



CHURCHER'S COLLEGE

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

SENIOR SCHOOL

April 2026

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

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1 Introduction

1.1 This policy relates to all children at Churcher's College Senior School. Throughout this document, the terms "the School", "Churcher's College" and "Churcher's" refer to Churcher's College Senior School.

1.2 This policy has been produced with regard to the following DfE guidance:

- *Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)*
- *Restrictive interventions, including use of reasonable force, in schools (April 2026)*
- *Searching, screening and confiscation (July 2022)*

1.3 Related policies

The following policies, procedures and resource materials are also relevant to the School's Behaviour, Rewards and Sanctions Policy:

- Child Protection and Safeguarding Policy and Procedures
- Smoking, Alcohol and Drugs Policy
- IT Acceptable Use Policy for Pupils
- Online Safety Policy
- Complaints Policy
- General Aims & Philosophy of the School
- Educational/External Visits Policy
- Anti-Bullying Policy
- Exclusion Policy
- Classroom Removal Policy
- Mobile Phone Policy

These policies, procedures and resource materials are available to staff on the School's intranet and hard copies are available on request.

2 Promoting Positive Behaviour

2.1 The following extracts from the General Aims and Philosophy of the School reveal the ethos and values that underpin Churcher's College:

- Children at Churcher's thrive in a happy, well-disciplined, safe and caring environment.
- All individuals are respected and their individuality valued.

(c) The development of self-esteem, resilience, tolerance, moral values and leadership are vitally important parts of a child's education.

(d) The pupils of Churcher's College become confident, responsible, respectful and selfless citizens.

In summary, we aim to give all our pupils opportunities to discover and develop their talents to the full - be they academic, artistic, cultural or sporting. We also hope they will grow as human beings, developing a sense of self-discipline alongside a firm ethical, moral and spiritual framework.

2.2 Churcher's College, first and foremost, aims to create a culture that promotes excellent behaviour in order that all its pupils can progress in a calm, safe and well-ordered community which will allow them to achieve success and develop their self-confidence. Churcher's has a whole school approach to behaviour. The School seeks to ensure that high standards and expectations of good behaviour pervade all aspects of school life, including the culture, ethos and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviours and the relationship between staff, pupils and parents.

2.3 Churcher's College provides a comprehensive pastoral support system for all pupils through which good behaviour is taught and exemplified. This system includes but is not limited to Form Tutors, Heads of House, the Senior Teacher (Wellbeing), the Senior Teacher (Pastoral), the School Nurses, the School Counsellor, the School Chaplain, the Deputy Head (Pastoral), the Headmaster and our Peer Supporters.

2.4 Our rules and routines play a part in helping to achieve these aims and, in so far as they concern sanctions, are an inevitable and agreed constituent of our community. High standards and clear rules reflect the values of the School and outline the expectations and consequences of behaviour for everyone. The rules and Code of Conduct are set out in the Calendar, which is published to all pupils and their parents at the start of each term. All pupils new to the School and those at key transitional points (e.g. those progressing to the Sixth Form), are made aware of the expectations the School has on them regarding behaviour and discipline.

2.5 Pupils can have a voice in the way the school is managed and provide feedback on the School's behaviour culture through their representatives in the School Council. The School Council is a body chaired by the Deputy Captains of College with representatives from each House, and is charged with presenting the views of students of all ages to the Headmaster and through the Headmaster to other staff. The School Council is encouraged to be proactive in bringing ideas or concerns to the table as well as reactive, canvassing opinion and providing a student response to future plans and strategies as outlined by the Headmaster.

2.6 Pupils are encouraged to recognise the importance of good behaviour in various ways including:

- PSHE and R&P classes - where the values of friendship and tolerance are stressed.

- In tutorial sessions where groups and also individuals meet with their Form Tutor and discuss incidents, issues and values.
- In morning assembly – where moral messages about tolerance, mutual support and respect for one another are regularly given. Pupils have the chance to participate in the assembly programme as well as to be the recipients of the messages.

All of these aspects work to support our Anti Bullying Policy by raising standards of behaviour and reducing the likelihood of bullying.

3 Behaviour Issues, Safeguarding and duties under the Equality Act 2010

- 3.1 Churcher's College aims to create a culture in which all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully. Any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively.
- 3.2 In assessing cases of poor behaviour, consideration should be given as to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. If so, the School's safeguarding procedures will be followed (**see Child Protection and Safeguarding Policy and Procedures**).
- 3.3 Following any report of child-on-child sexual violence or sexual harassment (offline or online) the school will follow the procedures set out in the Child Protection and Safeguarding Policy and Procedures (which reflect the guidance contained in Part 5 of KCSIE).
- 3.4 Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred. Consideration should be given as to whether poor behaviour could be the result of an un-met special educational need or disability or because a pupil is experiencing transitional difficulties (for example, when moving to Churcher's College from another school). Where these causes might be the case, parents and other agencies may be consulted and the appropriate policy should be followed.

4 General Guidance

- 4.1 The Governors determine that the discipline in the School should adhere to the following outline principles:
- Self-discipline and respect is promoted and good behaviour is the norm.
 - Discipline should be based on a system of rewards and incentives, although on occasions it may be necessary to apply the appropriate sanctions.
 - Rewards and sanctions are applied fairly and consistently.

5 Rewards and Incentives

5.1 Pupils respond best to recognition, appreciation and encouragement and, with this in mind, there is a strong emphasis on praise, encouragement and reward at Churcher's. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. The teaching staff are advised to give praise where it is due both in academic and extra-curricular situations. A word from a Head of House, the Head of Sixth-Form or Form Tutor/Personal Tutor when a pupil does well will often produce a positive and appreciative reaction from the pupil.

5.2 The primary way in which pupils can receive recognition for achievement in the academic sphere is through the Merit and Commendation system.

Merits: Teaching staff can award pupils with merits on a discretionary basis. For example, a pupil could be rewarded with a merit for their attitude to learning, attainment, progress, kindness or helpful behaviour. When a pupil is given a merit, they receive a merit sticker, which they collect on a merit postcard. Each postcard has space for 10 merit stickers. Once a pupil has collected 10 merit stickers, the merit postcard must be signed by the pupil's Form Tutor, at which point it is converted into cash (£1). The pupil can then spend this at school; either in the tuck shop, to buy stationery or to make a donation to the current school charity (in which case the school will match the donation). There is no limit to the number of merit postcards that each pupil can complete and, if a pupil reaches 100 merits within one academic year, they will receive a merit badge from the Headmaster. A central record of merits is maintained by the Assistant Heads of House and the Deputy Head (Staff & Professional Development).

Commendations: Pupils may also be nominated for Commendations each term by subject teachers. Commendations are awarded in recognition of pupils' attainment, effort or progress and will therefore reward a range of pupils. A central spreadsheet is maintained by the Deputy Head (Staff & Professional Development), which includes the names of Commendation recipients for each term.

5.3 In addition, other mechanisms exist for the recognition of positive achievement, as follows:

5.3.1 Recognition for individual or team achievements at House Assemblies

5.3.2 Announcement of particularly prominent individual or team successes at Whole School Assembly on Thursday mornings. This will include the award of cups, trophies and prizes as appropriate.

5.3.3 The award of certificates of achievement - e.g. in Music or LAMDA examinations or in the Maths Challenge - by the Headmaster at Whole School Assembly on Thursday mornings.

5.3.4 Recognition of achievement, effort and progress based on the grades awarded in interim and end of term reports at Whole School Assembly on Thursday mornings. Additionally, through Head of House contact with both pupils and their parents.

5.3.5 The award of Prizes on Speech Day and Lower School Prize Giving as a result of achievement and involvement in the activities of the school.

5.3.6 The award of School Colours/Half Colours to individuals who have shown an outstanding contribution to activities at Churcher's.

6 **Pupil Leadership**

6.1 Pupils are also encouraged to behave well and act as positive role models to each other and to the wider community through a variety of activities. For example:

- In sports and games, where they learn to accept victory and defeat with sportsmanship and a good grace.
- Service in the community (our CAS programme), where they learn to appreciate their own good fortune and the importance of giving willing and consistent support to others in the community.
- In CCF, where older pupils undertake leadership roles.
- Those who are elected as Captains and Vice-Captains of College, Prefects and those senior pupils appointed to a Peer Supporter role, will be expected to lead by example in setting high standards of behaviour for others to follow. As emphasised in our Anti Bullying Policy, such senior pupils have a significant role in the prevention and reporting of bullying behaviour.

7 **The Teacher's Role**

7.1 Teachers play a key part in fostering good standards of behaviour, developing good relationships between adults and pupils at the school and thus supporting the school's Anti Bullying Policy. The School's expectations are set out at Staff Induction when a new teacher joins the School. They are also to be found in the Staff Handbook, the Employment Manual and the Staff Code of Conduct. Teachers at Churcher's College are expected to:

- Have high expectations of pupils in their behaviour and achievement in lessons.
- Provide consistent classroom management of the pupils in lesson times.
- Model good behaviour and positive relationships in their own conduct and manner towards the pupils wherever they may come into contact with them. Such behaviour modelling will be a significant factor in preventing pupils from adopting bullying behaviour in their conduct to one another.
- Assert good values of conduct on the sports field.
- Discuss issues with tutees during one to one and group tutorial sessions.

7.2 All new teaching staff are provided with a copy of this policy at induction.

8 Sanctions

8.1 At Churcher's College, we believe that the essence of all discipline is self-discipline: the aim of the teacher must be to develop this quality in pupils. In our Code of Conduct the pupils are asked:

- To exercise common sense
- To be clean and smart in appearance and to follow the school dress code
- To be honest, truthful, courteous and co-operative
- To respect other people and their property
- To be caring and appreciative of the environment
- To be dependable and conscientious in their learning
- To make the best use of their varied abilities and interests

Our aim is to encourage them to follow these precepts.

8.2 Recognising that an important part of growing up is learning to accept that wrong actions attract consequences, we try to keep sanctions to a minimum. When pupils do misbehave, the school will respond promptly, predictably and with confidence to maintain a calm, safe learning environment and then consider how such behaviour can be prevented from recurring. Teachers are encouraged to address any unacceptable behaviour themselves on a direct basis with the pupil(s) who are giving cause for concern. If, having tried personal admonition, further action is necessary, the next step is to contact the pupil's Head of House and Form Tutor, usually via email, outlining the issues.

8.3 Teachers should be fair, consistent and proportionate in their reactions to pupils who may exhibit aspects of undesirable behaviour. It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the pupil. Sanctions should be applied in an appropriate and consistent manner. When applying sanctions, the age and gender of the pupil, any religious requirements affecting the pupil, any special educational need or disability that they might have, previous offences, his/her honesty over the incident, attitude to rebuke and other potential contributing factors (eg if the pupil has suffered a bereavement or has mental health needs) would all be relevant in making a decision. Additionally, it is important to:

- Explain clearly why the behaviour was unacceptable.
- Be reluctant to punish groups unless responsibility is quite apparent.
- Explain to the pupil how he/she might put things right and follow up the sanctions meticulously.
- Note that research indicates that detentions are much more effective when a specific task related to the 'offence' is set and not 'lines' or a similar style of punishment.

- 8.4 Where a pupil or a group of pupils behaves poorly outside the School grounds and that behaviour is likely to bring the School into disrepute or to cause repercussions for the orderly running of the School, then Churcher's College reserves the right to take punitive action against that pupil or group of pupils. Examples of such circumstances could include behaviour while travelling to and from School, while at away matches or while off site but in School uniform in Petersfield or another local town. The full range of sanctions may be considered for use in responding to such cases.
- 8.5 Churcher's College is clear that the same standards of behaviour are expected online as apply offline. The School may also sanction pupils when their behaviour online poses a threat or causes harm to another pupil and/or could have repercussions for the orderly running of the school, if the pupil is identifiable as a member of the school and/or if the behaviour could adversely affect the reputation of the School. This is the case if the behaviour incident in question occurred outside the school day and off the school premises.
- 8.6 The School will use both general and targeted interventions to improve pupil behaviour and will provide all pupils with support, where necessary, to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required. Preventative measures which the School may put in place include seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher.
- 8.7 The following sanctions are available at Churcher's:

Poor work sanctions

- 8.7.1 **Departmental detentions:** given by a member of staff for failure to hand in written work, lack of effort, persistent lateness. At break time/lunchtime, supervised in academic departments.
- 8.7.2 **Faculty Detentions:** given by the Head of Faculty to a pupil who has already undertaken a Departmental Detention, but who continues to produce sub-standard work, demonstrates a lack of effort and application etc. At lunchtime, supervised in Faculties.
- 8.7.3 **Daily Academic Report:** given by the Head of House / Head of Sixth-Form to monitor the effort and progress made by a pupil in each lesson and for prep.
- 8.7.4 **Head of House Detention** (see below)

Poor behaviour sanctions

- 8.7.5 **Uniform Detention:** given by a member of staff for disregarding the school's uniform regulations. At lunchtime in Room 94, supervised by the Heads of House.
- 8.7.6 **Daily Uniform Report:** given by the Head of House to closely monitor a pupil's standard of dress. This sanction is applied if a pupil attends three lunchtime uniform detentions within a term.

8.7.7 **Chewing Gum Detention:** given by a member of staff to any pupil who is caught chewing gum on the School site. A first offence will result in a lunchtime detention, in Room 94, supervised by the Heads of House. Repeat offenders will be given an after school detention, supervised by the Deputy Head (Pastoral).

8.7.8 **Head of House Detention:** given by a Head of House for a more serious breach of discipline, such as rudeness, disruptive behaviour, foul language etc. or for on-going academic concerns following a Head of Faculty Detention. The detention takes place once a week for one hour after school and is supervised by the Head of House.

More serious sanctions

In more serious cases a Deputy Head will become involved. Either in consultation with the Head of House or directly, the following sanctions may be taken:

8.7.9 **Senior Detention:** this takes place once a week on Friday for two hours after school and is supervised by a Deputy Head.

8.7.10 **Deputy Head's Detention:** this is the most serious detention and takes place on Saturday mornings in School for two hours and is supervised by a Deputy Head.

8.7.11 **Suspension:** given by the Headmaster for serious or repeated offences. Parents will be consulted and suspension is to be seen as a warning that exclusion may follow unless the situation improves.

8.7.12 **Exclusion:** for a very serious offence, or following written warnings by the Headmaster to parents that further offences will result in exclusion of the offender. The School has a procedure for cases where parents are seeking a Governors' Review of a decision made by the Headmaster to exclude a pupil from the School. Please see the School's Pupil Exclusion Policy for further details.

8.8 There is no corporal punishment at Churcher's.

8.9 Following a sanction, the School will consider strategies to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school eg a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future, what will happen if their behaviour fails to improve and, if appropriate, advising them to apologise to the relevant person.

9 **Record Keeping**

9.1 An electronic record of disciplinary incidents and sanctions imposed is maintained by the Heads of House, Head of Sixth Form and the Deputy Head (Pastoral). This record is used to evaluate the effectiveness of the approach adopted and to enable identification of any patterns in poor or unacceptable behaviour so that appropriate remedial actions can be taken. In addition, the Deputy Head (Pastoral) will monitor the proportion of sanctions issued to pupils on the SEND register and, if necessary, follow up accordingly with the Head of House and Head of Curriculum Support.

9.2 Likewise iSAMS, the School's data management system, maintains a record of each pupil's disciplinary record.

9.3 An electronic record of serious incidents and the disciplinary sanctions imposed (suspension and exclusion) are kept by the Headmaster's Executive Assistant (**see Exclusion Policy**). This record is used to evaluate the effectiveness of the approach adopted, to enable the identification of any patterns with respect to serious misbehaviour and enable remedial actions to be taken where necessary. As a matter of course, the Headmaster will inform the Governing Body when a pupil is either suspended or excluded from Churcher's College.

10 **Restrictive interventions and the use of reasonable force**

10.1 This section should be read in conjunction with Appendix 6 (use of force or physical restraint) and Appendix 7 (physical contact with pupils) of the Staff Code of Conduct.

The School will follow the procedures set out in the DfE guidance [Restrictive interventions, including use of reasonable force, in schools](#) (DfE, April 2026). In accordance with this guidance, the School has adopted the following definitions:

Restrictive intervention: any action that prevents, restricts or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item (see Appendix 2 for details of prohibited items).

Restraint: a form of restrictive intervention which immobilises a pupil or limits their movement, which may or may not include direct physical contact eg. holding a pupil's arms to their sides or removing a pupil's crutches.

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm. Any seclusion will occur in a safe, supervised, non-threatening space and will end as soon as the immediate risk of harm has reduced. Seclusion will never be threatened or used as a punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal.

10.2 The School recognises the importance of minimising the need to use reasonable force and/or other restrictive interventions, such as through early support, prevention and de-escalation. The Senior School employs a range of measures (at a whole school and an individual level) to reduce the likelihood that reasonable force and/or other restrictive interventions will be required.

10.3 The School does not operate a "no contact" policy. Staff may make appropriate, non-force physical contact in context eg. to demonstrate a correct technique in a music or PE lesson. For further guidance on appropriate physical contact see Appendix 7 of the Staff Code of Conduct.

- 10.4 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:
- Committing a criminal offence
 - Injuring themselves or others
 - Causing damage to property, including their own
 - Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 10.5 Force is never used as a form of punishment.
- 10.6 Pupils should not be restrained in a way that affects their airway, breathing or circulation eg. by covering the mouth or nose. The use of force can be dangerous, particularly where it occurs on the ground; if a pupil is unintentionally held on the ground, staff should release their hold or re-position into a safer alternative or standing position as quickly as possible. If appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible.
- 10.7 The decision on whether it is reasonable to use reasonable force and/or other restrictive interventions depends on the individual circumstances of each situation. Staff will make an assessment as to whether it is reasonable to use a restrictive intervention, which will involve consideration of the following:
- **Necessity:** Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
 - **Proportionality:** Is the degree and duration of restriction the minimum necessary to reduce the risk?
 - **Welfare and context:** Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?
- 10.8 In cases where staff may find themselves dealing with a difficult pupil, they are encouraged to use the following strategies:
- Remain calm and measured.
 - Do not antagonise, or humiliate, or insult a pupil.
 - Give clear reasons why the pupil's conduct is unacceptable.
 - Explain the consequences of the pupil's refusal to co-operate.
 - Avoid any action which might exacerbate the situation.
 - Allow the pupil to give his or her version of the incident.

- Disagree agreeably: prevent the incident from escalating.
- Summon the support of a nearby colleague if necessary.
- Ensure there are witnesses where possible.
- Keep talking to defuse the situation.
- Use physical intervention only when all other methods have failed.
- The older the pupil, the less appropriate is the resort to force.

10.9 **Recording:** the School will keep a record of any significant incident in which a member of staff uses force on a pupil and any incident in which any other form of restrictive intervention is used, including seclusion or restraint. Where any form of restrictive intervention, including use of reasonable force or seclusion, is used by staff, the member of staff concerned should tell the Headmaster immediately. The staff member must provide a written report by submitting a completed **Restrictive Intervention Report Form** (see Appendix 1) as soon as practicable after the incident and no later than the same day. The report must include the following details as a minimum:

10.9.1 name(s) of pupil(s) and staff directly involved

10.9.2 any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability

10.9.3 time, date, location and approximate duration of the intervention

10.9.4 brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained

10.9.5 brief account of why the use of force or other intervention was assessed as necessary in that instance

10.9.6 details of any physical injuries sustained, if applicable

10.9.7 any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

10.10 **Reporting:** the Headmaster will report each significant use of force, seclusion or other restrictive intervention, to the parents of the pupil involved as soon as practicable after the incident, and will endeavour to do this no later than the same day. The report will be in writing and will include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force, if applicable
- details of any physical injuries sustained, if applicable

The Headmaster will not report to the parents if the pupil is aged 20 or over, or if it appears that doing so would be likely to result in serious harm to the pupil. In this instance, the Headmaster will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the Local Authority within whose area the pupil is ordinarily resident.

Where appropriate, the Headmaster will invite the parents to have a follow-up conversation about the incident. This could involve a discussion about any behavioural triggers or warning signs of an impending incident, whether any agreed behaviour support plans were followed, what de-escalation strategies were used and how effective they were, and what might be done differently in the future.

- 10.11 The School will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example, by amending or introducing a behavioural support plan.
- 10.12 The School will also hold a follow-up conversation with the staff and/or pupil(s) to facilitate reflection, learning and to support pupil and staff wellbeing. Ideally, this will be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. Additional support will be provided for staff and pupils (including witnesses) as required eg. follow-up conversations, counselling or other resources.
- 10.13 The recording and reporting requirements set out in this section will apply even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.
- 10.14 The school's record of incidents involving the use of restrictive interventions, including reasonable force and seclusion, will be included in the Headmaster's termly report to the Governors.
- 10.15 Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the School's Parental Complaints Policy and Procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in the School's Safeguarding and Child Protection Policy and Procedures and *Keeping Children Safe in Education (DfE)* will be followed.

11 **Searching and confiscation of pupil property**

Please see **Appendix 2** for further details of the School's policy on searching and confiscation.

12 **Malicious Allegations against Staff**

- 12.1 In accordance with the School's Complaints Policy, Churcher's College will investigate all allegations against staff and will follow appropriate procedures in doing so. Where allegations are safeguarding related then the procedures in the Safeguarding policy will be followed (**see Child Protection and Safeguarding Policy and Procedures**).

- 12.2 Where investigation reveals that a pupil has made malicious or unfounded allegations against a member of staff, the School will take disciplinary action against that pupil and the full range of sanctions will be considered in such cases.

Appendix 1

RESTRICTIVE INTERVENTION RECORD FORM

To record use of restrictive interventions, including seclusion, restraint or reasonable force

PART 1 to be completed by staff member who used the intervention	
Pupil name	
Pupil form	
Pupil date of birth	
Staff member name	
Details of relevant needs or circumstances of pupil, including SEN/D and whether the pupil has a behaviour support plan	
Time of incident	
Duration of intervention (approx)	
Date of incident	
Location of incident	
Names of any witnesses	
Brief account of the incident, including: <ul style="list-style-type: none"> • What led to the incident • Identified or potential triggers, if known • Any preventative or de-escalation strategies used • Where relevant, what type of reasonable force was applied and the degree of force • Details of any physical injuries sustained 	

Why was the use of force or other intervention assessed as necessary?	
Details of any post-incident support eg. medical treatment for injuries or other adverse impacts	
Signature	
Date	

PART 2 to be completed by the Headmaster	
Follow-up action taken	
When and how parents were notified (or if parents not notified, details of exception relied upon and date Local Authority notified)	
Signature	
Date	

PART 3 to be completed by HMEA	
Intervention logged	<input type="checkbox"/>
Signature	
Date	

APPENDIX 2

SEARCHING AND CONFISCATION

All schools have a general power to impose reasonable and proportionate disciplinary measures on pupils (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation has regard to guidance published by the Department for Education (DfE), *Searching, screening and confiscation (July 2022)*.

1 Prohibited items

1.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

1.1.1 knives or weapons, alcohol, illegal drugs and stolen items;

1.1.2 tobacco and cigarette papers, fireworks and pornographic images

1.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence; or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil); and

1.1.4 any items banned by the School Rules (including as set out in the Smoking, Alcohol and Drugs Policy) that are identified as being items which may be searched for.

1.2 The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School (for example on a School trip).

2 Before searching

2.1 Where the Headmaster or an authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item, the pupil's agreement is not required and the search will be carried out.

2.2 However, before any search is undertaken the co-operation of the pupil will be sought and they will be asked to agree to the search. The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The pupil will also be given an opportunity to ask questions. In seeking agreement, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have.

2.3 If a member of staff suspects that a pupil has an item that is banned by the School, they can instruct the pupil to turn out his or her pockets or bag. If the pupil refuses, the member of staff will consider why this is. Reasons could include that they are in possession of a prohibited

item or they do not understand the instruction. If a pupil continues to refuse to co-operate, disciplinary action may be taken in accordance with the School's Behaviour, Rewards and Sanctions Policy. If the member of staff still considers a search to be necessary (but it is not required urgently) then, as appropriate, they will seek the advice of the Headmaster, DSL (or Deputy) or pastoral member of staff, who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. If the pupil still refuses to co-operate the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. Reasonable force may be used during searches for prohibited items, with the exception of searches for items banned by the School Rules.

3 Searching for prohibited items

- 3.1 The Headmaster has authorised the following staff to carry out searches and retain or dispose of items in accordance with this policy:
- (a) the Deputy Heads; and
 - (b) the Senior Teacher (Pastoral).
- 3.2 Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a School trip or in training settings.
- 3.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- 3.3.1 a search of outer clothing and / or
 - 3.3.2 a search of School property (eg pupils' lockers or desks) and / or
 - 3.3.3 a search of personal property (eg bag or pencil case)
- 3.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.
- 3.5 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness. On the rare occasion that a member of staff conducts a search without a witness, they should immediately report this to the Deputy Head (Pastoral) and ensure a record of the search is kept.
- 3.6 Where the Headmaster, or staff authorised by the Headmaster, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.
- 3.7 The DSL (or Deputy DSL) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The

staff member should also involve the DSL (or Deputy DSL) without delay if they believe that a search has revealed a safeguarding risk.

4 Confiscation

- 4.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 4.2 School staff can seize any prohibited item found as a result of a lawful search, as set out above. They can also seize any item they consider harmful or detrimental to school discipline.

5 Searching electronic devices

- 5.1 An electronic device such as a mobile phone may be confiscated in appropriate circumstances in accordance with this policy. Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence (for example, "upskirting") or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.
- 5.2 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or extreme pornographic image, should not be deleted prior to giving the device to the police.
- 5.3 If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

6 Disposal of confiscated items

- 6.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 6.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headmaster or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgment to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 6.3 **Other substances:** substances which are not believed to be controlled/illegal drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled/illegal drug, it will be treated as though it is controlled/illegal and disposed of as above.

- 6.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if in the opinion of the Headmaster or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) without the involvement of the police. This is likely to apply to items of low value.
- 6.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- 6.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Headmaster or other authorised member of staff.
- 6.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the School's Designated Safeguarding Lead will also be notified and will decide whether to make a referral to Children's Services.
- 6.8 Other pornographic images will also be discussed with the School's Designated Safeguarding Lead. The images may then be passed to Children's Services for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 6.9 **Article used (or likely to be used) to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Headmaster or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- 6.10 **Weapons or items which are evidence of a suspected offence:** such items will be passed to the police as soon as possible.
- 6.11 **An item banned under the School Rules:** such items may, at the discretion of the Headmaster or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of.
- 6.12 **Electronic devices:** if it is found that a mobile phone or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the pupil may be prohibited from bringing such a device onto School premises or on School trips. In serious cases, the device may be handed to the police for investigation.
- 7 Communication with parents**
- 7.1 There is no legal requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, we will inform parents of any search that takes place and provide details of any items that have been found. We will also inform parents of any resulting action the School has taken, including any sanctions applied. In appropriate cases we will consult parents on how the School should dispose of certain items.

7.2 Complaints about searching or confiscation will be dealt with through the School's complaints procedure. A copy of the School's Complaints Policy is posted on the School website.

7.3 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.

8 **Record keeping**

8.1 The School will keep a record of all searches by a member of staff for a prohibited item as set out in paragraph 1 of this Appendix. The record of each search will include the following information:

- (a) The date, time and location of the search;
- (b) Which pupil was searched;
- (c) Who conducted the search and any other adults or pupils present;
- (d) What was being searched for;
- (e) The reason for searching;
- (f) What items, if any, were found; and
- (g) What follow-up action was taken as a consequence of the search.

The above information should be recorded on a ***Searching and Confiscation Record Form*** (see Appendix 3).

Appendix 3

SEARCHING & CONFISCATION RECORD FORM

To record searches of pupils' property and/or possessions and the confiscation, retention or disposal of pupils' property

PART 1 to be completed by staff member who carried out the search	
Pupil name	
Pupil form	
Pupil date of birth	
Name of staff member who conducted the search	
Details of relevant needs or circumstances of pupil, including SEN/D	
Time of search	
Date of search	
Location of search	
Name(s) of any other adults or pupils present	
Reason for search	
Details of item(s) being searched for	
Description of search eg. outer clothing, bag, pencil case	

Details of any item(s) found during the search	
Did the pupil agree to the search?	
Was reasonable force used (only permitted if the search is for a prohibited item) ¹ ? If so, please complete a Restrictive Intervention Record Form	
Signature	
Date	

PART 2 to be completed by the Deputy Head (Pastoral)	
Details of follow-up action taken as a consequence of the search	
Was the item confiscated, retained or disposed of?	
Signature	
Date	

¹ See Appendix 2 of the Behaviour, Rewards and Sanctions Policy