



HEATHFIELD SCHOOL
Promoting Positive Behaviour Policy

P		General
R	Regulations:	ISSR Part 2 ISSR Part 3 NMS Part G, Promoting Positive Behaviour and Relationships Equality Act 2010 School Standards and Framework Act 1998 DfE: Behaviour and discipline in schools: Advice for headteachers and school staff (2015)
Key Contact Personnel in School		
	Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Pastoral and Boarding)
	Version:	2022.01
	Date updated:	01 September 2022
	Date of next review:	01 September 2023

This policy will be reviewed at least annually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

The purpose of this document is to promote and sustain positive behaviour throughout Heathfield School (the “School”), as befits a restorative justice school.

This policy operates in accordance with relevant legislation and the guidance given by the Department for Education (DfE) in ‘Behaviour and Discipline in Schools’ (2016) and in compliance with the requirements for children with learning difficulties and/or disabilities given in the Equality Act 2010.

The School includes the following within its aims and objectives:

Heathfield’s Primary Aim

To discover and develop every pupil’s unique talents to enable them to excel.

Values - Heathfield aims to foster:

- The confidence and self-belief to go beyond one’s preconceived abilities
- Authenticity, self-awareness and a desire to embrace each other’s uniqueness and spirit
- Compassion, empathy, understanding and lifelong friendship building respect for oneself and others
- Good habits for life: work ethic, self-discipline, resilience, independence, integrity and courage based on strong moral values and having a go.

- Commitment to the community: selflessness, compassion and service to

others Helping pupils stand up, stand out, live life to its fullest.

These values are engendered through four central pillars:

Community

- A community where everyone drives and benefits from a culture of high expectations
- A community where every pupil is valued and known
- A ‘can do’ community where all words and actions are kind, respectful and positive
- A community which hires, retains and trains the best staff
- A community which commits to physical and financial service to those less fortunate
- Beautiful, well maintained surroundings encouraging wellbeing
- Proactive and caring support for all
- A close community where positive relationships with pupils, old pupils, parents past and present, staff and friends flourish

Pastoral Care and Boarding

- Each pupil benefiting from excellent pastoral care that provides individual support and care
- Value and nurture each individual pupil within a warm, supportive house-based context, where pupils’ happiness and well-being is cared for in an inclusive, affirming environment

Teaching

- Teaching of the highest standard which motivates, inspires and challenges every pupil to meet their ambitious academic goals
- Every pupil benefiting from career and higher education guidance enabling them to meet their ambitious personal goals.

Co-Curricular

- Each pupil benefiting from a variety of cultural, physical, social, intellectual and creative activities and opportunities developing resilience, self-confidence and belief ensuring readiness for a place within a modern global society.

Responsibilities

The **Governing Body** sets the policy for the management of behaviour in the School and sets the pupil Code of Conduct. Governors have a role in reviewing the decisions of the Headmistress in respect of exclusions, and in determining complaints of parents/carers of pupils in the School.

The **Headmistress** is responsible to the Governing Body for the good order and discipline of pupils at the School. She maintains oversight of the operation of this policy and may review the decisions of other staff in respect of discipline. The Headmistress alone has the legal authority to exclude pupils from the School or to permanently withdraw a boarding place from a boarder under the terms of the Boarding Agreement. The Headmistress frequently meets with pupils who deserve commendation for their effort and/or achievements.

The **Deputy Head (Pastoral and Boarding)**, DH (P & B), is responsible to the Headmistress for good order and discipline in the School as a whole, including boarding. They are responsible to the Headmistress for the welfare of all pupils and specifically for ensuring the effectiveness of any specialist provision that a pupil may require. Other staff, including the Assistant Head (Sixth Form), the Heads of Year, and the Houseparents are to support the Deputy Head (P & B) and the Headmistress in the implementation of this policy.

The **Heads of Year** are responsible to the DH (P & B) for the attainment, good order and discipline of pupils allocated to their house at all times. They support Assistant Heads and Senior Teachers in ensuring good order of pupils in lessons. The Sixth Form tutors report directly to the Assistant Head (Sixth Form) on all issues relating to the behaviour of sixth form pupils.

The **Houseparents** are responsible for the behaviour, good order and discipline of pupils in their boarding area. They report directly to the DH (P & B), but liaise closely with the Heads of Year and form tutors to ensure a consistency of approach.

Subject Leaders are responsible for the attainment, good order and discipline of pupils in lessons and in their subject areas. They support members of their department in ensuring good behaviour in lessons which is conducive to learning and teaching and can authorise Departmental detentions.

Tutors are responsible for monitoring the behaviour of the members of their tutor groups and identifying patterns which may require intervention. They also give praise and support to their pupils and may recommend them for House or School rewards. The tutor works with the pupil to resolve problems. The tutor informs the Head of House/Housemistress/Parent if there is a recurring problem or when the demerits are becoming excessive.

Classroom Teachers are responsible for the behaviour of pupils in their classroom, with the support of Heads of Department and other more senior staff. They may impose low level sanctions.

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

Throughout a child's time at the School, it aims to work in partnership with parents, guardians and carers to ensure continuity of care and the careful management of each stage of a child's development and open and friendly communication is encouraged. The School firmly believes that parental involvement with the School and the child's education has a positive effect on the child's progress and development. Children benefit enormously from the knowledge and security that the School and their parents/guardians/carers are working together to support, encourage and recognise their endeavours and achievements. This is equally true as the School works to resolve difficulties pupils may either have or mistakes they might make.

Aims of behaviour policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and Statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see Anti-Bullying Policy)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Falsely and maliciously accusing a member of staff of misconduct
 - Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Smoking paraphernalia
 - Alcohol
 - Illegal drugs
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Promoting Positive Behaviour

In order to promote positive behaviour the School 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.

For this to happen:

The **Senior Management Team** will:

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

The **Deputy Head Pastoral and Boarding (DH(P&B))** will ensure that School sanctions and punishments are used equitably across the School and that pupils are rewarded for positive behaviour as well as sanctioned for poor behaviour.

The **Heads of Year (HoY)/ Houseparents** will (within their House or year-group):

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

The **Subject Leaders (SLs)** will (within their Departments):

- Encourage positive teaching and learning and good relationships between staff and

- pupils;
- Provide support for teachers and other staff to maintain good discipline; and
- Use systems of recognition appropriate to their departments.

Tutors will (within their tutor group):

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

Classroom Teachers will (within their classes):

- Familiarise themselves with this policy and the School's expectations and standards, implementing them consistently;
- Use praise and sanction as appropriate, seeking assistance from the subject leader if necessary; and
- Ensure that Effort Grades accurately reflect the behaviour of the pupil.

Recognition and Rewards

The vast majority of pupils' display high levels of positive behaviour at School at all times. The School's rewards system allows pupils, teachers and their parents/carers to see how well they are progressing in subjects and where they are producing sustained good work, effort and progress.

The School recognises that a key part of developing the potential of its 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 the School are encouraged to actively look for opportunities to praise pupils both within and beyond lessons. The School encourages pupils to strive for excellence which it takes to mean being the best that they can be, regardless of ability. The system of rewards allows the School to celebrate achievement, excellence and pupil contribution in all aspects of School life.

The School operates a tiered system of 5 Levels of recognition and reward as detailed below:

Level 1 - 'Verbal Praise': Verbal (either personal or in front of peers), or written praise explaining what the pupil has done to deserve reward (worth 1 merit).

Level 2 – 'High Praise': Verbal (either personal or in front of peers), or written praise explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded a Merit (worth 2 merits).

Level 3 – Special Mention – Distinction: Verbal either personal or in front of peers), or written praise, by Heads of Department ("HOD") or HOY, explaining what the pupil has done to deserve reward and informing the pupil that they are being awarded a Special Mention (worth 5 House Points). This links to the distinction system for an exceptional piece of work, such as Highflyer Awards. Pupils receiving Special Mentions are to have 'tea' with the Headmistress on the Friday after school of the week the award has been given. They are to bring any pieces of work that have achieved this award or be prepared to discuss the event(s) that was responsible for this award being given. Pupils receiving this award receive a congratulatory handshake from the Headmistress in

the next assembly and a 'postcard' to parents informing them of the award.

Level 4 – Outstanding Pupil Award following a single achievement at Regional Level. Verbal (either personal or in front of peers), or written praise, by DH(P&B) or Deputy Head (Academic) (DH(A)), explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded an Outstanding Pupil Award. Pupils receiving Outstanding Pupil Awards are to have 'tea' with the Headmistress on the Friday after school of the week the award has been given. They are to bring any pieces of work that have achieved this award or be prepared to discuss the event(s) that was responsible for this award being given. Pupils receiving this award will be presented a Certificate in the next Celebration assembly.

Level 5 – Heads Award – for success at a National or International level. Verbal (either personal or in front of peers), or written praise, by Headmistress, explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded a Heads Award. Pupils receiving Heads Awards are to have 'tea' with the Headmistress on the Friday after school of the week the award has been given. They are to bring any pieces of work that have achieved this award or be prepared to discuss the event(s) that was responsible for this award being given. Pupils receiving this award will be presented a 'holding' Certificate in the next assembly and receive a framed certificate at Founders' Day or Speech Day. The Headmistress will write to parents informing them of this award.

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

Alongside these awards, the School often uses the following methods to recognise and reward pupils' behaviour and achievements:

- displays and electronic notice boards are used to celebrate each year group, tutor group, House and department to publicise achievement in all spheres of School life;
- tutors regularly monitor the number of house points and draw attention to the data provided. Sub-totals will be sent to the relevant Housemistress each half-term to facilitate inter-form and house competition;
- assembly – praise from peers and teachers;
- chart to display house points on the wall in tutorbase;
- comment in diaries;
- display work on the wall;
- marking – stamps, 'smileys', written comments;
- phone calls home;
- emails home; and
- photo honours boards on display in halls.

This list can, and will, be developed as new ideas evolve.

The underlying principle for the promotion of positive behaviour at Heathfield School is that ALL staff must look for EVERY possible opportunity to praise and reward its pupils.

Praise and rewards may be given to an individual pupil, a group of pupils within a class or house

year group, a whole class or house or even the entire school. This can happen in lessons, in House, on the games field, in clubs, activities and societies, or even just walking around or the grounds. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Praise and rewards can be used to help reinforce efforts to tackle one particular aspect of behaviour.

When praising or rewarding pupils, staff should explain the reason behind their decision, which should be communicated to pupils at the time of the praise or reward.

Consequences for Poor Behaviour

The School fully recognises that pupils can, do and always will make mistakes when it comes to their behaviour, conduct and decision making, and that it is the School's responsibility to help them learn from these mistakes. With this in mind the School aims to take a sympathetic and restorative approach to how it deals with poor behaviour at School, while remaining firm and consistent in its application.

The use of disciplinary sanctions will be reasonable and proportionate to the circumstances of the case, and staff will apply them consistently and fairly. Account will be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil. All sanctions for behaviour will be accompanied by a restorative justice conversation with the relevant member of staff. Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.

The School has the power to discipline pupils for misbehaviour which occurs in School and, in some circumstances, outside of school. The School may discipline pupils for misbehaviour when:

- taking part in any School-organised or School-related activity or
- travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the School.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - meet a safeguarding threshold or pastoral/welfare concern for the pupil or others or
 - could have repercussions for the orderly running of the School or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the School.

Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- bullying (including cyber-bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise

- causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation / hazing type violence and rituals.

Some behaviour towards a member of staff including:

The School's policy and procedures with regard to child-on-child abuse are set out in the School's Safeguarding and Child Protection Policy and Procedures. Where behavioural issues give rise to a safeguarding concern, the procedures in the School's Safeguarding and Child Protection Policy and Procedures will be followed.

The School operates a tiered system of 5 Levels of poor behaviour as detailed below:

Level 1 – Low Level Self-Discipline Issue – informal warning. Staff to give warning, explaining what the pupil is doing wrong and how they can correct their behaviour. No recording or communication of this incident is necessary unless a Tutor/Housemistress (HM) has requested it for a particular pupil. A restorative Justice conversation should take place. (No demerits).

Level 2 – Repeated/More Serious Self-Discipline Issues (Repeated Level 1 offences) – lunchtime or department detention. Member of staff to explain to the pupil, exactly what they have done wrong and how to avoid this happening again the future. The pupil to be given a Behaviour Point and Lunchtime detention (or minor House detention etc.), a recording of this must be made on Engage. (1 demerit). A restorative Justice conversation should take place.

Level 3 – Breach of Trust (Repeated Level 2 offences) - after three separate or two same teacher in a week (Monday to Friday) Saturday Detention or gating. 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 ensure that it doesn't happen again. Meeting with HoY and Tutor to discuss possible positive and restorative ways forward and identify what support might be needed to achieve this. This must be recorded on Engage and parents will be informed. The pupil's tutor may wish to have an informal discussion with parents to further explain/clarify and to explore avenues of support that the School and they might give the pupil, to be recorded on Engage. (3 demerits)

Level 4 – Serious Breach of Trust (Repeated Level 3 offences). As Level 3 but the letter is to be addressed to the HoY and DH(P&B) and meeting is to be with the appropriate HM/HOY. Parents may be invited to this meeting when a DH(P&B) or DH(A) Detention is issued or when a Temporary Exclusion is issued. Formal support for the pupil MUST be put in place for any pupil issued with any form of Temporary exclusion. The pupil is to be given a Head's Detention at the lowest end of this level or for more serious issues a short internal or external Temporary exclusion. The member of staff observing/involved is to communicate with HM/HOY via email after incident has been logged on Engage. Member of staff to complete Incident Form. HM/HOY to liaise with DH(P&B). A formal letter to parents is issued. The HM/ HOY is to contact Parents to discuss ways forward, what support is being put in place and to invite to meeting (optional for Heads Detention, this can be done via phone call and follow up email).

Level 5 – Very Serious/Dangerous Behaviour (Repeated Level 4 offences). As Level 4 but the

letter is to be addressed to the Headmistress and meeting will be with the Headmistress and parents present. Pupil will be issued with a longer internal/external fixed term exclusion, or Permanent Exclusion (following appropriate protocols). Formal support and the use of external agencies/specialists will be considered for all exclusions in this category. Member of staff observing/involved to communicate with HoY via email after incident has been logged on Engage. Member of staff to complete Incident Form. HoY to liaise with DH(P&B) and Headmistress. Formal letter to parents. DH(P&B) to contact Police or other agencies as necessary. DH(P&B) or Headmistress to be in contact with Parents.

A serious behaviour register is kept where any pupil who has breached Level 4 and/or 5 will be recorded and details of their exclusion or sanction entered so that patterns can be identified by the school. Our management system Engage records all sanctions given and these can be exported by pupil or by tier of behaviour infringement. The HoY will monitor the number of infringements and ensure that their behaviour sanctions escalate as appropriate whilst offering the pupil support and guidance on how to modify their behaviour and recommend any necessary support.

Appendix 2 details the Sanctions Matrix giving examples of the types of behaviour at the various levels and the procedures surrounding them.

To help avoid the use of sanctions staff are advised to:

- ensure pupils know the classroom rules;
- allow pupils to assume responsibilities and act maturely and involve them actively in lessons;
- ensure that the relationship between teacher and pupil is friendly yet respectful. Over familiarity may lead to a loss of respect and control;
- reward pupils for good work, positive behaviour and any other appropriate positive reason;
- listening to reasons before making judgements;
- be fair and consistent when dealing with pupils but don't treat all pupils the same;
- be courteous and polite to pupils, refer to them by their forenames and expect pupils to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms) and open doors for them. The vast majority of our pupils respond positively to "please" and "thank you" and will respond in an equally courteous manner;
- speaking assertively to pupils. It is rarely necessary to shout and a teacher should never lose their temper or use abusive or sarcastic language. It is essential to remain in control of the situation. Do not appear to get too angry too soon; and
- ensure that pupils show respect for the buildings, furniture, etc.;

When considering the use of sanctions staff are advised to:

- ensure that all sanctions are recorded on Engage.
- make it clear during any clarification that it is always in a pupil's best interests to tell the truth, and that the pupil's candour will be reflected in any sanction that is eventually applied;
- make it clear where appropriate that a sanction is being applied to deal with a pupil's behaviour and not to stigmatise the pupil;
- avoid early escalation towards severe sanctions, reserving them for the most serious or

- persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding;
- wherever possible, avoid whole-group sanctions that sanction the innocent as well as the guilty;
- consider using sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not completed in class the pupil might be brought back at break time to finish it off, or for making a mess in the Boarding area a pupil might be given extra chores);
- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour;
- when appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- never issue a sanction that is humiliating or degrading;
- apply sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used; and
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour.

It cannot be emphasised enough that Level 1 interventions, such as the giving of a non-verbal signal, reminding a pupil of a rule and giving a warning **MUST** be used before Level 2, or above, sanctions are applied. **Staff should aim to resolve issues at the lowest possible level.**

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

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

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will discipline the pupil in accordance with this policy and see it as a very serious breach of trust.

- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the School will discipline the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The School will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child protection Policy for allegations against staff

Reasonable Force

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of Reasonable Force* (July 2013). More detailed guidance about the use of reasonable force is provided to staff in the Code of Conduct. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Corporal Punishment

There is no corporal punishment at the School, 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 School including any acting in loco parentis such as unpaid volunteer supervisors.

Confiscation

- **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's latest guidance on <https://www.gov.uk/government/publications/searching-screening-and-confiscation> guidance on searching, screening and confiscation and our Conducting a Search Policy (See Appendix 5)

Pupil support

- The School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- The School's special educational needs co-ordinator (SPECTRUM) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it

on a regular basis.

Safeguarding

- The School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the School will follow the Child Protection and Safeguarding Policy.

Pupil transition

- To ensure a smooth transition to the next year, there is staff handover meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

- Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.
- Behaviour management will also form part of continuing professional development.
- Regular CPD and Twilight sessions are run to support staff with their management of pupils, language to use to assist rapport and key signposting for professional support.

Related Policies

- Alcohol Policy
- Anti-Bullying Policy
- Anti-Smoking and Nicotine Policy
- Conducting a Search Policy
- Disability Policy
- Drugs Policy
- Educational and Co-Curricular Trips and Visits Policy
- Equal Opportunities Policy
- Exclusion Policy
- Physical Restraint Policy
- Pupil Code of Conduct Policy
- Safeguarding Children and Child Protection Policy
- Sexual Violence and Harassment Policy

Appendix 1 – Rewards Matrix

Positive Behaviour			Response		Communication		Recording		
Level	Definition	Examples	Reward	Acknowledgement	Within School	Externally	Where	Responsibility	
1	Low level Positive Behaviour	Good effort/progress on a task or prep.	Informal 'Well Done'	1 Merit	Verbal (either personal or in front of peers), or written praise explaining what the pupil had done to deserve reward.	Discretionary; Awarding staff member to inform tutor/HoY/HM.	Discretionary; Awarding staff member (or Tutor/HM/HP) to inform parents/guardian.	Engage	n/a
		Single act of kindness (holding door etc.), picking up litter etc.							
		Tidy dorm, being helpful to HoY/Housemistress/tutor etc.							
2	Noteworthy Positive Behaviour	Good effort in a lesson/prep. A single instance of good academic progress being made.	High Praise - Commendation	2 Merits	Verbal (either personal or in front of peers), or written praise explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded a Commendation (worth 2 merits).	Awarding staff member to inform tutor. Tutor to monitor Commendations within tutor group (keeping a display on tutor group noticeboard) and inform HoY/HM during House meetings.	Discretionary; Awarding staff member (or Tutor/HoY/HM) to inform parents/guardian.	Engage	Awarding member of staff.
		A noteworthy act of positive contribution to school life.							
		A noteworthy act of positive contribution to boarding life.							
3	Exceptional Positive Behaviour	A single, outstanding piece of work/effort/example of progress OR a series of very strong individual pieces of work/effort/progress not previously rewarded beyond Level 1	Special Mention - Distinction	5 House Points	Verbal (either personal or in front of peers), or written praise, by HoS, HoY or HM/AHP, DH(P&B), explaining what the pupil had done to deserve reward. Pupils receiving this award are to have 'tea' with the Head on the Friday break time of the	Staff member to recommend pupil to HoD (for Academic) or HoY/HM (for Contribution to School/Boarding). HoD/HoY/DH(P&B)/AHP decides if a Special Mention is to be awarded. If awarded staff member informs tutor.	Tutor to send parents/guardian congratulatory postcard. HoY/HM to monitor this has happened.	Engage	Tutor
		A single, outstanding act of positive contribution to school life OR 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.			weekthe award has been given. They are to bring any pieces of work that have achieved this award or be prepared to discuss the event(s) that was responsible for this award being given. Pupils receiving this award receive a congratulatory handshake from the Head in the next assembly.	directly. HM/HoY to prepare weekly list of pupils receiving Special Mentions for Head's PA.		Engage	Tutors
4	Outstanding 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 30 House Points; or potentially for a single achievement at School/Regional Level.	Outstanding Pupil Award		As Level 3 except: Pupils receiving this award will be presented a Certificate in the next assembly.	A member of staff (including Tutor) may inform HoY that a pupil has achieved distinction at a School or Regional level. HoY to prepare weekly list of pupils in House that have achieved Outstanding Pupil Award for Head's PA.	HoY to send parents/guardian congratulatory post card. HoY to monitor this has happened.	Engage	HoY
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.	Head's Award		As Level 4 except: Pupils receiving this award will be presented a 'holding' Certificate in the next assembly and receive a framed certificate at Founders Day/Speech Day.	HoY to inform DH(P&B) that a member of their House has gained 3 Outstanding Pupil Awards OR a member of staff may inform the DH(P&B) that a pupil has achieved distinction at a	Head to send parents/guardian congratulatory letter.	Engage	DH(P&B)

						National level.			
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Appendix 2 – Sanctions Matrix

Negative Behaviour			Response			Communication		Recording	
Level	Definition	Examples of behaviour	Sanction		Restorative Justice	Within School	Externally	Where	Responsibility
1	Low Level Self-Discipline Issue	Calling out, poor effort	Warning, verbal or written	None	Staff to give warning, explaining what the pupil is doing wrong and how they can correct their behaviour.	At staff discretion or directive	At Tutor/HoY/HM discretion	Engage (At staff discretion or directive)	Member of staff observing/involved
		Poor dress, pushing							
		silliness, untidy room (1st offence)							
2	Repeated/More Serious Self-Discipline Issues (Repeated Level 1 offences)	Disrupting lesson, no effort, not prepared for lessons	Lunchtime Detention	1 Behaviour Point	Member of staff to explain exactly what the pupil has done wrong and how to avoid this happening again the future.	via ENGAGE	At Tutor/HoY/HM discretion	Engage	Member of staff observing/involved
		Rude/disrespectful to peers/breaking dress code							
		Rude/disrespectful to peers/Lateness/untidy room (after warning has been given)	House Detention (minor)/Chores						
3	Breach of Trust (Repeated Level 2 offences)	Lying/rude to staff/missing lessons	Out of School Hours (or Saturday) Detention	3 Behaviour Points (unless for 10 BPs 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	Member of staff observing/involved to communicate with HoY/HM/Tutor via email HoY/HM/Tutor to issue sanction	Email to Parents via Engage, HoY/HM/Tutor may want to make contact with Parents also.	Engage	HoY
		Defiance, 1st offence low level bullying/missing activities/ 10 BPs in 1 term							

		Night walking, abuse of prep time, breaking bounds (Minor), not signing in/out	HM Detention/early call		what changes they are going to make to ensure that it doesn't happen again. Meeting with HoY/HM/Tutor to discuss possible positive ways forward and	via Engage.			
					identify what support might be needed to achieve this.				
4	Serious Breach of Trust (Repeated Level 3 offences)	Swearing at staff	Head's Detention, Internal or External Fixed Term Exclusion (Short)		As Level 3 but the letter is to be addressed to the HM/DH(P&B)/AHP and meeting is to be with the appropriate DH(P&B)/AHP and HM. Parents may be invited to this meeting when a Heads Detention is issued and will be invited when an External Exclusion is issued. Formal support for the pupil MUST be put in place for any pupil issued with any form of short term exclusion.	Member of staff observing/involved to communicate with HoY/HM/Tutor via email after incident has been logged on Engage. Member of staff to complete Incident Form. HoY to liaise with DH(P&B)/AHP.	Formal letter to parents. HoY to contact Parents to discuss ways forward, what support is being put in place and to invite to meeting if necessary.	Engage	DH(P&B)/AHP
		Fighting, smoking, discriminatory language, 25 BPs in a Term							
		Breaking bounds (Major)							

5	Very Serious/ Dangerous Behaviour (Repeated Level 4 offences)	Physical/Verbal abuse of staff, threatening/intimidating staff/pupils	Internal/External Fixed Term Exclusion (Long), Permanent Exclusion		As Level 4 but the letter is to be addressed to the Head and 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 HoY/HM/Tutor via email after incident has been logged on Engage. Member of staff to complete Incident Form. HoY to liaise with DH(P&B)/AHP.	Formal letter to parents. DH(P&B) to contact Police or other agencies as necessary. DH(P&B) to be in contact with Parents.	Engage	DH(P&B)/Headmistress
		Vandalism, extortion, bullying (repeated low level or single serious), 50 BPs in a Term							
		Possession/consumption/supplying (and being concerned in these offences) alcohol/drugs (including Legal Highs)							

Appendix 3 - Key Points of the Promoting Positive Behaviour Policy

Purpose	The purpose of this document is to promote and sustain positive behaviour throughout the School, as befits a restorative justice school.
Roles	ALL staff have a defined role to play in the promotion of positive behaviour. The very minimum of which is to follow the rewards and sanctions systems to ensure that positive behaviour is encouraged and poor behaviour is dealt with appropriately and at the correct level. It is an expectation that there will always be a restorative conversation alongside sanctions.
Recognition and Reward Philosophy	ALL staff are encouraged to actively look for opportunities to praise and reward pupils both within and beyond lessons. All staff are to encourage pupils to strive for excellence, which we take to mean being the best that they can be, regardless of ability. Staff should use the tiered system of recognition and rewards to celebrate achievement, excellence and pupil contribution in all aspects of school life.
Recognition and Reward System	The School operates a tiered system of 5 Levels: Level 1 – Verbal Praise (1 merit) Level 2 – High Praise (2 merits) Level 3 – Special Mention (5 merits) Level 4 – Outstanding Pupil Award (10 merits) Level 5 – Headmistress’s Award
Application	There is a Recognition and Rewards Matrix that details the 5 levels and defines actions to be taken at each of these levels, including recording actions and communication with parents. This is to be found in Appendix 1 of this document and will be distributed directly staff as appropriate.
Consequences of Poor Behaviour Philosophy	Staff fully recognise that pupils can, do and always will make mistakes when it comes to their behaviour, conduct and decision making, and that it is their responsibility to help them learn from these mistakes. The School’s approach to how it deals with poor behaviour will be sympathetic and restorative while remaining firm and consistent in application. The use of disciplinary sanctions will be reasonable and proportionate to the circumstances of the case, and staff will apply them consistently and fairly. Account will be taken of a pupil’s age and any special educational needs, disability and religious requirements affecting the pupil.
Consequences of Poor Behaviour System	The School operates a tiered system of 5 Levels: Level 1 – Low Level Self-Discipline Issue Level 2 – Repeated/More Serious Self-Discipline Issues (Repeated Level 1 offences) Level 3 – Breach of Trust (Repeated Level 2 offences) Level 4 – Serious Breach of Trust (Repeated Level 3 offences) Level 5 – Very Serious/Dangerous Behaviour (Repeated Level 4 offences)
Application	There is a Sanctions Matrix that details the 5 levels and defines actions to be taken at each of these levels, including recording actions and communication with parents. This is to be found in Appendix 2 of this document and will be distributed directly staff as appropriate.
General Advice	ALL staff MUST look for EVERY possible opportunity to praise and reward pupils. ALL staff MUST be PROACTIVE in ensuring that pupils live up to the expectations and standards of the School. ALL staff MUST ensure that sanctions are accompanied with a restorative conversation.

The above key points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the full policy takes priority.

Appendix 4 Pupil Code of Conduct



HEATHFIELD SCHOOL

**Pupil Code of Conduct Policy
Appendix to the “Promoting Positive Behaviour Policy”**

Policy Area:	General
Relevant Statutory Regulations:	<p>ISSR Part 2</p> <p>ISSR Part 3</p> <p>NMS Part G, Promoting Positive Behaviour and Relationships</p> <p>Equality Act 2010</p> <p>School Standards and Framework Act 1998</p> <p>DfE Keeping Children Safe in Education 2022</p> <p>Behaviour and Discipline in Schools January 2019</p>
Key Contact Personnel in School	
Nominated Member of Leadership Staff responsible for the policy:	Deputy Head (Pastoral and Boarding)
Version:	2022.02

Date updated:	8 December 2022
Date of next review:	1 September 2023

This policy will be reviewed at least annually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

The Pupil Code of Conduct is an appendix to the Promoting Positive Behaviour Policy of Heathfield School (the "School") and is designed to clarify the rules we need to follow and the level of respect we should show, to produce a successful, cooperative and happy Heathfield community. Good behaviour needs to be consistently and positively encouraged and valued so as to create a culture of positive and kind behaviour. Please remember that the School is judged by the appearance, good manners and general behaviour of its members. A high standard of behaviour is expected from pupils at all times both in and out of school, when accompanied or not by staff. A Heathfield pupil is expected to demonstrate the key values of the school at all times namely Kindness, Respect, Honesty and Positivity.

The School's community of Governors, staff, parents and pupils wish to evoke a kind, honest, positive and respectful environment where all can flourish and where all adhere to a code of conduct, rather than to lists of rules. Our code of conduct is predicated on the following four principles:

1. Respect for Ourselves
2. Respect for Others
3. Respect for our Environment
4. Responsibility for our Actions

The School sees education as a partnership between all stakeholders and we have an expectation that all incorporated within our community will uphold our values. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Everyone has a right to feel secure and to be treated with respect; the School will not tolerate unkindness, harassment, bullying, sexism, racism, homophobia, or any other form of discrimination or exclusivity.

General Principles

Every pupil is expected at all times to:

- Behave in an orderly and self-controlled way
- Show respect to all members of staff, visitors and each other
- In class, make it possible for all pupils to learn
- Move quietly around the School
- Treat the School buildings, School property and all personal property with respect
- Wear the correct uniform at all times during the School's teaching day
- Take responsibility for her own actions and behaviour
- Adhere to the School Policies, in particular those related to behaviour such as Anti-Bullying, Anti-Smoking, Alcohol and Drugs.
- Accept sanctions when given
- Refrain from behaving in a way that brings the School into disrepute, including when outside School
- Avoid any conduct which would lead any reasonable person to question her motivation and intentions

Respect & courtesy to staff, visitors and other pupils

All members of the School community are expected to show kindness, respect, honesty and positivity towards each other, staff and visitors at all times. Should a pupil's behaviour be a cause for concern, they will be initially spoken to by their Head of Year (HOY), Tutor or Housemistress and would be expected to apologise. More severe breaches of acceptable behaviour may result in a sanction such as community service, detention, gating or even temporary or permanent exclusion for extreme breaches; in those instances a member of the SLT or the Headmistress will be involved.

Swearing is not acceptable at any time and nor is the use of profanity in any written / electronic communication.

The School does not tolerate any unkind behaviour towards other pupils, staff or anyone who is part of the School community. Unkind and unpleasant behaviour will be treated seriously by the School and if severe enough or is an ongoing repeated behaviour, it may be regarded as bullying and the following steps will be undertaken:

- The incident will be recorded as one of bullying and will go on a pupil's record.
- A Restorative Justice discussion will be offered to both the victim and the bully.
- Repeated bullying will result in parents/carers being informed and could ultimately lead to a short term exclusion.
- A system of three levels of bullying awareness slips (blue) may be used when dealing with instances of bullying. This involves pupils signing to acknowledge their awareness of the seriousness of their behaviour. At Level 3 this will also involve parents.

For more detailed information, please refer to the Anti-Bullying Policy.

Racist, sexist and homophobic remarks have no place at our School. The School is a tolerant, respectful community and that includes embracing those with different beliefs or lifestyles; pupils are expected to demonstrate this respect and understanding towards all pupils and staff at the School and to the public when off-site representing the School in any manner. Where a pupil is found to be expressing racist, sexist or homophobic views likely to cause offence to others, they will initially be warned. Repeated or serious remarks will result in a range of sanctions including being spoken to, detention, community service, gating, internal or external suspension. Expressing such views in public (which is against the law in the UK) when representing the School will be regarded as bringing it into disrepute. Racist, sexist and homophobic remarks will be recorded in the Serious Incidents Log maintained by the Deputy Head (Pastoral and Boarding). All incidences will be sanctioned according to their severity as outlined in the Promoting Positive Behaviour Policy.

Personal Electronic Devices ("PED")

The School recognises the need for mobile phones, and acknowledges the usefulness of MP3 players, tablets and other hand-held electronic devices while outside School buildings, these are to be turned off and put away while pupils are learning. They must not be used during lessons unless directly instructed by a member of staff for education purposes. Lesson time is considered to be any time during a lesson session even if the pupil is not in the classroom (e.g. if the pupil is late for a lesson and is using a PED in the corridor), the time when a pupil is lining up for a lesson, and during Tutor time.

Pupils who are found to have a PED out in a corridor outside lesson time (break or lunchtime) will initially be asked to put it away. Should a pupil not adhere to this policy or they are found with a device a second time, their PED will be confiscated. Pupils can collect the confiscated item from the Deputy Head (Pastoral and Boarding) at the end of the week. If this occurs a further time, the PED will be confiscated until the next Optional Leave weekend. Should this not resolve the issue and the PED is confiscated a third time, the pupil will not be allowed to bring a PED onto site at all for the remainder of the term. If a mobile phone is being misused in the Boarding Area, it will be confiscated at the discretion of the Housemistress and passed to the Deputy Head (Pastoral and Boarding); a detention will also be set by the member of staff involved.

Pupils will adhere to the different electronic boundaries placed upon them, handing their phones and devices in without issue as requested. Pupils will be sanctioned should they be found to be deviant around

keeping or not submitted their devices. Please see the Mobile Phone and Portable Devices Policy for more detailed information.

Care of property and the environment

Everyone at the School should show concern and respect for the environment in which we live and work; this includes all School equipment as well as the classrooms, dining room, Chapel, boarding area and outside space. Litter should always be put in bins and care taken to ensure all areas are kept tidy. Chewing gum is not permitted on the School site; pupils found chewing gum will be initially asked to dispose of it. Any repeated offences a pupil will be given an after-School detention which is also recorded on Engage. For repeated offences, pupils will be given further appropriate sanctions, such as community service to help clear and tidy the School.

Where pupils have not shown appropriate care of their common room, they will initially be asked to tidy it. If the lack of care and attention continues, they may lose the right to use their common room for a fixed period of time.

If a pupil is found to have deliberately damaged School property, they will be expected to rectify the damage (for instance cleaning graffiti). However, in certain circumstances when it may not be appropriate or possible for them to do so, their parents will be charged for the cost of cleaning, repair or replacement. Sanctions will be matched to the severity of the damage and could range from after-School detentions and community service within the School to internal exclusion or exclusion for more severe instances or persistent offenders.

Theft will be regarded particularly seriously as it results in a breakdown of trust within the boarding community and in some circumstances the police will be involved. Where there has been 'borrowing' without permission, or general use of another pupil's items without her knowledge, the pupil may be spoken to, to help them understand the situation and the consequences. In the case of outright and deliberate theft or continued 'borrowing without permission', a range of interventions will be put in place which may include support for the pupil who has been stealing but could also include community service and exclusion for repeated offences.

Behaviour in Classrooms and in Prep

Pupils should always treat staff and other pupils with respect and not hinder the learning process for anyone; they should seek to play an active part in lessons, raising a hand to ask questions when appropriate. Shouting out or general rudeness is never acceptable.

Pupils should follow the directions of the staff and should stand up when staff and visitors enter the room, **if asked**. They should enter rooms quietly and sensibly, paying close attention to any specific health and safety rules in operation (for instance in the laboratories and around the Swimming Pool). Food should not be taken into classroom areas, the library or computer rooms, at any time. Pupils should also treat rooms and furniture with respect. There should be no graffiti. Where there has been poor behaviour in lessons or prep the procedures and sanctions laid out in the Promoting Positive Behaviour Policy will be followed. If a pupil is late to lesson or Tutor time, or arrives unprepared in any way, they will be put into lunchtime detention. If this happened in the morning, the detention will take place the same day and if it happened in the afternoon the detention will take place the following day.

Prep and any other assignments should be completed and handed in on time; late or missing work will result in the pupil being put in clink the same night (clink is a fully supervised prep session from 7.15pm – 8.45pm for Form III and above, and from 7.15pm – 8.15pm for Forms I and II). If a pupil is put into clink twice in one week, they will spend the following five days in clink. Use of computers must be with care and pupils must remember to observe the School rules on acceptable use of the internet and email. Each pupil has a Pupil Planner or diary and they should use it sensibly.

All incidences of poor behaviour in lessons will be recorded on Engage and where there have been repeated instances, the pupil may be placed on subject report, behaviour report or an academic support card and a call made or an email sent home. If there is no improvement in their behaviour or attitude, their parents may be invited in for a meeting with her HOY or the Deputy Head (Pastoral and Boarding)

at which point it may be necessary to sign a behaviour contract. Failure to follow the agreed terms could lead to temporary or permanent exclusion.

Safety on and off site

The safety of the pupils at all times is paramount, but it is recognised that as they progress through the School they should be trusted to go off site at certain times without oversight of a member of staff, in accordance with the Parent Permission forms completed annually. For this freedom to work successfully there needs to be trust, and failure to follow the following rules will result in this privilege being withdrawn:

- When off site, pupils must always go in threes, remain in threes and return in threes.
- They may not leave the site without permission at any time.
- Whether on site or off site, the Drugs, Smoking and Alcohol policies must be followed. (See separate policies for further details.)
- Pupils should be reminded that all School rules apply to any activity escorted by the School and that any instructions given by staff must be carefully observed.
- Pupils should remain in groups as directed by the leader of the party, following general and emergency instructions as directed and must be punctual for check-in times.
- The Leader's phone number will be distributed at the start of any trip, in case of emergencies.

Signing In and out

- All pupils must sign out every time they leave the School premises, and sign back in the moment they return. This includes leaving the site for an appointment, sports lesson or practice or any other reason.
- Day pupils sign in and out with the Day Pupil Co-ordinator (08:00 – 18:00). Should a Day pupil remain on site after 18:00 they will sign out with the relevant Housemistress.
- All pupils are expected to sign out of the boarding house during the evenings to ensure that the Boarding staff are aware of where they are. Any breach of this rule will result in an initial discussion with sanctions following for any repeated offences.
- No pupil should sign themselves out of School without prior permission or notification. Parents are expected to email at least 24hrs in advance of any appointments and should the pupil be unwell they must go to the Surgery where their health will be assessed and where necessary collection will be arranged from there by the Surgery staff.
- No pupil should ever leave the School without signing out with a member of staff.
- If going out at the weekend to Ascot or Windsor, pupils must make sure that they are in a group of no fewer than three.
- Between 09:00 and 16:00 weekdays all pupils will sign out and back in, at Reception.
- From 16:00 until 09:00 the next day, during the weekdays, all pupils are to sign out and back in with their Housemistress.
- From 16:00 on Friday, all weekend to 09:00 on Monday pupils must sign out and in with their Housemistresses.

Form IV may go into Ascot on a Sunday if they have played in matches or otherwise been doing something that would not enable them to go on a Saturday. They may not go on both Saturday and Sunday. Form V and LVI may go to Windsor or Ascot on both Saturday and Sunday.

Fire Alarm Procedure

If the fire alarm rings at any time, pupils should move quickly and quietly to the assembly point on the lacrosse pitch. Once there, they should line up in alphabetical order (boarders then day pupils) in total silence while the registers are taken. They should remain standing in silence until the all-clear has been given and they are instructed to go back inside. In certain circumstances and when it has been deemed safe, the pupils may be told to assemble in the Sports Hall. In those instances they should follow the instructions of a senior member of staff on duty.

Chapel and Assembly

Pupils should respect the School Code of Conduct, following School rules at all times. They should enter Chapel, the St Mary's Theatre, Assembly Hall or any other space being used, in silence as directed by the Head Pupil Team or other Prefects. Pupils should remain seated until asked to leave by the Prefects.

School Uniform

The correct uniform should be worn at all times during the School day unless otherwise directed. Particular attention should be paid to the rules regarding jewellery, nail varnish, hair and makeup. A member of staff is empowered to sanction a pupil in regard to the state of their uniform. Additional jewellery should be confiscated and handed to the HOY and pupils can be asked to immediately rectify uniform infringements. If a pupil's uniform is found to be unsatisfactory, initially the pupil will be given an opportunity to fix the problem. Where the issue is repeated their Tutor (and Housemistress for boarders) will be informed. Repeated refusal to wear the uniform appropriately will be subject to sanctions. If there is a repeated refusal to follow the uniform guidelines, this will be recorded on Engage and the pupils will be required to check in each morning with their HOY for a uniform check. Where there are on-going issues, pupils will be put on a uniform report.

Uniform rules

Pupils should wear their school shirts tucked in. In the winter, pupils wear their ties and the top button of their shirts should be done up. In the summer pupils do not wear their ties and have an open/revere collar. Jumpers should be the School navy with their House badge clearly displayed. Any jumpers with holes in sleeves etc should be asked to be changed. Skirts should be approaching the knee in length. School shoes should be black leather, they should be clean and the backs should not be worn down. No trainers, fashion or otherwise, are permitted as School shoes.

Jewellery

Pupils are allowed to wear:

- a watch
- one ring
- a religious symbol on a chain
- a discreet pair of stud earrings in the lobe of the ear
- School badges on their jumper.

Additional jewellery such as bracelets and additional earrings will be confiscated and handed to the pupil's HOY. The pupil can then arrange to collect it at the end of the day, this can be extended at the HOY's discretion.

Use of nail varnish and excessive make-up is an infringement of school uniform rules and should be dealt with as such. Should a pupil need to remove either their make up or nail varnish pupils should go to the administration office where they will be issued with remover. They should return to lessons as swiftly as possible.

Hair

Hair styles should be simple, tidy and in keeping with school uniform:

- long hair should be tied back
- bright coloured combs or ribbons are not to be worn
- pupils must not cut each other's hair
- extremes of hair style/colour are not permitted

Sixth Form

The Lower Sixth adhere to the same uniform rules as the lower school, although a subtle nail varnish and small hoop earrings in the lobe of the ear are permitted. From September 2022, they will follow the same dress code as the Upper Sixth. Upper Sixth are permitted to wear their own clothes and rules applying to jewellery and hair are more flexible. From September 2022, all Sixth Form pupils will wear smart business attire.

No pupil is permitted to have a tattoo, a nose or eyebrow stud and breaches of these rules will be considered on an individual basis and appropriate sanctions put in place.

Dining Room

Pupils are expected to wait in an orderly line before entering the Dining Room unless there is no queue. All year-groups are expected to wait, apart from the LVI and UVI, who may enter at the discretion of the staff on duty.

All pupils are expected to show good table manners and each pupil is expected to take responsibility for clearing their place at the end of each meal, so leaving it in the state they would like to find it.

Pupils must treat all staff, including catering staff, in the same way as any member of the community, with kindness and courtesy, and are expected to be helpful at all times. Cutlery, china and napkins are to be used appropriately and should not be removed from the Dining Room. No food should be taken from the Dining Room without special permission.

Mobile phones are not to be used by anyone at any time in the Dining Room. Staff may need to use mobile phones to register pupils or follow up on pupil absence; this is the only use that is exempt.

IT policy

Pupils are expected to abide by the IT Acceptable Use Policy and the Mobile Phone and Portable Devices Policy at all times. Pupils are regularly made aware of e-safety advice and should self-report or report on peers in regard to any inappropriate comments, behaviours or uploads.

The Boarding Area

A pupil recognises that they must be 'fit to board' – where a pupil can follow and adhere to the expectations of boarding without heavy dependence on others to cope; where a pupil is emotionally, physically and mentally capable to cope in a communal setting without undue distress to themselves or others.

Pupils should respect the boarding principles and adhere to the rules of their relevant boarding house. Pupils should treat everyone (pupils, house staff, support staff) with courtesy and respect, remembering that this is a shared living space where common areas such as common rooms or kitchens need to be tidied.

Posters should only be put on boards provided (using drawing pins only), and these need to be appropriate and cannot cause offence to either resident or visitor. Plug in fairy lights are not to be used and blue tack or cellotape used to stick anything to walls. Pupils should observe House routines as laid down by House staff which may include implementing quiet time, participating in set activities and always being quiet after lights out. Respecting the personal space, belongings and privacy of others is essential to positive collaborative living.

Pupils are responsible for keeping their rooms clean and tidy and to co-inhabit dormitories with others showing tolerance, kindness and co-operation. Pupils will attend all meals in a timely fashion. Any instance of missing a meal will be recorded and the pupil will be questioned for her reasons.

Late Breakfast Sanctions

Forms I – II – 07.20 Breakfast.

Lateness – Arriving after 07.30 in a week

1 x Late = Sign in with Housemistress at 07.00.

2 x Late = A week signing in with Housemistress at 07.00.

3 x Late = Loss of weekend privileges.

Forms III – V – 07.45 Breakfast

Lateness – Arriving after 07.55 in a week

1 x Late = Attending junior breakfast at 07.20.

2 x Late = Attending a week of junior breakfast at 07.20.

3 x Late = Loss of weekend privileges.

NO SHOW – Failure to attend breakfast during the week.

1 x No Show = Attending a week of junior breakfast.

2 x No Show = Loss of weekend privileges.

3 x No Show = Loss of weekend privileges and detention.

LVI – 07.45 Breakfast

Lateness and failure to attend breakfast – Arriving after 07.55 during the week

1st Offence = Attending junior breakfast at 07.20

2nd Offence = Attending a week of junior breakfast

3rd Offence = Loss of weekend privileges and detention.

*Staff are at liberty to adapt these sanctions as they deem appropriate depending on individual circumstances.

After “Lights Out” Sanctions For Forms I - III

- Warning after 20 minutes
- Talk with Housemistress about behaviour after lights out
- Up Early – reporting to Housemistress at 07.00 in full School uniform, neat and tidy and bedroom area tidy
- Community task
- Lunchtime detention
- Stopped from going on weekend outing
- Visit to the Deputy Head (Pastoral and Boarding)
- Parents called into School to discuss behaviour

Rewards

In a positive behaviour environment, the use of praise and rewards is important, although this must be applied fairly and consistently. Please see the Promoting Positive Behaviour Policy for details.

High levels of motivation should be developed in various ways. In particular, the achievements and contributions of pupils, both as individuals and groups, should be recognised and commended. This can be done by:

- individual praise eg in private, in assembly, in class
- awarding merits
- awarding of high-flyers and staff awards in celebration assemblies
- presentation of Achievement Certificates
- phone call, email or letter home
- commendation to HOY, Deputy Head (Academic) (DH(A)), Deputy Head (Pastoral and Boarding) (DH(P&B)) and/or the Headmistress

Merits are highly sought after as they contribute to the House competition but must be fairly and consistently awarded. Merits must be entered on Engage, as this is the central record for monitoring progress, but should also be written into and initialled in the pupil’s planner. Where there is a discrepancy between the number of merits in the record book and on Engage, the Engage record will be followed.

Merit Awards

Milestones	No. of Merits	Reward
Bronze Award	10	Bronze certificate, awarded in House Assembly
Silver Award	20	Silver certificate awarded in House Assembly, Letter of Achievement from HoH sent home

Gold Award	30	Gold certificate awarded from DH(P&B)/DH(A), Letter of Achievement from DH(P&B) sent home
Diamond Award	40	Diamond certificate awarded in termly Celebration assembly, Letter of Achievement from Headmistress
Platinum Award	50	Platinum Award Sticker Platinum certificate awarded in termly Celebration assembly, Letter of Achievement from Headmistress
Exceptional achievement or behaviour		Letter from Headmistress to the pupil

Sanctions and Discipline

All behaviour concerns and sanctions should be entered on Engage to allow all members of the pastoral team (Tutors, HOY, Housemistress) visibility of any issues which have arisen. By logging all concerns on Engage, it means all staff have a more complete view of the pupil and there is less likelihood of pupils' behaviour going unnoticed, particularly in the early stages.

As with awarding merits, it is essential that sanctions are applied fairly and consistently. In most instances, the process should include a warning, the issuing of a behaviour point/demerit, detention, department detention, faculty detention, DH(P&B) / DH(A) detention.

Please see the main body of the Promoting Positive Behaviour Policy for more details of sanctions.

Support with Difficulties

Pupils are encouraged to talk with staff about any problems they face. Pupils should always they have a person to turn to when they need. There is always someone who can listen and offer advice.

- Tutor
- Subject teacher
- HOY
- Housemistress
- Deputy Head (Pastoral and Boarding)
- Deputy Head (Academic)
- Nursing sisters
- Chaplain
- Headmistress
- School Counsellor
- Prefects
- Peers
- External Sources e.g. Childline
- Independent listener

Related Policies

- Alcohol Policy
- Anti-Bullying Policy
- Anti-Smoking and Nicotine Policy
- Boarding Handbook
- Disability Policy

- Drugs Policy
- Educational and Co-Curricular Trips and Visits Policy
- Equal Opportunities Policy
- Exclusion Policy
- IT Acceptable Use Policy
- Mobile Phone and Portable Devices Policy
- Physical Restraint Policy
- Promoting Positive Behaviour Policy
- Pupil Handbooks
- Self-Harm Policy
- Social Media Acceptable Use Policy for Students

Appendix 5 – Conducting a Search Policy

When pupils or their belongings are searched, the following guidelines should always be followed. SLT or DH (P & B), given back to the owner (if dealing with a stolen item) and/or destroyed. (See later notes on ‘Confiscation’). “DSL”) before inspecting it. DH (P & B) or Headmistress to decide whether they should delete that material, retain it for evidence (of a criminal offence or a breach of School discipline) or whether the material is of such seriousness that it requires the involvement of the police. **without consent** for specific prohibited items – knives, weapons, alcohol, tobacco, fireworks, pornographic images, illegal drugs and stolen items. bans all smoking paraphernalia such as vaping, rolling devices etc Year, Housemistress, Deputy Head (Pastoral and Boarding) and ultimately their parents immediately. In such cases the pupil may then be told that the police will be called. The police may then conduct a search if they believe that a crime has been committed, or to prevent harm to themselves or others following an arrest. Year the reasons behind the decisions they have made, and support will be put in place if necessary. Surgery will assist with any guidelines on smoking, drug or alcohol addictions. Engage. set out in the Parents’ Complaints Policy and Procedure the School has the responsibility of ensuring that all their house tutors are aware of, and understand, the guidelines set out in this document.

HEATHFIELD SCHOOL

Conducting a Search Policy

Policy Area:	Wellbeing
Relevant Statutory Regulations:	<p>ISSR Part 2 &3</p> <p>NMS 9, 6, 12</p> <p>Equality Act 2010</p> <p>Education Act 1996</p> <p>European Convention on Human Rights Article 8</p> <p>School Behaviour Regulations 2012</p> <p>Children Act 2004: 10 (2)</p>

	<p>The Health and Social Care Act 2012</p> <p>Education Act 2002</p> <p>DfE Searching, screening and confiscation September 2022</p> <p>DfE Behaviour and discipline in schools January 2016</p>
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Pastoral and Boarding)
Version:	2022.04
Date updated:	20 September 2022
Date of next review:	20 September 2023

This policy will be reviewed at least annually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

Heathfield School (the "School") fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. A strength of the School is it provides a safe physical environment in which the girls feel a sense of belonging, trust and respect. If a pupil or group of pupils are suspected of carrying or possessing an item/s that may impact their own or other's safety the School will be permitted to search a pupil or their possessions as detailed in this policy.

The Education Act 2011 and DfE Guidance for Schools on Screening, Searching and Confiscation (January 2018) allow for the search and confiscation of items that are dangerous, illegal or detrimental to school discipline and the well-being of the School community.

In the general course of school life, given pupils' good conduct overall and considering the very good relationships between pupils and staff, it is unlikely that searching pupils will be necessary. There are however some occasions when it might be necessary to search a pupil, their belongings, room and/or locker. This may be the case because there is a suspicion:

1. of the use of drugs, alcohol or tobacco (or any general smoking paraphernalia)
2. that a pupil has stolen another's property
3. that some property has gone missing and there is a need to establish its whereabouts
4. that a pupil is in possession of pornographic or other inappropriate material
5. that a pupil has brought knives/weapons into school

6. that a pupil is in possession of an article that may cause personal injury to, or damage to the property of, any person
7. that a pupil has an article which may be used to commit an offence
8. that a device (electronic equipment) has been used inappropriately (e.g. cyberbullying, sexting, sending indecent images, etc.)
9. that a pupil has an article in their possession which contravenes school rules (e.g. fireworks, laser pens, etc.)
10. Searches can also be undertaken as part of our ongoing drug monitoring procedures to provide a safe and healthy environment for all at School, detection dogs can be deployed around the site to check our premises. This is a preventative measure, common in most boarding schools. The search team are always accompanied and both staff and pupil areas and the grounds of the School may be searched.

When pupils or their belongings are searched, the following guidelines should always be followed.

Location of a search

Searches may be carried out on School premises or elsewhere where the member of staff has lawful control or charge of the pupil, e.g. a sports match, school trip or visit.

Staff should make the reason for the search clear to the pupil and gain pupil consent. Formal written consent is not required. It is enough for a member of staff to ask a pupil for consent verbally. Parental permission does not have to be given for a search to take place.

If a pupil is suspected of carrying an item (for example cigarettes) the best approach is to ask them, in the presence of a second adult witness (ideally a person of the same sex) to turn out their pockets or bag. If they refuse to obey the Deputy Head (Pastoral and Boarding) (“DH (P& B)”) should be notified immediately.

Pupil consent to search is not required if the items searched for are knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or any item staff consider to be used to commit an offence.

If it is felt necessary to conduct a personal search (i.e. because failure to do so at that point in time may cause significant harm to that pupil or the wider community) it must be limited to pockets and removal of outer clothing only. It is hoped that a personal search will never be deemed necessary at School. A reminder to a pupil that failure to turn out their pockets is a signal of guilt (and therefore would likely incur a disciplinary response) should prove enough to persuade any initially unwilling pupil to conform.

Two adults should always be present if a pupil, their property or room is being searched and at least one adult should be of the same gender as the pupil. However, if it is not reasonably practicable to summon another member of staff (i.e. because a search has to be undertaken immediately) a search can be made by one member of staff.

Ideally the pupil should be present when their room is being searched. However, this is not necessary if there is a risk that serious harm will be caused to a person if the search is not conducted immediately or if the article(s) being searched for might be removed by a third person before the pupil can be present. It may also be the case that a pupil is absent from School at the time when it is appropriate to carry out a search. Should this be the case consent should still be requested over the telephone and when conducting any search two members of staff must be present.

When conducting the search staff should openly show the pupil where they are looking.

Staff should show pupils where any suspicious substances/articles have been found immediately and make sure the second member of staff has seen the location.

If a banned/inappropriate article is discovered the members of staff conducting the search should remove the article and place it in a secure location until it is either passed onto a member of the on-duty member of SLT or DH (P & B), given back to the owner (if dealing with a stolen item) and/or destroyed. (See later notes on ‘Confiscation’).

It is necessary practice to make a record of any searches carried out and any articles found. Pro-forma is attached to this policy which helps to identify what information should be recorded.

Searching electronic devices

Staff may examine any data or files on an electronic device if they think there is good reason to do so. However, if they suspect content to be a child protection matter, the device should be given to the Designated Safeguarding Lead (“DSL”) before inspecting it.

‘Good reason’ is defined by the Secretary of State as having reasonable suspicion that the data or file on the device has been or may be used to cause harm, disrupt teaching or break the School rules.

If inappropriate material is found on the device it is up to the DH (P & B) or Headmistress to decide whether they should delete that material, retain it for evidence (of a criminal offence or a breach of School discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Best practice would require two members of staff to be present when viewing material on a pupil’s device. Pupils are required to unlock the device where a password/lock necessitates this.

Secretary of State guidance: This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone if it has been seized in a lawful ‘without consent’ search and is prohibited by the School rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property. Staff must have “good reason” for examining or erasing the contents of an electronic device, i.e. they should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Non-consent

Staff can undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in their possession a prohibited item. The staff must decide in each case what constitutes reasonable ground for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious. With the Headmistress’ permission staff may view CCTV footage in order to decide as to whether to conduct a search for an item. If a pupil refuses to consent to a search of their room/personal belongings, in the first instance, contact their parents to see whether they can persuade their daughter to allow a search to be made. If the pupil still does not consent it may be appropriate to call the police, or to proceed to search using the powers provided under the 2011 Act depending upon the seriousness of the circumstances and therefore what is deemed ‘reasonable’. Authorised by the Headmistress, School staff have a specific statutory power to search pupils (and/or their belongings) **without consent** for specific prohibited items – knives, weapons, alcohol, tobacco, fireworks, pornographic images, illegal drugs and stolen items.

A pupil should be reminded that failure to provide consent (or in the case of a request to turn out their pockets/show the contents of a bag) is a sign of guilt and would result in disciplinary sanctions.

NOTE: When dealing with non-consent, any item banned by the School rules may only be searched for under the 2011 Act if it has been identified in the School rules as an item that can be searched for. E.g. The School bans all smoking paraphernalia such as vaping, rolling devices etc

Conditions for searching without consent

The member of staff conducting the search must be the same sex as the pupil being searched.

There must be a second staff member as witness, preferably also the same sex as the pupil being searched.

Boundaries

Whether with consent or without, staff should not in any search:

- Use excessive force (reasonable force may be used when conducting a search for prohibited items listed above).

- Require the pupil to remove any clothing – other than outer clothing (i.e. clothing not worn immediately against the skin or against underwear including coats, hats, shoes, boots, gloves etc.) - for the purpose of searching it.

Extent of the search

Schools can search bags, rooms, lockers or desks for any item provided the pupil agrees. If the pupil does not consent, then it is possible to conduct a search but only for the prohibited items listed above. If the pupil objects (which they have the right to do) staff should inform the pupil’s Head of Year, Housemistress, Deputy Head (Pastoral and Boarding) and ultimately their parents immediately. In such cases the pupil may then be told that the police will be called. The police may then conduct a search if they believe that a crime has been committed, or to prevent harm to themselves or others following an arrest.

After the search

Heads of Year or Housemistresses should always contact the affected pupil's parents after any search, regardless of the outcome. A proper record should also be kept on the centralised records or by the Deputy Head (Pastoral and Boarding). These records should include details of the person searched, the reason for the search, the date, time and place, who was present and noting any outcomes and follow-up action.

1. If an inappropriate item is discovered a pupil should have the opportunity to explain why the article(s) was found.
2. Where an inappropriate item was found (especially where alcohol, illegal drugs or potentially harmful substances are found) parents should be told and kept informed of any resulting disciplinary procedures.
3. Even if no inappropriate item was discovered it is best practice to inform parents of why a search was felt necessary.
4. Disciplinary action may be taken if the search has resulted in the discovery of inappropriate article(s).
5. All pupils will be encouraged to discuss with their tutor/ Housemistress or Head of Year the reasons behind the decisions they have made, and support will be put in place if necessary. Surgery will assist with any guidelines on smoking, drug or alcohol addictions.

Confiscation

It is accepted that there may be occasions when it will be necessary for staff to confiscate pupils' property in the interests of the smooth running of the School. In particular, members of staff may judge that an item of property needs to be confiscated on grounds of health and safety, wellbeing or where there has been a clear breach of School rules.

Staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed onto the police.

School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Where a person carrying out a search find:

- Illegal drugs: they should be passed onto the DH (P & B). The drugs would then be handed over to the police.
- Stolen items: they should be returned to their owner where possible. The DH (P & B) should be informed so that a decision over whether the police should be informed can be taken.
- Tobacco/smoking paraphernalia and/or alcohol: they should be retained or destroyed.
- Pornographic material: they should dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as is reasonably possible.
- Weapons or items which are evidence of an offence: they should be passed onto the police as soon as possible.
- An item which is banned under the School rules: they should take into account the relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain or dispose of it (e.g. a laser pen)
- The member of staff who has confiscated the item should log this on the Sanction log on Engage.

The period of confiscation will depend on the nature of the item and the related offence. Generally, items should not be held for more than 24 hours; with mobile phones, for instance, it will usually be appropriate to return these at the end of the School day. It may be deemed appropriate to return the items to the parents rather than the pupil (e.g. if cigarettes have been confiscated); if in doubt about the period of confiscation, staff should consult the DH (P & B).

Confiscation of drugs

If staff are unable to identify the legal status of a drug, it should be treated as a controlled drug. In taking

temporary possession and disposing of suspected controlled drugs schools are advised to:

- Ensure that a second adult witness is present throughout
- Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present
- Store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff
- Notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so.

The School will:

- record full details of the incident, including the police incident reference number
- inform parents/carers, unless this is not in the best interests of the pupil
- identify any safeguarding concerns and develop a support and disciplinary response.

Obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Complaints

Complaints about searching and confiscation should be dealt with through the normal School complaints procedure, set out in the Parents' Complaints Policy and Procedure

Training

There is no legal requirement for a member of staff carrying out a search to receive training beforehand. However, the School has the responsibility of ensuring that all their house tutors are aware of, and understand, the guidelines set out in this document.

Related Policies

- Alcohol Policy
- Anti-Smoking and Nicotine Policy
- Drugs Policy
- Parents' Complaints Policy and Procedure
- Promoting Positive Behaviour Policy
- Pupil Code of Conduct Policy
- Safeguarding Children and Child Protection Policy



HEATHFIELD SCHOOL RECORD OF ROOM AND LOCKER SEARCHES

PUPIL NAME:	HOUSE:
DATE:	TIME OF SEARCH:
REASON FOR SEARCH:	
OUTCOME OF SEARCH:	
WHO CARRIED OUT SEARCH:	
WHO WAS PRESENT DURING SEARCH:	
WAS THE PUPIL IN AGREEMENT TO THE SEARCH?	
SIGNATURES OF ALL PRESENT:	