is necessary to make a search of a student's possessions. The Safeguarding and Protecting the Welfare of Students Policy also sets out the circumstances under which a search may be made. The procedure for temporary or permanent exclusion can be found in the Expulsion, Removal and Review Policy.

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

- Ensure students know the School rules.
- Allow students to assume responsibilities and involve them actively in lessons.
- Ensure that the relationship between teacher and student is friendly yet respectful. Over familiarity may lead to a loss of respect and control.
- Reward students for good work, positive behaviour and any other appropriate positive reason.
- Listen to reasons before making judgements.
- Be fair and consistent when dealing with students.
- Be courteous and polite to students, refer to them by their forenames and expect students to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms) and open doors for them. The vast majority of our students 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 students show respect for the buildings, furniture etc.

Advice for staff when considering the use of sanctions

- Make it clear during any discussion that it is always in a student's best interests to tell the truth, and that the student'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 student's behaviour and not to stigmatise the student.
- Avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour.
- Avoid sanctions becoming cumulative and automatic, by taking into account a student's individual needs, age and understanding.
- Wherever possible, avoid whole-group sanctions.
- Consider using sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not completed in class the student might be brought back at break time to finish it off, or for making a mess in the House a student might be asked to clean it up).
- Use sanctions to help the student 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 students should know that a sanction, when mentioned, will be used.
- Attempt to link the concept of sanctions to the concept of **choice**, so that students see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour.
- Ensure that all sanctions are recorded on iSAMS.

7. **Head's Disciplinary Hearing**

In serious cases the Head may ask a Senior Leader to investigate the issue and produce a report for consideration. After considering the report, the Head may then convene a disciplinary hearing attended by student and parents in order to decide a suitable sanction.

8. **Corporal Punishment**

There is no corporal punishment at the Mill Hill School Foundation, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a student during any activity, whether or not on the school premises, and applies to all staff employed by the Mill Hill School Foundation including any acting in loco parentis such as unpaid volunteer supervisors. The circumstances under which physical restraint may be used are noted in the Group's Restraint Guidance document.

This Policy is to be reviewed annually.

Last review: Autumn 2024

Next review: Summer 2025

This Policy has been approved by the Education Committee of the Court of Governors on 20th November 2024.

Appendix 1: School Rules

- Bullying, stealing and substance abuse are serious offences and are not tolerated in this community. Any student committing such an offence may face suspension and possibly permanent exclusion from the School.
- Students should display appropriate behaviour at all times.
- No student may have any of the following in their possession – cigarettes (including e-cigarettes of any type), vapes, tobacco, alcohol, drugs, fireworks, matches, lighters, correction fluid or chewing gum.
- Students must remain within the school bounds at all times unless they have prior permission.
- Mobile phones or personal electronic devices should not be used between 8.30am and 4.30pm without prior permission of staff. Any phones being used without permission during these times will be confiscated. Year 7 to 9 hand in their phones every morning before registration. School issued laptops are the only electronic devices that can be used from 8.30 am until 4.30pm.
- Audio visual media are not permitted during lesson times without permission, including timetabled study periods.
- Food and drink, other than water, are only allowed in the dining rooms and outside in the grounds.
- The swimming pool, fitness suite and games equipment may only be used with permission and under supervision.
- Students must be properly equipped for lessons including PE and practical subjects.
- There should be no graffiti on books or other property.
- Correct uniform will be worn at all times.
- For safety reasons hair must be tied back. In Years 7 to 9 make up and nail polish are not permitted. In 10 to 11 natural looking make up may be worn, but not false eyelashes. Nails must not have polish and should be kept an appropriate length for a school setting. Jewellery is restricted to a single pair of simple stud earrings and a watch.

Appendix 2 - House Points and Minuses

1. House points and minuses are recorded on iSAMS.
2. When you have awarded a house point or minus, ensure that the student is informed.
3. Three minuses equal a staff detention. The totting up system will continue for a full year. At the beginning of each academic year, the minus score will return to zero.

3 minuses	Head of School detention	1 hour
6 minuses	Director's detention	1 hour
9 minuses	Deputy Head's detention	1 and a half hours
12 minuses	Head's detention	2 hours, Saturday afternoon
15 minuses	One day internal exclusion	One day
18 minuses	One-week internal inclusion	One week

4. House points and minuses count towards the House system, with the winning House being awarded the House Points Cup each term. The cup awarded on Festival Day will be for the highest scoring House for the whole year. There is also an individual house point cup each term and a cup awarded on Festival Day for the student gaining the most house points for the whole year.
5. Three registration lates in the morning results in one minus.
6. Minuses are subtracted from the House points score to give an overall total for each House.

Appendix 3: House Point System

Milestone rewards over the course of an academic year

	Lower School		Upper School	
	Number of HP	Reward	Number of HP	Reward
BRONZE	25	Certificate in assembly	25	Certificate in assembly
SILVER	40	Certificate and 1 early lunch with a friend	40	Certificate and brownies for 4
GOLD	60	Certificate doughnuts and hot chocolate in the Old Library	60	Afternoon Tea in Old Library with 2 friends
PLATINUM	100	Afternoon Tea in Old Library with a friend	100	Tea and cake with a friend in Cobham Village

Celebrating and Recognising Achievement

- Praise in class.
- House points – recorded on iSAMS.
- Marking – stamps, ‘smileys’, written comments.
- Lower School Notice Board has ‘Celebrating Success’ poster (where we mention positive feedback by groups/individuals) and also a ‘House Points’ poster where you can see the names of students who have been awarded HPs that half term.
- E Cards.
- Merit badges upon achieving five commendations in a row.
- House point cup award to the student with the most house points – termly.
- House point shield for House with the most House points awarded on Festival Day.
- Phone calls/emails home.
- House Points board in the corridor to display winners of the above.
- Winners of the above to be displayed on a board.
- Assembly – praise from teachers.
- Chart to display House points on the wall in tutor rooms.
- Display work on the wall.
- Jar of Good Stuff.