



Mill Hill

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

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# Expectations and Standards 2017–2018

Mill Hill School and  
The Mount,  
Mill Hill International



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## **Important Note**

This booklet is not intended to replace the Foundation's published policies; it is intended as a guide to be read in conjunction with the relevant policies as found on the School website.

# Background

In order to promote positive behaviour the Mill Hill School Foundation endeavours to establish strong and mutually respectful relationships between staff and pupils, where teaching is lively, purposeful and engaging, 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.

The majority of pupils display positive behaviour at Mill Hill School and Mill Hill International at all times. Our rewards system allows pupils, teachers and their parents/carers to see how well they are progressing in subjects and where they are producing high quality work, showing consistent effort and making progress.

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

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## The Schools' motto is:

### Et virtutem et musas – instilling values, inspiring minds

Pupils at Mill Hill School and The Mount, Mill Hill International embody this motto through the "PILLAR" of our core beliefs

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

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

# Recognition and Rewards

There are a number of ways in which the positive behaviour of all our pupils is recognised and rewarded across all aspects of School life (academic, sport, creative arts, community, leadership, House etc.):

Informally through:	Formally through:	Additional Academic Recognition and Rewards:
Verbal and Written Praise	Commendations (1 House point)	Effort Grades
Recognition at Assemblies / Chapels	Head's Commendation (5 House Points)	Achievement Grades
Communication with Parents / Carers	Outstanding Pupil Awards (25 House Points)	
Noticeboards and Newsletters	Head's Special Awards (50 House Points)	
	Foundation Day / Prizegiving Day (named prizes or other prizes)	

To encourage clarity and consistency we operate a tiered system of 5 Levels of recognition and reward, with appropriate actions for each, under these headings:

## Levels of recognition:

- Level 1** Positive Behaviour (Informal 'well done')
- Level 2** Noteworthy Positive Behaviour (Commendation)
- Level 3** Excellent Positive Behaviour (Head's Commendation)
- Level 4** Exceptional and Consistent Positive Behaviour (Outstanding Pupil Award)
- Level 5** Consistently Outstanding Positive Behaviour (Head's Special Award)

For more detail please refer to the Rewards Matrix (**Appendix 1**).

## When aspiring to each level, pupils should think PILLAR!

- PRIDE:** Have I done/produced something of which I can be proud?
- INTEGRITY:** Have I demonstrated integrity?
- LEARNING:** Have I learnt something of note?
- LEADERSHIP:** Have I shown leadership qualities and/or led by example?
- ACHIEVEMENT:** Have I achieved something noteworthy?
- RESPECT:** Have I shown respect to others or done something deserving of respect?

# Pupils' Rights and Responsibilities

Pupils at Mill Hill School and Mill Hill International have rights but they also have responsibilities:

Pupils' RIGHTS	Pupils' RESPONSIBILITIES
To be educated in a safe and secure environment	To follow School rules and accept ownership for their learning and behaviour
To be treated fairly, consistently and with respect	To respect the views, rights and property of others and behave safely in and out of class
To have equal access to opportunities to develop to their full potential and achieve academic success	To come to class fully equipped, work as hard as they can and seek help when needed
To have effort and learning valued	To work to the best of their ability, hand in written learning on time and to take pride in their learning
To be listened to	To listen to others
To be able to trust staff	To co-operate with staff

# Expectations and Standards for Pupils

## Inside the classroom:

- Arrive punctually;
- Line up quietly outside the classroom;
- Bring all equipment necessary for purposeful study (including pupil planner). Check and complete all prep set via Firefly and record and complete any other prep set by the teacher;
- Behave politely and respectfully to members of staff and fellow pupils;
- Be properly dressed at all times and ask permission to remove blazer;
- Do not eat in class (including chewing gum);
- Do not copy material from another pupil or a third-party source (such as a book or website) and present as if it were one's own work;
- Complete all work set in lessons to the best of your ability and participate fully in all class activities;
- Be aware that plagiarism in Controlled Assessment or coursework is considered malpractice and understand that the consequences of this are likely to be severe. Plagiarism in regular assignments will also be subject to a sanction;
- Follow the rules relating to the use of electronic devices e.g. mobile phones;
- Leave all classrooms clean, tidy and safe;
- Ask teachers for permission to miss lessons 24 hours in advance due to another legitimate commitment (e.g. Music lesson);
- Take responsibility for completing all work missed due to absence.

## Outside the classroom:

Pupils should demonstrate good manners and good sense in their day-to-day behaviour, ensuring that their actions exhibit the highest levels of courtesy and thoughtfulness.

Pupils are therefore **expected** to:

- Think of the needs and feelings of others and behave accordingly;
- Show kindness and consideration for their fellow pupils, staff and guests at all times;
- Hold doors for others;
- Use respectful and appropriate language;
- Celebrate diversity within and beyond the Mill Hill School Foundation.

# A to Z of Expectation and Standards

All pupils must hold themselves to the highest standards of behaviour at all times and will therefore demonstrate leadership, integrity and respect. Pupils must familiarise themselves with all relevant School policies, particularly the following: **Safeguarding the Welfare of Children who are Pupils of the School; Smoking, Alcohol, Drugs and Other Substance Abuse; Anti-Bullying; Attendance and Punctuality; Disability; Educational Visits; Email, Internet and Social Media (Pupils); Expulsion, Removal and Review; Restraint; Searches Guidance.**

Subject	Expectations and Standards
<b>Alcohol</b>	<p><b>Pupils are NOT allowed to:</b></p> <ul style="list-style-type: none"><li>▪ Purchase alcohol;</li><li>▪ Bring alcohol onto the School site;</li><li>▪ Supply other pupils with alcohol;</li><li>▪ Arrive at a School function having consumed alcohol;</li><li>▪ Consume spirits at School functions (there is a School policy covering consumption of beer and wine for Sixth Form pupils at School events);</li></ul> <p>Frequent pubs and other licensed premises as these are out of bounds to all pupils when under the School's care and control, including during the journey to and from School.</p>
<b>Attendance</b>	<p>All pupils are required to attend and be punctual at Registration, Assembly, Chapel, meals, lessons, Games sessions and co-curricular activities and, for Boarders, all boarding registrations, sign-in times and activities.</p>
<b>Bounds ALL pupils</b>	<p>The following are out of bounds to pupils at all times: building work sites, boiler rooms, maintenance buildings, laboratory prep room and stores, the School kitchen and stores, cleaning stores. Day pupils may only enter boarding houses with the express permission of the Housemaster/Housemistress/House Parent. During the school day pupils are not allowed to leave the school site without permission. Rules for Sixth Form pupils vary slightly with more flexibility being offered to older pupils.</p>
<b>Bounds MHS</b>	<p>The following are out of bounds without permission: Top Terrace, Top Field, the Astroturf, the Sports Hall, Sports Hall Gallery and Gyms (fixed weights and free weights). 'Park' is out of bounds after 5pm.</p>
<b>Bounds MHI</b>	<p>The following are out of bounds: the areas reserved for grounds staff, the area containing the storage cabins and the residential areas outside of the dining hall.</p>

<b>Bounds (Boarders)</b>	Please see the <i>Boarding Handbook</i>
<b>Bullying</b>	Pupils must not engage in any form of behaviour that may be interpreted as bullying in any form, e.g. physical, emotional, cyber or any other bullying, (including cyberbullying).
<b>Cars</b>	Pupils are not allowed to drive to/from, near the School or be a passenger in a pupil's car without written permission from the School. For those with this permission, cars are not to be used during the School day. Boarders – see <i>Boarding Handbook</i> .
<b>Classified drugs and banned substances</b>	<p><b>Pupils are NOT allowed to:</b></p> <ul style="list-style-type: none"> <li>▪ Bring classified drugs or banned substances onto School site;</li> <li>▪ Consume classified drugs or banned substances on the School site;</li> <li>▪ This definition should be understood to include so-called “legal highs” and/or other substances deemed by the School to fall within the definition of banned substances;</li> <li>▪ Pupils should be explicitly aware that supply, or intent to supply, or to be concerned with the supply of classified drugs or banned substances, whether on or off the School site, are actions that will be treated with particular seriousness and will normally lead to expulsion;</li> <li>▪ Enable, or support, offences of this nature.</li> </ul>
<b>Damage</b>	Pupils must report to a member of staff any damage caused to property either on purpose or accidentally – they or their parents may be asked to pay for damage caused.
<b>Littering</b>	All litter must be put into bins provided. To help avoid littering pupils should not eat anywhere other than in designated eating areas.
<b>Lockers</b>	Pupils are expected to make use of their lockers (if provided) and, in boarding houses, the lockable storage provided in order to keep their own possessions safe (especially items of value). Pupils must not use / open lockers that are not their own, without the permission of the owner.
<b>Prohibitions</b>	<p><b>In addition to prohibition on alcohol, cigarettes, drugs and other substances, the following items are also banned:</b></p> <p>Fireworks or other explosives, dangerous weapons (e.g. pellet guns, knives etc.), dangerous substances (e.g. solvents, glue products, etc.), pornographic material and/or any items that common sense would suggest are not acceptable in a school environment (e.g. e-cigarettes), must <b>never</b> be brought into School.</p>

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## Property, Theft

Pupils are expected to be strictly honest with regard to money and/or property that they find and which does not belong to them. They should hand in anything that they find at the earliest possible opportunity either to their Tutor, Housemaster/Housemistress/ House Parent, a senior member of staff or, preferably, Reception.

Theft of property belonging to anyone else (either to the School, fellow pupils or other organisations/individuals) is viewed as a very serious offence. The Schools' definition of "theft" will be considered to be "... the taking of another person's property without that person's freely-given consent". This definition may also be extended to include impersonating another individual either on-line or in person and/or using their identity to pay for goods or services.

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## Sexual Behaviour

### **Pupils are NOT allowed to:**

- Participate in public displays of affection while at School or at a School organized event;
  - Indulge in sexual relations with another person on the School site, or at a School organised event;
  - Enter the bedroom of a pupil of the opposite sex in a boarding house.
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## Smoking

### **Pupils are NOT allowed to:**

- Smoke on the School site;
  - Bring cigarettes, e-cigarettes or related paraphernalia (lighters, cigarette papers etc.) onto the School site;
  - Smoke during the journey to School;
  - Smoke on a School trip;
  - Supply cigarettes to other pupils;
  - Smoke **anywhere** whilst wearing School uniform;
  - N.B. a pupil who is not smoking but who is present with another pupil who is smoking will also receive an appropriate sanction.
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## Use of Technology

### **Pupils are NOT allowed to:**

- Have audible ringing or alert functions, (mobile phones must be set to 'silent' while at School);
  - Use phones during lesson and activity time without explicit permission from a member of staff;
  - Use phones to make and receive calls unless in designated areas (House/Sixth Form Centre);
  - Use phones as an organiser/planner and/or means of sending and receiving texts unless during morning break and lunchtime or in between lessons to check timetables or School e-mails;
  - Take pictures or videos without explicit permission from those being photographed/videoed and/or a member of staff (be aware that staff have the right to see any material on your phone that they think may contravene School policies);
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- Send text messages, emails, social media postings or similar communications if they might be considered to be intrusive, hurtful or offensive (be aware that this still applies even if the offensive material is posted from home or outside of School);
  - Have headphones on unless in designated areas, in particular pupils must not have headphones on/in while walking in public (e.g. from boarding house to MHI);
  - Engage in activities that would endanger the School's IT systems or enable others to gain unauthorised access to information.

**Note that Boarding Houses will have their own rules for electronic devices that must be followed.**

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**Vandalism, Graffiti**

Vandalism (including graffiti) of School property, premises and elsewhere is never acceptable and may incur a cost in addition to the appropriate sanction.

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**Weekend Programme**

Full commitment to this is expected from full boarding pupils, although weekly boarders and day pupils are encouraged and welcomed to opt into activities in advance should they wish to. Pupils selected to represent the School in Saturday fixtures are expected to attend without fail.

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# Lower School Uniform Requirements

Lower School pupils are expected to take pride in their appearance and they should aim to be well presented at all times. It is important that pupils are smart throughout the day and all pupils need to adopt the approach that they are dressing for a formal setting when they come to School.

	UNIFORM REQUIRED	UNIFORM PROHIBITED
<b>Blazer*</b>	Mill Hill School Blazer	
<b>Tie*</b>	School, or other School/ House-awarded tie.	
<b>Shirt</b>	White, plain, fitted, long sleeved, polyester and cotton. Short-sleeved white shirts may be worn in the Summer Term.	<ul style="list-style-type: none"> <li>▪ No button-down collar</li> </ul>
<b>Pullover*</b>	<p><b>With trousers:</b> Charcoal grey (not black), V neck, long sleeved.</p> <p><b>With skirts:</b> Bottle green, V neck, long sleeved.</p>	<ul style="list-style-type: none"> <li>▪ No round neck</li> <li>▪ No cardigans</li> <li>▪ No baggy jumpers</li> <li>▪ No motifs except School related</li> <li>▪ No sweatshirts or hoodies</li> </ul>
<b>Trousers</b>	Charcoal grey (formal)	<ul style="list-style-type: none"> <li>▪ Not black</li> <li>▪ Not denim or chino-style material</li> <li>▪ Must be full length</li> </ul>
<b>Skirt*</b>	Green with kilt pin, worn no more than 2 inches above the knee	<ul style="list-style-type: none"> <li>▪ Not rolled up</li> <li>▪ Not tailored</li> </ul>
<b>Socks</b>	<p><b>With trousers:</b> Dark grey/black</p> <p><b>With skirts:</b> Navy</p>	<ul style="list-style-type: none"> <li>▪ Must not go above the knee when worn with a skirt</li> <li>▪ Not white</li> </ul>
<b>Shoes</b>	Black, polishable and classic style.	<ul style="list-style-type: none"> <li>▪ No light coloured soles</li> <li>▪ No ballet pumps</li> <li>▪ No boots</li> <li>▪ No trainer style shoes</li> <li>▪ No suede</li> <li>▪ Heel at a reasonable height not above 2 inches</li> </ul>

<b>Coat</b>	Standard length, plain dark overcoat, raincoat or anorak to cover suit jacket entirely.	<ul style="list-style-type: none"> <li>No logos, slogans nor any other decoration.</li> </ul>
<b>Scarf</b>	School scarf or House/Scholars' scarf only – the latter to be awarded.	<ul style="list-style-type: none"> <li>School scarves can be purchased from the School retailer.</li> </ul>

### OTHER EXPECTATIONS – DRESS & APPEARANCE

<b>Hair</b>	<p>Hair should be of a natural colour and tied up, if longer than collar length.</p> <p>Hair adornments used must be of a simple style and blue or black in colour.</p> <p>Boys should be clean shaven.</p>	<ul style="list-style-type: none"> <li>Style and length should not be ostentatious or messy.</li> <li>Hair should not be clipped below a No.2 length</li> </ul>
<b>Jewellery</b>	<p>Earrings should be discreet (e.g. small plain studs) and limited to one per ear, at the base of the lobe.</p> <p>Boys are not allowed to wear earrings in the Lower School.</p>	<ul style="list-style-type: none"> <li>No hoop earrings.</li> <li>No other piercings are permitted e.g. in the nose, eyebrow or tongue. (An exception can be made on religious grounds after permission has been granted by the Head).</li> <li>No rings on fingers.</li> </ul>
<b>Make-up and Nail Varnish</b>	<p>Fifth Form pupils: Make up should be discreet and kept to a minimum at all times.</p>	<ul style="list-style-type: none"> <li>Make up is not allowed to be worn by Fourth Form and Remove pupils. Special dispensation may be granted to pupils on medical grounds. Permission to be sought, in writing, from the Principal Deputy Head.</li> <li>Nail varnish is not allowed to be worn by lower school pupils</li> </ul> <p><b>In the Fifth Form:</b></p> <ul style="list-style-type: none"> <li>No heavy eye-liner</li> <li>No ostentatiously coloured lipstick</li> </ul>

We may ask pupils to return home to change, if the pupil's appearance or uniform is deemed to depart from this guidance and therefore does not match the spirit and ethos of the School's approach to uniform.

\*The School reserves the right for the Head and members of staff to require body jewellery to be covered up with sticking plaster.

# Sixth Form Uniform Requirements

Sixth Formers are expected to take pride in their appearance and they should aim to be well presented at all times. As role models to the younger year groups, it is important that our Sixth Form pupils lead by example and are therefore smart throughout the day. For that reason our dress code for Sixth Formers continues to be formal. All pupils need to adopt the approach that they are dressing for a formal work setting when they come to School.

	UNIFORM REQUIRED	UNIFORM PROHIBITED
<b>Suit</b>	<p>Two piece, formal cut, business style, plain dark colour (black, charcoal grey, navy, brown).</p> <p>Acceptable combinations include trousers and a jacket, a dress and a jacket, or a skirt and a jacket.</p>	<ul style="list-style-type: none"> <li>▪ No silver grey or pale coloured suits.</li> <li>▪ No checks or pinstripes.</li> <li>▪ No mixtures of colours.</li> <li>▪ No short skirts (hemline just above the knee)</li> <li>▪ No handkerchief hems</li> <li>▪ No puffball skirts or dresses</li> <li>▪ No large belts</li> </ul>
<b>Tie</b>	School, or other School/House-awarded tie.	<ul style="list-style-type: none"> <li>▪ This item is optional for girls but compulsory for boys, in line with the conventions shown in the workplace.</li> </ul>
<b>Shirt / Blouse</b>	White, plain, fitted, long sleeved, polyester and cotton. Short-sleeved white shirts may be worn in the Summer Term.	<ul style="list-style-type: none"> <li>▪ No low-cut</li> <li>▪ No gaping</li> <li>▪ No pleats or frills</li> <li>▪ No button-down collar</li> </ul>
<b>Pullover / Cardigan</b>	Plain dark colour V-neck to match suit, smart not baggy, may be sleeveless.	<ul style="list-style-type: none"> <li>▪ No round neck</li> <li>▪ No baggy jumpers</li> <li>▪ No motifs except School related</li> <li>▪ No sweatshirts or hoodies</li> </ul>
<b>Socks</b>	Dark colour to match the suit.	<ul style="list-style-type: none"> <li>▪ Must not go above the knee when worn with a skirt</li> </ul>
<b>Shoes</b>	Black or dark colour, classic style. Ankle boots are allowed under trousers only.	<ul style="list-style-type: none"> <li>▪ No trainer style shoes</li> <li>▪ Heel at a reasonable height not above 2 inches</li> <li>▪ No light coloured soles</li> </ul>

<b>Skirt</b>	Skirts should be business-like and should match the suit jacket.	<ul style="list-style-type: none"> <li>▪ Skirts should be of an appropriate length, with a hemline just above the knee.</li> <li>▪ Skirts must not be too tightly fitted or made of lycra</li> </ul>
<b>Coat</b>	Standard length, plain dark overcoat, raincoat or anorak to cover suit jacket entirely.	<ul style="list-style-type: none"> <li>▪ No logos, slogans nor any other decoration</li> </ul>
<b>Scarf</b>	School scarf or House/Scholars' scarf only – the later to be awarded.	<ul style="list-style-type: none"> <li>▪ School scarves can be purchased from the School retailer</li> </ul>
<b>Hair</b>	<p>Hair should be of a single natural colour.</p> <p>Hair adornments used must be of a simple style and blue or black in colour.</p>	<ul style="list-style-type: none"> <li>▪ Style and length, should not be ostentatious or messy.</li> <li>▪ Hair should not be clipped below a No.2 length</li> <li>▪ Boys should be clean shaven</li> </ul>
<b>Jewellery</b>	Earrings should be discreet (i.e small plain studs) and limited to one per ear at bottom of lobe.	<ul style="list-style-type: none"> <li>▪ No hoop earrings.</li> <li>▪ No other piercings are permitted e.g. in the nose, eyebrow or tongue. (An exception can be made on religious grounds after permission has been granted by the Head)</li> </ul>
<b>Make-up</b>	Make up should be discreet and kept to a minimum at all times.	<ul style="list-style-type: none"> <li>▪ No heavy eye-liner</li> <li>▪ No ostentatiously coloured lipstick</li> <li>▪ No coloured Nail Varnish</li> </ul>

We may ask pupils to return home to change, if the pupil's appearance or uniform is deemed to depart from this guidance and therefore does not match the spirit and ethos of the School's approach to uniform.

# Sanctions for failing to meet Standards and Expectations

We operate a tiered system of 5 levels of poor behaviour, with appropriate sanctions for each under these headings:

<b>Level 1</b>	Low level self-discipline issue
<b>Level 2</b>	Repeated level 1 offences/More serious self-discipline Issues (1 behaviour point)
<b>Level 3</b>	Repeated level 2 offences or breach of trust (5 behaviour points)
<b>Level 4</b>	Repeated Level 3 offences or serious breach of trust (25 behaviour points)
<b>Level 5</b>	Repeated Level 4 offences or very serious/dangerous behaviour (50 behaviour points)

See Sanctions Matrix and Summary of Sanctions Table (**Appendix 2 and 3**) for more detail on how these are applied and examples of restorative justice.

## Corporal punishment

The School does not use or tolerate, the use of corporal punishment nor any other physical means of sanctioning pupils. This is because corporal punishment is antithetical to the School's ethos and values and this complies with section 131 of the School Standards and Framework Act 1998 which prohibits corporal punishment in all schools. No member of staff including those acting in loco parentis such as unpaid, volunteer supervisors, may ever administer, or encourage others to administer, any form of corporal punishment. Physical intervention is only ever permissible in circumstances where it is necessary to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil himself/herself).

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## Allegations against a member of staff

There will be no sanction, or other penalty, for a pupil making a complaint in good faith against a member of staff and which is considered bona fide whistleblowing. A pupil who is found to have made a malicious allegation against a member of staff will be dealt with in accordance with the School's disciplinary procedure. When an allegation by a pupil is made against a member of staff, the Head will consider the circumstances of that allegation having regard to the DfE guidance titled 'Dealing with Allegations of Abuse against Teachers and Other Staff'.

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# Appendix 1 – Rewards Matrix

Positive Behaviour			Response		Communication		Recording		
Level	Definition	Examples	Reward	Acknowledgement - Academic, pastoral/House and co-curricular	Within School	Externally	Where	Responsibility	
1	Minor examples of Positive Behaviour	Good effort/progress on a task or prep Single act of kindness (holding door etc.), picking up litter etc. Tidy dorm, being helpful to HM/HP/tutor etc.	<b>Informal 'Well Done'</b>	None	Verbal or written praise explaining what the pupil had done to deserve a reward.	Discretionary; Awarding staff member to inform tutor/HM/HP (Log on iSAMS)	Discretionary	n/a	n/a
2	Noteworthy Positive Behaviour	Good effort in a lesson/prep, a single instance of good academic progress being made A noteworthy act of positive contribution to school life A noteworthy act of positive contribution to boarding life	<b>Commendation</b>	1 House Point	Verbal or written praise explaining what the pupil had done to deserve a reward and informing the pupil that they are being awarded a Commendation.	Awarding staff member to inform tutor Tutor to monitor Commendations within tutor group (keeping a display on tutor group noticeboard) and inform HM/HP during House meetings.	Discretionary	iSAMS	Awarding member of staff
3	Excellent Positive Behaviour	A single, outstanding piece of learning/effort/example of progress OR a series of very strong individual pieces of learning/effort/progress not previously rewarded beyond Level 1 A series of acts that have not previously been rewarded beyond Level 1 A single, outstanding act of positive contribution to boarding life OR a series of acts that have not previously been rewarded beyond Level 1	<b>Head's Commendation</b>	5 House Points	Verbal or written praise, by Head of Department or Housemaster/mistress or House Parent, explaining what the pupil had done to deserve the reward. Pupils receiving a Head's Commendation will meet with the Head at break time and they are to bring any pieces of work that have helped them achieve this award. A written communication will be sent to Parents informing them of the award.	Staff to put pupil on system via iSAMS Head's PA to process and inform Tutors/HoDs/HMMs/HP	HMM/HP to send Parents/guardian congratulatory email (DH to monitor this has happened); Head's letter	iSAMS	Tutor
4	Exceptional and consistent Positive Behaviour	Strong consistency in positive behaviour in one (or more) aspects of school life, including academic, contribution to the community or House. This is demonstrated by gaining 25 House Points; or potentially for a single achievement at School/Regional Level.	<b>Outstanding Pupil Award</b>	25 House Points	As Level 3 except: Pupils receiving this award will be presented a Certificate and a written communication will be sent to Parents informing them of the award.	Tutor to inform HM/HP when tutee has achieved 25 HPs OR a member of staff (including Tutor) may inform HM/HP that a pupil has achieved distinction at a School or Regional level. HM/HP to prepare weekly list of pupils in House that have achieved Outstanding Pupil Award for Head's PA.	HM/HP to send Parents/Guardian congratulatory email; DH to monitor this has happened	iSAMS	HM/HP
5	Consistently Outstanding Positive Behaviour	Outstanding consistency in one (or more) aspects of school life, including academic, contribution to the community or House. This is demonstrated by gaining 3 or more Outstanding Pupil awards or potentially for a single achievement at a national level.	<b>Head's Special Award</b>	50 House Points	As Level 4 except: Pupils receiving this award will be presented with a framed certificate at Foundation Day (MHS)/Prizegiving Day (MHI). A written communication will be sent to Parents informing them of the award.	HM/HP to inform Deputy that a member of their House has gained 3 Outstanding Pupil Awards OR a member of staff (including HM/HP) may inform Deputy that a pupil has achieved distinction at a National level.	Head to send Parents/ Guardian congratulatory letter	iSAMS	Deputy Head

## Appendix 2 – Sanctions Matrix

Level	Definition	Examples of behaviour	Sanction	Restorative Justice	Within School	Externally	Where	Responsibility
1	Low Level Disruption	Calling out, distracting others, poor effort, ill-judged behaviour Poor dress, punctuality Untidy room (1st offence)	Warning (verbal or written) None	Staff to give warning, explaining how pupils can correct their behaviour.	At staff discretion	At Tutor/HMM/HP discretion	iSAMS if necessary	Member of staff observing / involved
2	Repeated Level 1 offences / More Serious Self-Discipline Issues	Repeated Level 1 offence or disrupting lesson, lack of prep, no effort Failure to complete work to a good standard/rude/disrespectful to peers/breaking dress code/missing activities Rude/disrespectful to peers/lateness/untidy room (after warning has been given)	Midweek/ Department/ Activity or Academic Detention  House Detention/ Restorative justice/early call	1 Behaviour Point  Member of staff to explain exactly what the pupil has done wrong and how to avoid this happening again in the future.	via iSAMS	At Tutor/HMM/HP discretion	iSAMS	Member of staff observing/ involved
3	Repeated Level 2 offences / Breach of Trust / Inappropriate Behaviour	Repeated poor punctuality/lying/rude to staff/missing lessons/plagiarism Defiance, 1st offence low level bullying/missing activities/10 negative points in 1 term Out of room after hours (without a valid reason), abuse of prep time, breaking bounds (minor), not signing in/out	Academic / School Detention/ Double School Detention	3 Behaviour Points (unless for 10 behaviour points in a Term)  As Level 2 plus; The pupil is to write a letter/email to member of staff acknowledging their poor behaviour, apologising for it and explaining what changes they are going to make to avoid repetition Meeting with HM/HP & Tutor to discuss ways forward and identify what support might be needed to achieve this On report and/or letter home	Member of staff involved to communicate with HMM/HP via email after incident has been logged on iSAMS  HMM/HP to issue sanction via iSAMS	Email to Parents via iSAMS Tutor/HMM/HP may want to make contact with Parents also Letter home (generated centrally)	iSAMS	HM/HP
4	Repeated Level 3 offences / Serious Breach of Trust / Inappropriate Behaviour	Repeated Level 3 offences/Swearing at staff Fighting, smoking, discriminatory language, 25 BPs in a Term Breaking bounds (major)	Head's Detention, Internal or Fixed Term Exclusion (Short)	25 Behaviour Points (unless for 25 BPs in a Term)  As Level 3 but; The letter is to be addressed to the HM/HP/Deputy Head Meeting is to be with the appropriate Deputy Head and HM/HP Parents may be invited to this meeting when a Head's Detention is issued and will be invited when a Fixed Term Exclusion is issued Formal support for the pupil MUST be put in place for any pupil issued with any form of short term exclusion Academic/Pastoral behaviour contract and/or letter home	Member of staff observing/involved to communicate with HM/HP via email after incident has been logged on iSAMS Member of staff to complete Incident Form HMM/HP to liaise with Deputy Head	Formal letter to parents HMM/HP to contact parents to discuss ways forward, what support is being put in place and to invite to meeting if necessary	iSAMS	Deputy Head
5	Repeated Level 4 offences / Very Serious / Dangerous Behaviour	Repeated Level 4 offences/physical/verbal abuse of staff, threatening/intimidating staff and/or pupils Vandalism, extortion, bullying (repeated low level or single serious), hacking, 50 BPs in a Term Possession/consumption/supplying (and being concerned in these offences) alcohol/drugs (including Legal Highs)	Internal/Fixed Term Exclusion (Long), Permanent Exclusion	50 Behaviour Points  As Level 4 but; The letter is to be addressed to Head Meeting will be with the Head and parents present Formal support and the use of external agencies/specialists considered for all exclusions in this category	Member of staff observing/involved to communicate with HMM/HP via email after incident has been logged on iSAMS Member of staff to complete Incident Form HMM/HP to liaise with Deputy Head and Head.	Formal letter to parents Deputy Head to contact Police or other agencies as necessary Deputy Head/Head to be in contact with parents	iSAMS	Deputy Head

## Appendix 3 – Summary of Sanctions

Sanction	Level	Examples of transgression for which a detention may be given	Duration of sanction	Day/time of the sanction	Escalation of sanctions
<b>Departmental Detention</b>	1	Misbehaviour in lesson/failure to complete an assignment	30 minutes	Decided by Heads of Department	3 Departmental Detentions in a fortnight leads to an Academic Detention
<b>House Detention</b>	1	Room tidiness issue/failure to comply with House rules	30 minutes	Decided by Housemasters/mistresses/House Parents	
<b>Midweek Detention</b>	2	Chewing gum Repeated incidence of poor punctuality or a uniform infringement	30 minutes	Wednesday from 4.40pm to 5.10pm	3 Midweek detentions in a term leads to a School Detention
<b>Activities Detention</b>	2	Missing co-curricular activities and clubs e.g. CCF, Martlet session, rehearsal, sports practice etc	45 minutes	Wednesday from 4.40pm to 5.25pm	3 Activities detentions in a term leads to a Double School Detention
<b>Academic Detention</b>	3	Failure to attend Departmental Detention Repeated failure to complete assignments/significant misbehaviour in lesson or lessons	60 minutes	Wednesday from 4.40pm to 5.40pm	3 Academic Detentions in a term leads to a Head's Detention and pupil may be put on report
<b>School Detention</b>	3	Rudeness/inappropriate language to staff Missing an academic lesson/missing Chapel or assembly Plagiarism	60 minutes	Saturday from 8.30am to 9.30am	3 School Detentions in a term leads to a Head's Detention and pupil may be put on report
<b>Double school detention</b>	3	Involvement in a disciplinary incident e.g. fighting, lower level social media infringement	120 minutes	Saturday from 8.30am to 10.30am	Pupil may be put on report
<b>Head's Detention</b>	4	Bullying/Smoking/possession of smoking material NB: Being in the presence of someone who is smoking may also carry a sanction Breaking bounds (serious offence)	180 minutes	Sunday from 10am to 1pm	2+ Head's Detentions may lead to suspension
<b>Suspension (fixed term)</b>	5	Possession/consumption of banned substances (1st offence) (NB: being in the presence of someone who is consuming banned substances will also carry a sanction) Distribution of inappropriate images via social media/serious involvement in bullying Cheating in examinations Being in possession of/using falsified documents	1 day+		
<b>Permanent exclusion</b>	5	Supply of drugs Serious breach of trust e.g. theft/hacking Repeated involvement in serious disciplinary incidents	N/A		

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